



IMPLEMENTATION OF ECONOMIC ALTRUISM EDUCATION IN CHARACTER FORMATION OF GRADUATE PROFILE DIMENSIONS

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Abstract

This study examines the application of economic altruism education in shaping student character according to the Graduate Profile dimensions at SMK Muhammadiyah 2 Karanganyar. Altruism is positioned as a moral foundation that aligns with the culture of mutual cooperation and the principles of economic justice that have developed in the Indonesian social context. This study used a qualitative approach with a case study design, involving teachers and students in the marketing subject. Data were obtained through learning observations, in-depth interviews, and documentation analysis, then analyzed using the interactive model of Miles, Huberman, and Saldaña. The results of the study indicate that altruistic values are systematically integrated into all stages of learning, from planning and developing teaching modules to implementing learning and assessment. Teachers incorporate elements of cooperation and social awareness into learning outcomes and facilitate collaborative activities, particularly through retail business practice assignments that require teamwork and shared responsibility. In the learning process, teachers act as facilitators who observe the dynamics of student interactions, reinforce prosocial attitudes, and implement authentic assessments that encompass cognitive, affective, and social aspects. Overall, the application of economic altruism values has been shown to support the strengthening of the Pancasila Student Profile dimensions, particularly mutual cooperation, noble character, and independence. These findings confirm that economic altruism education not only contributes to improving academic competence but also plays a crucial role in shaping students' social character.

Keywords: Economic Altruism Education, Graduate Profile, Character-Based Learning

Abstrak

Penelitian ini mengkaji penerapan pendidikan altruisme ekonomi dalam membentuk karakter siswa sesuai dengan dimensi Profil Lulusan di SMK Muhammadiyah 2 Karanganyar. Altruisme diposisikan sebagai landasan moral yang sejalan dengan budaya gotong royong serta prinsip keadilan ekonomi yang berkembang dalam konteks sosial Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, melibatkan guru dan siswa pada mata pelajaran pemasaran. Data diperoleh melalui observasi pembelajaran, wawancara mendalam, dan analisis dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa nilai-nilai altruisme diintegrasikan secara sistematis dalam seluruh tahapan pembelajaran, mulai dari perencanaan dan penyusunan modul ajar hingga pelaksanaan pembelajaran dan asesmen. Guru memasukkan unsur kerja sama dan kepedulian sosial ke dalam capaian pembelajaran serta memfasilitasi aktivitas kolaboratif, khususnya melalui tugas praktik bisnis ritel yang menuntut kerja tim dan tanggung jawab bersama. Dalam proses pembelajaran, guru berperan sebagai fasilitator yang mengamati dinamika interaksi siswa, memperkuat sikap prososial, serta menerapkan penilaian autentik yang mencakup aspek kognitif, afektif, dan sosial. Secara keseluruhan, penerapan nilai altruisme ekonomi terbukti mendukung penguatan dimensi Profil Pelajar Pancasila, terutama gotong royong, akhlak mulia, dan kemandirian. Temuan ini menegaskan bahwa pendidikan altruisme ekonomi tidak hanya berkontribusi pada peningkatan kompetensi akademik, tetapi juga berperan penting dalam pembentukan karakter sosial siswa.

Kata kunci: Pendidikan Altruisme Ekonomi, Profil Lulusan, Pembelajaran Berbasis Karakter



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INTRODUCTION

Education plays a strategic role in building the quality of national civilization through the development of intellectual abilities, character formation, and strengthening students' social competencies. The mandate of the 1945 Constitution of the Republic of Indonesia and Law Number 20 of 2003 emphasizes that national education is directed at developing individuals who are faithful, pious, have noble character, are intelligent, creative, and responsible. In a global context marked by the acceleration of information flow and digital transformation, character building becomes increasingly relevant as students face various moral, ethical, and social challenges. A report from the Ministry of Education, Culture, Research, and Technology Kemendikbud¹ emphasized that character building, including empathy and social awareness, is a fundamental need for students in the information age.

