



IMPLEMENTATION OF THE PROJECT FOR STRENGTHENING THE PROFILE OF PANCASILA STUDENTS AT ELEMENTARY SCHOOL OF CIANDAM AS AN EFFORT FOR SOCIO-CULTURAL CHANGE

Nita Novianti ¹⁾, Arita Marini ²⁾, Linda Zakiah ³⁾

Doctoral Degree in Basic Education, Jakarta State University

E-mail: nita.novianti@mhs.unj.ac.id ¹, aritamarini@unj.ac.id ², lindazakiah@unj.ac.id ³

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Abstract

This research is motivated by the efforts made by the school to create students who have sustainable living behavior. Hopefully, this behavior will change the lifestyle of people who ignore waste. This research aims to analyze the implementation of the Strengthening Pancasila Student Profile (P5) Project activities with the theme Sustainable Lifestyle at the Elementary School of Ciandam, Sukabumi City as an effort to implement a positive culture which is hoped to have an impact on social and cultural change in society. This type of research uses descriptive qualitative methods. Data collection techniques include interviews, observation, and documentation. Data was collected through interviews with the school principal, deputy head of curriculum, teachers who taught in first grade, and six students. Observations were carried out directly during the implementation of P5 activities and analysis of post-P5 activity reports. Data were analyzed using six interrelated steps in the analysis of the interpretation of qualitative data as presented (Creswell, 2014). The research results show that 1) The stages of P5 activities consist of the stages of preparing the school ecosystem, designing P5, managing P5, processing assessments and reporting P5 results, evaluating and following up on P5; 2) Class I students participated in P5 activities with great enthusiasm; 3) The theme of a sustainable lifestyle has a positive impact on student behavior, especially towards waste; 4) Reporting on P5 activities is socialized at parent meetings as a follow-up form and is expected to bring about socio-cultural changes in society.

Keywords: Project for Strengthening Pancasila Student Profiles; Sustainable Lifestyle; Socio-Cultural Change.

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INTRODUCTION

Condition waste in Indonesia is increasing day by increase bad. Recently, seas and mountains of rubbish were discovered in the forests of northern Bali, which attracted attention from the Australian media (Sitompul, 2023). This fact is not only in the Bali region but in almost all regions in Indonesia. At the final shelter, the condition looks like a sea of rubbish because based on the data quoted, (Sitompul, 2023)Indonesia ranks fifth in terms of the largest amount of rubbish in the world. The same thing was also conveyed (Puwaningrum P, 2016)that waste management in Indonesia is still a problem that cannot be handled properly. This can be seen from waste reduction activities both in the community as waste producers and at the regional level which is still around 5% so that the waste is disposed of at the final processing site (landfill) while the landfill space is very limited. The waste problem is also a global problem in several countries in the world. It is estimated that global plastic waste in 2025 will increase to 9–13% of total plastic waste, and this figure varies depending on the country (Wong et al., 2015). Waste produced by public consumption includes organic materials ranging from biogenic (food waste with high water content, paper, wood, leather) to nonbiogenic (plastic, composite) and inorganic (metal, glass, ceramic, inert) (Tsiliyannis, 2015).. The low recycling value of plastic waste products, lack of technological support, and the low recovery rate of plastic waste are the causes of the low recycling rate for plastic. This results in the amount of plastic waste increasing and bringing bad consequences such as pollution, contamination of the food chain, damage to biodiversity, waste of energy, and economic losses.(Chow et al., 2017).

This increasingly serious waste condition is of course motivated by the lifestyle of people who are not yet aware of waste. According to him, (Rya Sunoko et al., 2011)several correlated factors cause waste conditions to get worse, including education level, income level, behavior toward environmental cleanliness, knowledge of local waste regulations, and willingness to pay waste levies. This waste problem is very crucial and is largely a cultural problem in society. It is not easy to change people's awareness of waste, prevention efforts need to be carried out through special emphasis applied from a young age through education (Zorpas et al., 2017). If this waste problem is not immediately addressed seriously, the impact will affect various aspects of life (Putra & Yuriandala, 2010). There needs to be a structured and well-planned effort from various parties regarding waste management in Indonesia

