

IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5) ON THE THEME OF SUSTAINABLE LIFESTYLE THROUGH ECOBRICKS FOR ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

Abstrak : Penelitian ini bertujuan untuk menggambarkan pelaksanaan Proyek Penguatan Profil Pelajar Pancasila (P5). Penelitian ini menggunakan metode kualitatif deskriptif. Subjek penelitian terdiri dari guru kelas 4 dan siswa kelas 4 SDN Ringinagung, Magetan. Teknik pengumpulan data yang digunakan meliputi wawancara, angket, dan dokumentasi. Instrumen penelitian berupa pedoman wawancara, lembar angket, dan lembar dokumentasi. Analisis data dilakukan dengan menggunakan model *Miles and Huberman*, yang meliputi tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi proyek penguatan profil pelajar Pancasila (P5) dengan tema gaya hidup berkelanjutan melalui *ecobrik* pada siswa kelas 4 SD melibatkan tahapan perencanaan, pelaksanaan, dan evaluasi. Guru menggunakan modul atau RPP yang disesuaikan dengan tema gaya hidup berkelanjutan dan menganalisis kebutuhan siswa. Tema ini mengajarkan pengelolaan sampah plastik, dengan memanfaatkan sampah plastik yang dapat diubah menjadi *ecobrik* sebagai produk.

Abstract: This research aims to describe the implementation of the project of strengthening the profile of Pancasila students (P5). This research uses descriptive qualitative methods. The research subjects consisted of grade 4 teachers and grade 4 students at SDN Ringinagung, Magetan. Data collection techniques used include interviews, questionnaires and documentation. The research instruments are in the form of interview guides, questionnaire sheets, and documentation sheets. Data analysis was carried out using the Miles and Huberman model, which includes the stages of data collection, data reduction, data presentation, and drawing conclusions. The results of the research show that the implementation of the project to strengthen the profile of Pancasila students (P5) on the theme of sustainable lifestyles through *ecobricks* for grade 4 students at SDN Ringinagung is very good for directly understanding concepts such as waste management, skills, problem solving, and developing student character. which is contained in strengthening the profile of Pancasila students. On the theme of a sustainable lifestyle, it teaches students how to manage plastic waste. By using plastic waste, it can be used as *eco-brik* which will be made into a product.

A. BACKGROUND

In Indonesia, there have been several changes in the education system, starting from simple then to the last is the independent curriculum. According to Ardianti and Amalia, (2022) although the curriculum changes, the goal is to improve the previous curriculum. The independent curriculum is one of the answers and solutions to the learning loss that occurred during the pandemic. (Zahir et al., 2022). The Independent Curriculum provides

freedom and is centered on students, teachers and schools are free to determine appropriate learning. The Independent Curriculum no longer demands the achievement of minimum completion values, but emphasizes quality learning in order to realize quality students, with the character of Pancasila student profiles, and having competence as Indonesian human resources ready to face global challenges (Rahmadayanti & Hartoyo, 2021). The implementation of the independent curriculum in

schools is an interesting thing to study, in 2022/2023 this curriculum was just implemented (Alimuddin, 2023).

One of the characteristics of the independent curriculum is the Pancasila Student Profile Strengthening Project (P5). The Pancasila Student Profile has implications for the formation of personal resilience. participant didik or students. The Pancasila Student Profile has the main objective of maintaining the noble values and morals of the nation, readiness to become world citizens, the realization of social justice, and the achievement of 21st Century competencies.(Maruti et al., 2023).

The Pancasila student profile strengthening project, as one of the means of achieving the Pancasila student profile, provides an opportunity for students to "experience knowledge" as a character strengthening as well as an opportunity to learn from their surroundings. In this profile project activity, students have the opportunity to study themes such as culture, entrepreneurship, technology and democratic life so that students can carry out real actions according to their learning stages and needs. (Maruti et al., 2023). Pancasila is arranged based on Graduate Competency Standards. One of the themes is a sustainable lifestyle (Makrifah et al., 2023). The focus of the sustainable lifestyle theme in phase B is to carefully sort waste, identify and choose environmentally friendly products, and behavior and activities that maintain environmental sustainability such as utilizing used bottles as chairs and tables and ecobricks .

Ecobrick is one of the creative ways to turn plastic waste into useful items that reduce pollution and toxins. Ecobrick is one example of a creative business. Ecobrick is another way to solve the solution to plastic waste. Ecobrick is a plastic bottle filled with non-biological waste (plastic) (Widiyasari et al., 2021).