One of the important character values to develop in education is altruism. Altruism is understood as an individual's tendency to help others without expecting anything in return, reflecting social concern and empathy. Desmita² states that altruism is a moral trait naturally rooted in humans, but has the potential to degrade with changes in modern, increasingly individualistic lifestyles. In line with this, research by M. Fahmi Johan Syah et al.,³ shows that information literacy is not only related to mastery of technical skills but also includes ethical dimensions in the use of information. Therefore, strengthening moral values such as empathy and altruism needs to be systematically integrated into the learning process.

In the context of economics learning, the teacher's role is not limited to conveying rational concepts regarding economic choice and efficiency, but also includes instilling social and ethical awareness in economic decision-making. However, research Aulia & Purwaningsih⁴, shows that economics learning in vocational schools still tends to be dominated by the homo economicus perspective, which is oriented towards personal interests and profit. However, economics education that integrates prosocial values has been proven to shape ethical behavior and increase concern for the common good.⁵ Santosa & Widodo⁶ emphasize that the application of altruism in economics learning can foster empathy, mutual cooperation, and social responsibility in students. Findings

¹ Kemendikbud, *Panduan Pembelajaran Dan Asesmen Kurikulum Merdeka* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

² Desmita, *Psikologi Perkembangan Peserta Didik* (Remaja Rosdakarya, 2017).

³ M. Fahmi Johan Syah et al., "Competency Mastery of Information Literacy of Students of Accounting Education at Muhammadiyah University of Surakarta," *International Journal of Innovation, Creativity and Change* 14, no. 1 (2019): 13–25, <https://doi.org/10.15294/dp.v14i1.16808>.

⁴ R. Aulia and D. Purwaningsih, "Analisis Model Pembelajaran Ekonomi Dalam Meningkatkan Sikap Prosocial Siswa SMK," *Jurnal Pendidikan Ekonomi Indonesia* 14, no. 1 (2021): 112–24.

⁵ J. Suparno et al., "Pendidikan Nilai Dalam Pembelajaran Ekonomi: Perspektif Prosocial," *Jurnal Ilmu Pendidikan Dan Ekonomi* 10, no. 1 (2020): 54–67.

⁶ R. Santosa and S. Widodo, "Pendidikan Ekonomi Humanis Sebagai Upaya Pembentukan Sikap Altruis Siswa," *Jurnal Pendidikan Dan Ekonomi Humaniora* 6, no. 2 (2021): 97–108.

Lestari & Nurfadilah⁷ also reinforce that the integration of altruism values supports the achievement of the "mutual cooperation" and "noble character" dimensions in the Pancasila Student Profile. In line with this, Rahmawati & Hidayat⁸ emphasized the importance of moral value-based character education in facing the challenges of the digital economy, while Suranto and Pramitasari⁹ proved that project-based learning is effective in strengthening students' collaboration skills and social awareness.

Although various studies have shown positive results, several limitations remain in previous studies. Most research focuses on character theory or a general prosocial approach, while studies specifically addressing the integration of altruism values into vocational economics learning are relatively limited. Character-based entrepreneurship education, as demonstrated by Suhartini et al.,¹⁰ has been shown to enhance students' reflective attitudes toward the social impacts of economic decisions. However, this approach has not been extensively studied in the context of economic altruism as a core learning value. Furthermore, Sari & Jatmika¹¹ emphasize the need for more varied learning strategies to develop 21st-century competencies, although the explicit integration of altruism values as part of character competencies has not been widely described in economics learning practices.

The Pancasila Student Profile, consisting of six main dimensions Kemendikbudristek¹², provides a relevant conceptual framework for understanding the contribution of altruism in shaping character-based and competent vocational high school graduates. Wibowo & Gunawan¹³ emphasize that the vocational high school graduate profile needs to emphasize the values of mutual cooperation, empathy, and independence as preparation for facing the world of work. Findings Laili et al.,¹⁴ indicate that integrating altruism into economics learning can strengthen the dimensions of

⁷ D. Lestari and M. Nurfadilah, "Penerapan Nilai-Nilai Altruisme Dalam Pendidikan Ekonomi Untuk Mewujudkan Profil Pelajar Pancasila," *Jurnal Ekonomi Dan Pendidikan Karakter* 8, no. 3 (2022): 201–15.