One effort that can be made to overcome the waste problem is through education. Education is a way to change people's socio-cultural behavior, in this case, awareness of sustainable lifestyles. A sustainable lifestyle is part of sustainable development, where the important issue of sustainable development is how to maintain the natural environment and natural resources while developing wealth and prosperity for the growing human population (Pauw et al., 2015). Sustainable development is part of the UN program known as SDGs (Sustainable Development Goals) which is affiliated with 192 countries including Indonesia

from 2016 to 2030 (Fadil & Isna Alfaien, 2023) Achieving the SDGs includes three sustainable dimensions, namely eradicating poverty (economic), reducing social inequality (social), and preserving the environment (environment) (UNESCO, 2021). The concept of sustainable development is largely centered on solving three social, economic, and environmental goals simultaneously (Kopnina, 2020). This means that in carrying out development in the economic and social fields, it is necessary to pay attention to environmental sustainability in the form of preserving ecosystems and natural resources as a form of natural balance. The SDGs have seventeen sustainable development. In fourth place, what we know as SDG4, has the goal of ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all (UNESCO, 2016). In SDG4, every country must develop quality education that provides environmental awareness. Environmental education has been implemented in other countries, one of which is Vietnam. The results of the research evaluation show that elementary school students know the environment, but knowledge about waste processing is still limited. (Phan Hoang & Kato, 2016). In Indonesia itself, environmental education has been instilled in students from kindergarten to higher education. This is because awareness of environmentally friendly activities and environmental empowerment cannot be built in a short time (Prabawani, 2017). At the elementary school level, education about the environment, including sustainable lifestyles, has been delivered from first grade.

The independent curriculum was developed as a curriculum framework that is more flexible while focusing on essential material and developing the character and competencies of students (Kemendikbudristek, 2022). In the independent curriculum, there is an ultimate goal to be achieved, namely creating students who have the characteristics of the Pancasila student profile, which consists of faith and devotion to God Almighty, global diversity, critical reasoning, cooperation, and creative thinking. The character profile of Pancasila students can be developed through intra, extra, and co-curricular activities. Apart from that, the character of the Pancasila student profile can be realized through the activities of the Pancasila Student Profile Strengthening Project (P5). Through P5 activities, teachers are expected to be able to accompany the learning process that grows capacity and builds noble character as described in the Pancasila student profile (Kemendikbudristek, 2024).

Almost all schools that have implemented the independent curriculum have also implemented P5 activities. Previous research studies regarding the implementation of P5 in driving schools at the elementary school level found that in preparing P5 activities, the school readiness stage was identified first, followed by the element selection stage, sub-elements of the Pancasila student profile, and finally the P5 assessment (Rachmawati et al., 2022). This is intended so that the driving school as a prototype school can become an ideal reference for other schools that will implement the independent curriculum. Then the results of research (Ulandari & Rapita, 2023) carried out at the Cendikia Bangsa Vocational High School show that

the implementation of P5 is an effort to strengthen the character of students including design, management, assessment processing, and reporting of results, as well as evaluation and follow-up. The same thing was also expressed by (Sulistiyaningrum & Fathurrahman, 2023) namely By implementing P5 activities at Nasima Elementary School, it is hoped that it can prepare students to become lifelong Indonesian students who are competent, have character, and behave according to Pancasila values.

It is hoped that the characters born from the implementation of the Strengthening Pancasila Student Profile (P5) Project activities will be able to become strong characters in the next generation who will continue the baton of sustainable development. The results of descriptive qualitative research at Cendikia Bangsa Vocational School regarding the implementation of P5 produced an impact in line with expectations, namely strengthening student character by the dimensions of the Pancasila student profile. (Ulandari & Rapita, 2023). Research conducted by (Phan Hoang & Kato, 2016) found that environmental education can increase environmental knowledge in elementary schools, including students who are proficient with the concept of organic waste. & inorganic, recyclable waste can be reused. This shows knowledge that can be developed into a strong character regarding environmental awareness. Apart from that, it is also hoped that when environmental awareness grows in students' character, this can bring about changes in their family environment and will be a collective change in society.