In elementary school education, the use of plastic in the form of ecobricks can be a basic sustainable lifestyle. The goal is to encourage students to apply a sustainable lifestyle from an early age. So that in this case it can be an introduction to the values of sustainability and responsibility towards nature. The sustainable lifestyle that is applied turns plastic waste into something profitable and can also help prevent environmental damage. In this application, students

are introduced to sustainable values, responsibility and mutual cooperation through the principles of Pancasila (Hidayah & zumrotun, 2024).

Environmental issues such as plastic pollution have become increasingly worrying global issues, even impacting local levels such as elementary school environments. The lack of awareness and involvement of students in protecting the environment shows the need for character education that integrates sustainability values from an early age.

The implementation of the Merdeka Curriculum through the Pancasila Student Profile Strengthening Project (P5) is one of the strategic efforts to instill these values, especially in the theme of Sustainable Lifestyle . However, in practice, many schools do not yet have a concrete, creative, and local context-appropriate implementation model. The use of ecobricks as a learning medium not only teaches technical skills in processing plastic waste, but also internalizes the values of mutual cooperation, environmental care, and independence. Therefore, this study is urgent to provide practical and contextual solutions in implementing P5 at the elementary school level through ecobrick activities.

Many studies have been conducted on the implementation of P5 (Nurasiah et al., 2022; Rachmawati et al., 2022; Rusnaini et al., 2021) . However, based on the results of these studies, no research has been found that specifically examines the implementation of the Sustainable Lifestyle theme in P5 using ecobrick activities as a contextual and character learning medium (Irawati et al., 2022) . In other words, there is no systematic integration model between the P5 project and ecobrick activities, starting from planning, implementation, to reflection on learning in elementary school students (Nugrahani et al., 2019) . Thus, the novelty of this study lies in: the development of a contextual and applicable P5 implementation model using ecobricks, especially for the formation of sustainable and collaborative character in elementary school students so that it can be a practical reference for teachers and schools in organizing environmentally-based P5 innovatively.

Based on the results of observations made by researchers, SDN Ringinagung has implemented the Pancasila Student Profile Strengthening Project (P5) which is included in the independent curriculum,

namely with the theme of a sustainable lifestyle. When the implementation of P5 (Pancasila Student Profile Strengthening Project) had been going on since before the independent curriculum. The Pancasila Student Profile Strengthening Project (P5) took the theme of a sustainable lifestyle making skills, namely *ecobricks* which is formed into a chair. So that students can utilize used materials and materials that can be recycled. The advantage of making *ecobricks* is that it can improve children's skills in recycling used goods, into usable production results, and can be superior products at SDN Ringinagung. The disadvantage is that the product cannot be marketed because it is used for chairs and is used at the school as a work that produces results.

Based on this background, the focus of this research is to describe the implementation of P5, which includes aspects of planning, implementation, and evaluation of P5.

B. RESEARCH METHODS

This study uses a descriptive qualitative approach that considers the need for accurate data collection and in-depth analysis. The location of this research was carried out at SDN Ringinagung Magetan in the 2022/2023 academic year. The informants in this study were grade 4 teachers and grade 4 students. The researcher chose SDN Ringinagung Magetan as the location of the research, namely the school implemented a project to strengthen the Pancasila student profile (P5) with the theme of a sustainable lifestyle since the implementation of the independence curriculum in grades 1 and 4, especially grade 4 through *ecobrick activities* carried out by students at that location.

Study uses instruments, namely interview guidelines, questionnaires, and documentation. Data collection techniques in the form of documentation, interviews and questionnaires. Data validity uses the triangulation method. Data analysis techniques used use the Miles and Huberman data model, namely data collection, data reduction, and data presentation. The research procedure starts from the preparation stage, implementation stage and report preparation stage.

C. RESULTS AND DISCUSSION

In this data presentation, the results of interviews, documents found by researchers, and questionnaire

results regarding the planning, implementation, and evaluation of the implementation of P5 with the theme of sustainable lifestyle through *ecobricks* for fourth grade students will be explained. This interview was conducted by the researcher with the fourth grade teacher of SDN Ringinagung, Mrs. Dyah Retna Sari, S.Pd, and fourth grade students to obtain data and information related to the implementation of P5 with the theme of sustainable lifestyle through *ecobricks*. The questionnaire was then distributed to the fourth grade teacher and all fourth grade students.