⁸ S. Rahmawati and T. Hidayat, "Contextual Character Education through Experiential Learning: Strengthening Students' Prosocial Behavior in Indonesian Schools," *Jurnal Pendidikan Dan Pembelajaran* 29, no. 1 (2022): 55–68.

⁹ Suranto, "Effective Study Hours for Students in the Distribution of Subjects at Vocational High School," *Lectura: Jurnal Pendidikan* 15, no. 1 (2024): 222–34.

¹⁰ E. Suhartini et al., "Entrepreneurship Learning Based on Character Values in Vocational Schools," *Jurnal Pendidikan Vokasi Indonesia* 11, no. 2 (2023): 88–101.

¹¹ D. E. Sari and S. Jatmika, *Blended Learning In Teacher Professionalism Training Program (PPG): A Case Study*, 9, no. 4 (2020).

¹² Kemendikbudristek, *Panduan Profil Pelajar Pancasila* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, 2021).

¹³ T. Wibowo and H. Gunawan, "Penguatan Dimensi Profil Lulusan SMK Melalui Pembelajaran Berbasis Nilai Gotong Royong Dan Kemandirian," *Jurnal Pendidikan Kejuruan Dan Kewirausahaan* 9, no. 2 (2022): 134–50.

¹⁴ N. Laili et al., "Integrasi Nilai Altruisme Dalam Pembelajaran Ekonomi Di Sekolah Menengah Kejuruan," *Jurnal Pendidikan Karakter* 13, no. 1 (2023): 45–59.

mutual cooperation, critical reasoning, and morality, which are essential components of the Pancasila Student Profile.

Muhammadiyah 2 Vocational High School, Karanganyar, has implemented various character-building programs through intracurricular, co-curricular, and extracurricular activities. However, initial observations indicate that the integration of altruism values into economics learning remains relatively limited and tends to focus on the delivery of conventional economic theory. This situation indicates a gap between the school's character-building vision and the economics learning practices taking place in the classroom.

Based on this background, this study aims to analyze the implementation of economic altruism education in vocational high schools and its contribution to student character development in accordance with the six dimensions of the Pancasila Student Profile. This research is expected to provide a scientific contribution in the form of an alternative approach to integrating prosocial values into vocational economic education, while also providing empirical evidence regarding the role of altruism in strengthening character-based learning in the 21st century.

RESEARCH METHODS

This research uses a qualitative approach with a case study design, with the aim of understanding in-depth the application of economic altruism education in character formation of students according to the dimensions of the Pancasila Student Profile. This approach was chosen because it allows researchers to comprehensively explore the social, moral, and economic values that develop in economics learning practices, based on the authentic experiences of teachers and students in the school environment. Case studies are considered relevant to describe educational phenomena contextually and holistically, particularly in the context of vocational education.

The research was conducted at SMK Muhammadiyah 2 Karanganyar, a vocational high school committed to character building through various intracurricular, co-curricular, and extracurricular programs based on Pancasila values. The subjects consisted of economics teachers and eleventh-grade students in the marketing concentration. Subjects were selected using purposive sampling, based on the consideration that the informants had direct experience and adequate understanding of the process of integrating altruism values into economics learning.

Data collection was conducted through three main techniques: observation, in-depth interviews, and documentation. Participatory observation was used to obtain a direct overview of economics learning practices in the classroom, particularly regarding how teachers integrate altruism values and student responses and interactions during the learning process. In-depth interviews were conducted with teachers and students to explore their views, experiences, and perceptions regarding the application of economic altruism values in teaching and learning

activities. Meanwhile, documentation was used as supporting data, including a review of learning tools such as Lesson Plans (RPPs), economics teaching modules, and documents and records of school activities related to strengthening student character.