Ciandam State Elementary School is a school that has just implemented an independent curriculum this year and also carries out P5 activities. This school has studied the independent curriculum from training attended by the principal, who also happens to be the principal of the mobilizing teachers, and also training attended by teachers at the Merdeka Mengajar Platform (PMM). Apart from that, the condition of the community around SDN Ciandam is not yet fully aware of the environment, as can be seen from the large piles of rubbish in the houses around the school. This is what triggers schools to change the behavior of students who are aware of the environment so that it will lead to parents' behavior and impact socio-cultural changes in society. Based on the description of the background to the problem above, the researcher will examine in more depth how to implement the project to strengthen the profile of Pancasila students with the theme of a sustainable lifestyle to increase students' awareness of the surrounding environment, especially plastic waste. Students' awareness of the environment is also expected to bring changes in their home environment which becomes a collective awareness that can change the socio-cultural behavior of society towards the environment.

METHODS

Method This type of research uses descriptive qualitative methods. The descriptive qualitative research method was chosen because it describes or explains the phenomena observed in detail and in-depth. This research was carried out in class 1 of the Ciandam State Elementary School, Sukabumi City. The class consisted of 34 students, consisting of 14 boys and 20 girls. It was carried out in the odd semester of the 2023/2024 academic year every Saturday for one semester, and the harvest of the work lasted for 3 days. Sources of research data include information, events, and documents. Data collection techniques include interviews, observation, and documentation. Interviews were conducted directly with the school principal, deputy head of curriculum, P5 coordinator, P5 facilitator, and students to obtain information about the implementation of P5. Observations were carried out directly at implementation activities and the peak of the work harvest. Documentation is taken from reports, photos, and videos of activities to strengthen research data. The instruments used in this research include interview guidelines, observation sheets, and documentation guidelines. Next, the data was analyzed using six interrelated steps in the analysis and interpretation of qualitative data as presented (Creswell, 2014). The steps for data analysis and interpretation can be seen in Figure 1. The data analysis and interpretation technique uses Cresswell because it is deep and comprehensive, flexible, allows theory discovery, facilitates hypothesis development, respects context, and real life, can validate the accuracy of findings, and also encourages reflection researcher.

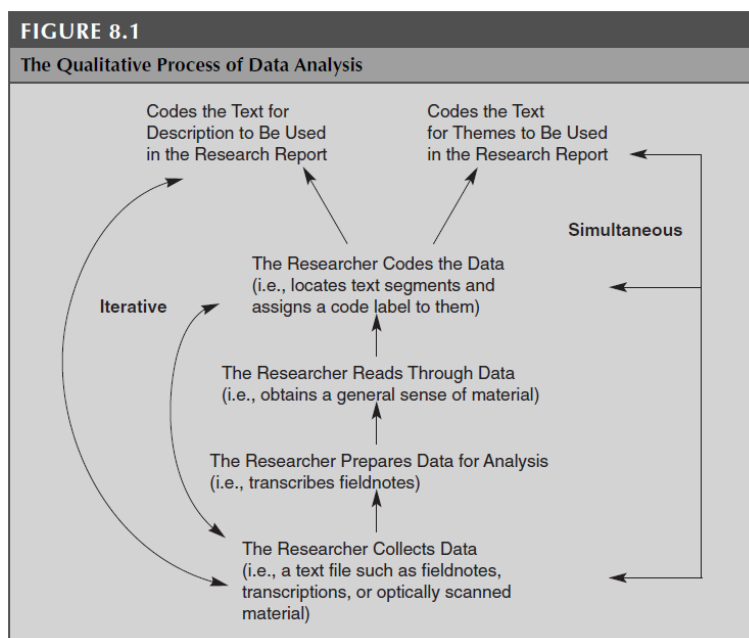


Figure 1. Steps data analysis

Source: Creswell, 2014

RESULTS AND DISCUSSION

The Strengthening the Pancasila Student Profile (P5) project is an effort made to encourage the achievement of the Pancasila Student Profile by using a new paradigm through project-based learning (Kemendikbudristek, 2024). It is hoped that the Pancasila student profile will become a character that will strengthen the nation's personality by Pancasila values. The characteristics expected from P5 activities carried out at SD Negeri Ciandam are Faithful & Devoted to God Almighty, Creative, and Independent. This character will be seen from the theme taken in the P5 activity, namely Sustainable Lifestyle with the topic of Managing Plastic for a Sustainable Earth. The steps taken are the development steps for the project to strengthen the profile of Pancasila students issued by the Ministry of Education and Culture.