1. P5 Implementation Planning on the Theme of Sustainable Lifestyle Through *Ecobricks* for Grade IV Students of SDN Ringinagung

The results of the document check conducted by the researcher at the planning stage related to the implementation of P5 with the theme of sustainable lifestyle through *ecobricks* for fourth grade students of SDN Ringinagung showed that the implementation went well. The following are the results of the document check:

Table 1. Check the P5 Implementation Planning Document

No	Aspek	Ya	Tidak	Keterangan
1	Rencana Pelaksanaan Pembelajaran	√		Guru mengadaptasi RPP P5 dan memodifikasi dari internet.
2	Analisis sarana prasarana kebutuhan kegiatan P5	√		Guru sudah melaksanakan analisis kebutuhan kegiatan P5 seperti alat dan bahan yang digunakan. Tidak ada dokumentasi terhadap analisis kebutuhan sarana prasarana kegiatan P5 tetapi ada jadwal kegiatan P5 itu sendiri.
3	Dokumentasi	√		Dokumentasi berupa foto kegiatan P5

Based on this documentation check, the teacher has prepared the lesson plan before the implementation of the Pancasila Student Profile Strengthening Project (P5) activity. The teacher also modifies the lesson plan on the internet when carrying out the activity. Then the teacher also carries out an analysis in advance of the infrastructure needs for the Pancasila Student Profile Strengthening Project (P5) activity starting from the tools and materials for making *ecobricks*. There is no documentation on the analysis of the infrastructure needs for the Pancasila Student Profile Strengthening Project (P5)

activity but there is a schedule for the P5 activity itself. For the documentation obtained by the researcher in the form of photos of the Pancasila Student Profile Strengthening Project (P5) activity making *ecobricks*.

Based on the results of the researcher's interview with Mrs. Dyah Retna Sari, S.Pd as the 4th grade teacher, she stated that:

" P5 activities are made in the form of project modules that are similar to RPP but are more flexible and activity-based, miss. The module includes themes , learning objectives, activity flows, and assessments that are relevant to the ecobrick project ."

Before carrying out activities, teachers first prepare modules or lesson plans that are adjusted to the conditions at that time. In the Merdeka Curriculum, activities are added in the form of a Pancasila student profile strengthening project (P5) as a result of opportunities for students to carry out real actions according to the learning stages. In addition to preparing modules or lesson plans, teachers determine what themes will be used to produce a product that suits student needs and local environmental issues starting from identifying learning objectives for the Pancasila student profile that will be developed, compiling activity flows that include introducing *ecobricks* , collecting materials, making, to product presentations to collaborating with the teacher team to determine their respective roles in assisting students. Not only that, the selection of themes is based on an assessment of local needs, namely the issue of handling plastic waste that is of concern to the surrounding community. In addition, this theme is relevant to the dimensions of the Pancasila student profile, such as caring for the environment, being creative, and working together.

Based on the results of the researcher's interview with Mrs. Dyah Retna Sari, S.Pd as the 4th grade teacher, it was stated that:

" Yes, the student needs analysis was conducted through observation and discussion. We found that students need knowledge about waste management, practical skills, and an understanding of environmental impact. Ecobricks were chosen because they are relevant to local environmental issues and can engage students in useful creative activities "

Teachers also analyze students' needs through observation and discussion. We

found that students need knowledge about waste management, practical skills, and an understanding of environmental impacts. *Ecobricks* were chosen because they are relevant to local environmental issues and can engage students in useful creative activities. In addition to implementing the Pancasila student profile strengthening project (P5) through *ecobricks* , teachers also need external parties to collaborate with environmentalist communities for *ecobrick making training*, namely "Bank Sampah Sapu Jagad."

2. Implementation of P5 on the Theme of Sustainable Lifestyle Through *Ecobricks* for Grade IV Students of SDN Ringinagung

In the implementation of the implementation activities carried out at SDN Ringinagung Mageetan during class 4 activities in accordance with the theme, namely sustainable lifestyle through *ecobricks* which produce a chair product. The theme of sustainable lifestyle makes students environmentally aware(Maulida et al., 2023). Teachers realize that plastic waste is very difficult to decompose, therefore, in managing plastic waste into a product, namely through *ecobricks* .

Before the *ecobrick activity* , teachers and students make preparations starting from collecting clean plastic waste, empty plastic bottles, and tools such as scissors, wooden sticks, or pushers. Then prepare facilities and infrastructure such as a place of manufacture. For this place of manufacture in the school yard itself. The teacher determines the schedule for *ecobrick making activities* by considering the duration and stages of manufacture. The duration of making *ecobricks* itself is around 4-6 weeks and making products from *ecobricks* takes one day.