Data analysis was conducted interactively using the Miles, Huberman, and Saldaña model, which includes data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting, categorizing, and focusing information relevant to the research objectives. The reduced data were then presented in the form of descriptive narratives, thematic matrices, and direct quotations from interviews to strengthen the interpretation of the findings. Conclusions were drawn gradually and continuously from the beginning to the end of the research process, taking into account the interrelationships between emerging themes.

Data validity was maintained through triangulation techniques, including source, technique, and time triangulation. Source triangulation was conducted by comparing information obtained from teachers and students, while technique triangulation was conducted by matching data from observations, interviews, and documentation. Time triangulation was conducted by collecting data at different points in time to ensure the consistency and reliability of research findings.

RESULTS AND DISCUSSION

This section presents the main research findings obtained through a thematic analysis of data from observations, interviews, and documentation. The analysis was conducted to identify patterns that demonstrate how the value of altruism is integrated into economics learning in vocational high schools and its contribution to student character development in accordance with the Pancasila Student Profile. The thematic approach was used because it is considered effective in uncovering the meaning of experiences, social relations, and the dynamics of values that develop in educational practices.¹⁵

Table 3.1 Data Reduction of Altruism Interviews in Economics Learning

Interview Focus	Interview Substance	Core Theme	Implications of Character Formation
Learning Design	Altruism is integrated into learning planning, taking into account student needs, intake, school vision and mission, and resources.	Integration of values in planning	Learning becomes contextual and supports the development of prosocial values.

¹⁵ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (SAGE, 2021).

Interview Focus	Interview Substance	Core Theme	Implications of Character Formation
Teaching Modules & Collaborative Activities	The value of mutual cooperation emerges during product displays; cooperation and social awareness are fostered through collaborative tasks.	Contextual & collaborative learning	Strengthening the character of mutual cooperation, empathy, and cooperation.
The Role of Teachers as Facilitators	Teachers observe student interactions, provide direction, and appreciate prosocial behavior.	Facilitation & strengthening of values	Supports the development of independence, collaboration, and prosocial behavior.
Character Assessment & Observation	Assessment is done through direct observation of individuals and groups, not just cognitive tests.	Authentic assessment	Strengthening character through holistic assessment (affective, social, cognitive).
Altruism as an Economic & Cultural Value	Mutual cooperation is considered the basis of the people's economy and Indonesian culture.	Altruism as a cultural & economic value	Learning fosters social ethics and national identity.

The results of data reduction, as summarized in Table 3.1, show five main categories representing the integration of altruism values in economics learning: learning planning, teaching modules and collaborative activities, the teacher's role as a facilitator, authentic assessment, and the meaning of altruism as an economic and cultural value. These five categories illustrate that prosocial values such as mutual cooperation, empathy, and social concern do not emerge incidentally but are built consistently throughout various stages of learning. These findings confirm that social interaction and communication between students play a crucial role in shaping prosocial behavior in the classroom.

The Implementation of Economic Altruism Education in the Formation of Graduates' Character Profiles Reviewed from the Aspect of Learning Design

Based on research findings, one of the vocational school teacher informants revealed that the value of altruism has a strategic role in marketing learning, especially in the context of vocational education which is not only oriented towards mastering technical competencies, but also towards the formation of students' character. Altruism doesn't just mean prioritizing personal interests over those of others; it's also a form of prosocial behavior reflected in economic

interactions through empathy, service, mutual cooperation, and caring. These values serve as a moral foundation for marketing learning, helping students understand consumers, collaborate with others, and provide beneficial community services. This aligns with advances in vocational education that emphasize soft skills and character as components of modern work competencies.

Based on this understanding, the interview results also revealed that altruism needs to be integrated systematically into learning planning, not just used as an additional value. Teachers emphasize that learning must be tailored to students' intellectual levels, school goals, and needs. With proper preparation, educators can connect the principle of altruism to learning activities such as group work, customer service simulations, community-based projects, and business ethics case studies. Recent research shows that character education is effective when moral values are explicitly incorporated into the learning design and realized through contextual learning experiences.¹⁶

Strengthening these findings, Recent research shows that incorporating prosocial values into vocational learning can improve students' ability to collaborate, interpersonal skills, and social awareness of their competencies. This is now a crucial component of the vocational high school graduate profile and industry needs. In the Pancasila Student Profile, aspects of mutual cooperation, noble character, and independence are reinforced by learning that emphasizes prosocial values and altruism.¹⁷ Therefore, if altruistic values are incorporated into the learning process from the planning stage to implementation, it can produce students who not only possess technical skills but also possess strong social traits and are oriented towards the common good. This learning practice supports national education goals and strengthens the quality of vocational high school graduates as prospective workers with morals and empathy.

The Implementation of Economic Altruism Education in the Formation of Graduate Character Profiles Seen from the Aspect of Teaching Modules

As a continuation of the learning plan, the teaching module becomes the primary medium for translating the value of altruism into learning practice. The research results show that one informant stated that the value of altruism in economics learning begins with the creation of learning objectives, particularly when the teacher informs students about their learning achievements. The method used explicitly incorporates the principle of altruism into the learning objectives. These values are then applied throughout the learning process and evaluated at the end of the session. Learning about retail business, particularly in terms of displaying merchandise, provides a practical

¹⁶ A. Mus and H. Hamid, "Integrating Prosocial Values into Character Education: A Contextual Approach in Indonesian Schools," *Journal of Moral and Civic Education* 5, no. 2 (2023): 89–104.

¹⁷ S. Rahayu and A. Sudrajat, "Strengthening Pancasila Student Profile through Character-Based Collaborative Learning in Secondary Vocational Schools," *Jurnal Pendidikan Karakter* 12, no. 1 (2022): 33–47.

example of implementing the value of altruism. In practice, this activity requires students to work together and help one another. As a result, the values of collaboration and caring for others emerge naturally in the learning process. These values demonstrate the selfless attitude that is intended to be instilled.

In line with these practices, recent research shows that contextual learning enables students to link moral values to real-life experiences so that prosocial values such as altruism can be internalized more deeply and sustainably. In this situation, teachers are responsible for creating a learning environment that encourages students to understand, enjoy, and apply these principles through collaborative activities, problem-solving, and engaging social interactions.¹⁸ Furthermore, recent research shows that student involvement in group work contributes significantly to the development of Pancasila character, particularly in terms of mutual cooperation, independence, and noble morals. Students learn to prioritize group interests over personal ones.¹⁹

It is possible that the application of the principle of altruism in economics learning, particularly in the context of retail business in vocational schools, can be structured from planning to evaluation. Character values should be incorporated into learning and linked to collaboration, such as group assignments. Teachers have a strategic role in this regard. Thus, learning focuses not only on knowledge and skills but also on developing students' social character. This aligns with the national education vision and the strengthening of the Graduate Profile.

The Implementation of Economic Altruism Education in the Formation of Graduate Character Profiles Reviewed from the Aspect of Teaching and Learning Activities

At the implementation stage in the classroom, the value of altruism is realized directly through the interaction patterns that are built in teaching and learning activities. The results of the study indicate that, when the value of altruism is applied to economics learning, teachers play a greater role as advocates, observers, and guides without dominating the learning process. After the learning objectives are given and collaborative projects or assignments are given, students have the opportunity to explore ideas both individually and in groups. At this point, teachers are strategically responsible for observing the social dynamics among their students, assessing their interactions, and promoting character values by correcting inappropriate attitudes and supporting prosocial behaviors such as working together, helping one another, and showing empathy. This method aligns with the student-centered learning model, where teachers act as facilitators and provide support

¹⁸ Rahmawati and Hidayat, "Contextual Character Education through Experiential Learning: Strengthening Students' Prosocial Behavior in Indonesian Schools."