During the activity, the teacher provides information to students. The teacher always opens and closes the activity with greetings, the teacher also prepares tools and materials, the teacher invites the partners of "Bank Sampah Sapu Jagad" to provide materials and guide students in making *ecobricks* . The teacher and partners give students assignments to make *ecobricks* that will be made into a product. In the assignment, responsibility, varying concentration skills and the attitude of students who are enthusiastic or collaborative can be trained.

The assignment is carried out by dividing students into small groups to ensure cooperation and division of tasks in each member.

In this student assignment, it also increases students' concentration abilities, which vary depending on their age and interest in the activity. This was conveyed by Mrs. Dyah Retna Sari, S.Pd. who said that "The students' attitude towards making ecobricks also fosters a sense of enthusiasm, collaboration in communication and cooperation and responsibility for the tasks given. In addition, it also provides motivation to students both at the beginning, during, and after the activity by providing an explanation of the positive impact of ecobricks on the environment and appreciating students both individually and in groups."

Making ecobricks into a product has many stages, here is the documentation of making ecobricks and its stages:

- a. Collecting plastic waste that has been washed and dried, then cutting the plastic into small pieces.



- b. Put the pieces into the bottle until solid.'



- c. Collect 10 ecobrick bottles and tie them using raffia rope, then wrap them using cardboard sheets and close the bottom in a circle.



- d. Covered using thin foam and glued with tape that surrounds the thin foam only on the sides and bottom.



- e. The top is filled with as much scrap fabric as possible and then covered with thin foam which is glued with tape until it is completely covered.



- f. Finishing, prepare a special cloth to beautify the outside of the product and provide a coaster



At the end of the activity, the teacher and collaborators provide *ecobrick reinforcement* and feedback to students on the products they have made. *Ecobrick - making activities* can be used as motivation for students both at the beginning, during, and after the activity. If the product is good: highlight the strengths of the product, such as beauty, uniqueness, or functionality. Then if improvements are needed: provide specific suggestions, such as how to increase the strength of the ecobrick or improve the product design.

3. Evaluation of the Implementation of P5 on the Theme of Sustainable Lifestyle Through Ecobricks for Grade IV Students of SDN Ringinagung

The results of the interview conducted by the researcher were obtained from Mrs. Dyah Retna Sari, S.Pd. in this evaluation aspect, according to her, the implementation of P5 activities on the theme of sustainable lifestyle through ecobricks for students influenced learning outcomes and learning grades.

"Yes, ma'am, P5 activities contribute to improving student learning outcomes and grades, especially in terms of strengthening the profile of Pancasila students, understanding direct concepts in waste processing, improving skills in cooperation and problem solving and making designs."

In the implementation of P5 activities, there are also obstacles ranging from limited tools

and materials that not all students bring the necessary materials, such as plastic bottles or push sticks. Time management is difficult to arrange to adjust to the regular lesson schedule. Various levels of skills that students' abilities are different and lack of initial understanding. So students need additional explanations about the objectives and methods of working on the activity.

The Pancasila Student Profile Strengthening Project (P5) activity has advantages ranging from environmental awareness that learns about waste management, character that strengthens cooperation and responsibility, and the products produced can be used or exhibited.

Based on the answers obtained from the results of interviews with teachers, it can be concluded that the implementation of the Pancasila student profile strengthening project (P5) on the theme of sustainable lifestyle through *ecobricks* is effective in increasing creativity, skills and problem solving.

The results of the study obtained through student questionnaires showed that in the statement "I enjoy learning to make *ecobricks* P5 activity with the theme of sustainable lifestyle," most students, namely 21 students, answered strongly agree, and 2 students answered agree. Based on the student responses, it can be concluded that students enjoy learning the Pancasila student profile strengthening project (P5) with the theme of sustainable lifestyle through *ecobricks*.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the research and discussion that have been presented, it can be concluded that the implementation of the Pancasila student profile strengthening project (P5) with the theme of sustainable lifestyle through *ecobricks* for grade 4 students of SDN Ringinagung involves the stages of planning, implementation, and evaluation. Teachers use modules or lesson plans that are adjusted to the theme of sustainable lifestyle and analyze student needs. This theme teaches plastic waste management, by utilizing plastic waste that can be turned into *ecobricks* as a product.

The changes seen from students are after the implementation of P5 on the theme of sustainable lifestyle through *ecobricks*, students understand concepts directly such as waste management, skills,

problem solving, and developing student character contained in strengthening the profile of Pancasila students. However, in its implementation there are obstacles faced ranging from limited tools and materials, time management, lack of understanding and skill level in solving it.

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