¹⁹ F. Ningsih and S. Wahyuni, "Collaborative Learning to Strengthen Students' Social-Emotional and Moral Competencies in Secondary Schools," *Jurnal Pendidikan Karakter* 13, no. 2 (2023): 145–58.

(scaffolding instruments) to help students learn to be more independent, collaborate, and master social skills.²⁰

Recent studies have shown that project-based learning and collaborative activities can foster prosocial values such as altruism. This is because students engage in real-life situations that require communication, cooperation, and social responsibility.²¹ The Independent Curriculum also emphasizes the importance of teachers' role as facilitators in ensuring that students acquire balanced skills and character, particularly aspects of the Pancasila Student Profile such as mutual cooperation, empathy, and independence.²² Furthermore, teacher observations of student interactions serve as an authentic assessment tool, enabling teachers to assess students' character development through their behavior, cooperation, and contributions to learning activities, in addition to academic grades.

Therefore, implementing the value of altruism in economics learning requires teachers to act as active facilitators and monitor how students interact in project-based activities. Teachers can strengthen students' prosocial character development in a more contextual way through direct observation and feedback. This method has proven effective in supporting the achievement of the Pancasila Student Profile dimensions. It also ensures that character education is not merely a discourse but also embodied in daily learning practices.

The Implementation of Economic Altruism Education in Shaping Graduates' Character Profiles Seen from the Aspect of Learning Activity Assessment

As the final series of the learning process, assessment has an important function in ensuring the achievement of learning objectives as a whole. Research results show that, specifically, assessing students' affective and social skills is easier when teachers act as facilitators in the learning process. During individual and group learning, teachers directly observe students. This observation allows educators to evaluate not only cognitive components but also students' feelings and behaviors.

In the context of implementing the learning, the interview results revealed that The teacher's role as an instructor facilitates the assessment process, particularly regarding student attitudes and character. Teachers can assess the achievement of overall learning objectives by directly observing individual and group activities. This method not only helps students master the material cognitively but also instills attitudes and character values such as cooperation and responsibility. These values

²⁰ D. Hapsari and A. Sunarto, "Instructional Scaffolding in Student-Centered Learning: Enhancing Students' Autonomy and Collaborative Skills," *International Journal of Learning and Instruction* 13, no. 2 (2020): 88–101.

²¹ M. Prasetyo and A. Ramdhani, "Project-Based and Collaborative Learning to Foster Prosocial Behavior in Vocational Education," *Jurnal Pendidikan Vokasi* 12, no. 3 (2022): 312–25.

²² Kemendikbudristek, *Penguatan Pendidikan Karakter Dalam Kurikulum Merdeka* (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, 2022).

are essential components of values-based education and the development of the Pancasila Student Profile.

Furthermore, research findings indicate that the implementation of a facilitative approach allows for a more comprehensive and accurate assessment. This is because teachers can assess the achievement of learning objectives by observing students' attitudes, interactions, and thought processes during emotional learning activities, in addition to using written exams.²³ According to recent research, authentic assessments based on real-world contexts and meaningful learning activities can provide a more comprehensive picture of students' cognitive and social-emotional progress. Furthermore, teachers' focus on assessing prosocial attitudes and behaviors demonstrates that ongoing learning aims to not only master the material but also build character traits such as responsibility, empathy, and collaboration. Recent studies have shown that character values aligned with the Pancasila Student Profile are strengthened through process-based assessment, reflection, and teamwork.²⁴ Therefore, appropriate and character-oriented character assessment is a strategic method to ensure that students not only understand the subject matter but also internalize the social and moral principles essential for their personal growth.

Implementation of Economic Altruism Education in the Formation of Graduate Character Profiles

When viewed more broadly, the findings of this study indicate that altruism has meaning that goes beyond the context of classroom learning. According to the source, altruism is at the heart of the principles of a people's economy, which is based on the spirit of mutual cooperation (gotong royong), where economic activity is directed toward creating shared prosperity rather than individual gain. This view aligns with recent research showing that gotong royong, a uniquely Indonesian prosocial value, serves as social capital that enhances collective and specialized economic participation.

This view emphasizes that Mutual cooperation, a representation of altruism, is a foundation of Indonesian culture. These values are integrated into Pancasila, particularly the third principle, "Indonesian Unity," and this collective practice affirms that cooperation, solidarity, and a sense of togetherness are pillars of Indonesian national identity. These findings align with recent research

²³ Z. Arifin and A. Rahmat, "Authentic Assessment in 21st-Century Learning: Measuring Students' Cognitive and Character Development," *Jurnal Pendidikan Dan Pengajaran* 54, no. 2 (2021): 123–34.

²⁴ N. Suryani and A. Wahyudi, "Assessing Character and Collaboration in Project-Based Classrooms: Implications for the Pancasila Student Profile," *Jurnal Pendidikan Karakter* 14, no. 1 (2023): 33–47.

showing that the value of collaboration consistently underpins social and economic ethics and helps students develop cooperative attitudes in school.²⁵

The fact that altruism is a core value in social life is demonstrated by the resource person's explanation of the relevance of economics learning to character values. Students' social sensitivity, empathy, and collaborative attitudes can be enhanced through economics learning combined with prosocial values. These are key characteristics of Pancasila students.²⁶ Therefore, incorporating altruism into economics lessons not only enhances the lesson's meaning but also serves as a useful strategy for educating students to understand economic theory and apply it morally, for the common good, and in accordance with national identity.

According to this interview, altruism, as a form of mutual cooperation, is a moral, social, and economic foundation of Indonesian culture. Therefore, incorporating these values into economics lessons has great potential to strengthen students' social character. It can also help develop Pancasila students who are empathetic, cooperative, and love the common good.

CONCLUSION

The results of this study indicate that the integration of altruism values in economics learning, particularly in marketing competencies at SMK Muhammadiyah 2 Karanganyar, significantly contributes to strengthening students' character in accordance with the dimensions of the Pancasila Student Profile. The values of altruism are reflected through the practice of cooperation, social concern, and mutual cooperation that are built in a planned and sustainable manner, from the planning stage to the implementation of learning. In this context, teachers act as facilitators who not only direct students' cognitive achievements but also observe, strengthen, and assess the development of prosocial behavior through collaborative activities, such as product display projects in retail business learning. These findings confirm that the internalization of altruism values can improve the quality of learning holistically, because it integrates the mastery of academic competencies with the formation of social character that is relevant to the needs of the world of work and society.

Suggestions and Recommendations

Based on these findings, this study recommends the development and implementation of learning models that explicitly reinforce the value of altruism in economics subjects, such as

²⁵ Y. Yusuf and D. Handayani, "Cultural Values of Mutual Cooperation (Gotong Royong) in Indonesian Education: Implications for Collaborative Character Development," *Jurnal Ilmu Pendidikan* 28, no. 3 (2022): 233–46.

²⁶ P. Pramudita et al., "Integrating Prosocial Values in Economics Learning to Strengthen the Pancasila Student Profile," *Jurnal Pendidikan Karakter* 14, no. 2 (2023): 155–70.

Project-Based Learning, Cooperative Learning, and Service-Learning. Furthermore, the development of more standardized character assessment instruments is needed so that the development of students' altruism can be measured objectively and continuously through authentic assessments, systematic observations, and portfolios. Further research is also recommended to conduct comparative studies between schools or between subjects to gain a broader picture of the consistency of instilling the value of altruism in vocational education. As digital marketing practices develop, studies on the integration of altruism into business ethics and technology-based service interactions are crucial to strengthening the relevance of economics learning. Furthermore, the relationship between altruism and the development of vocational soft skills, such as empathy for customers, teamwork, communication, and customer service, warrants further investigation, given that these skills are key requirements of the modern workplace.

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