In research (Rachmawati et al., 2022) that in implementing P5 we must understand 1) the project to strengthen the Pancasila student profile, 2) the flow of determination in selecting elements and sub-elements of the Pancasila student profile in elementary schools, and 3) assessment of the project to strengthen the student profile Pancasila. Other research also presented by (Ulandari & Rapita, 2023) explains eight stages in implementing P5 which consist of 1) forming a P5 team carried out by the principal and deputy principal; 2) identifying readiness to implement P5; 3) selecting the character dimensions of the Pancasila student profile; 4) selecting the P5 theme which becomes a bridge to strengthen students' character; 5) planning the allocation of lesson hours (JP) and P5 action time; 6) designing the flow of P5 activities; 7) assessment planning; 8) creation of P5 module. The researcher explains the results of his findings by the steps in the data analysis method Creswell, 2014: 1) the researcher collects data; 2) researchers prepare data for analysis; 3) the researcher reads the data; 4) the researcher codes the data; 5) text coding for the description to be used; 6) coding the text for the themes to be used (Creswell, 2014).

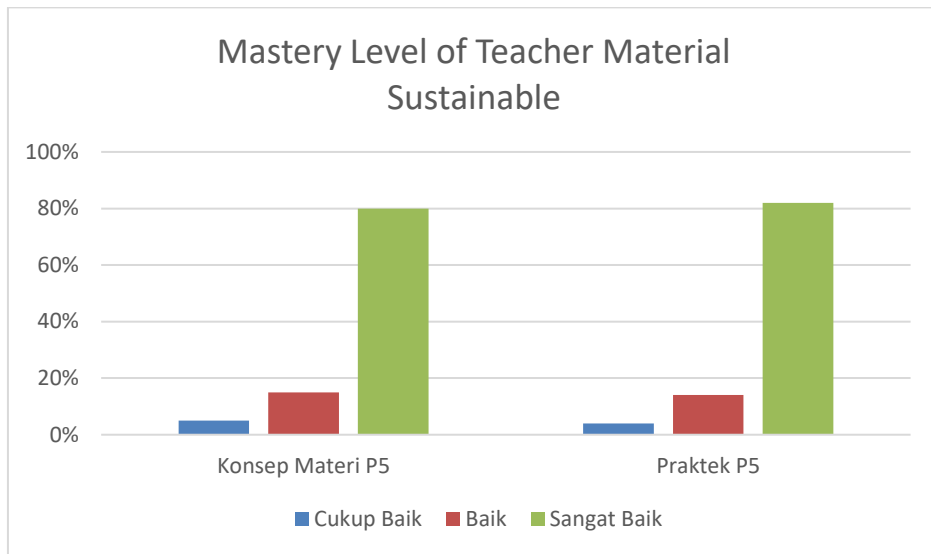
First, the researcher collects data (observation, interviews, and documentation). This stage begins with collecting data from observations for 1 semester from July to December which is carried out every Saturday, interviews, and also documentation. This data was obtained based on the implementation stages of P5 activities which consisted of preparing the school ecosystem, designing a project to strengthen the profile of Pancasila students, creating modules independently, managing the P5 project, processing assessments and reporting results, evaluation, and follow-up. The two researchers prepared data for analysis which consisted of data from observations of teachers which were carried out six times during implementation and twice during the harvest of P5 work and the data obtained was presented in bar graph 1. Photo data of the harvest of P5 activity work is presented in Figure 2 and Figure 3. Other data prepared is element and sub-element data presented in Table 1. The third and fourth stages are the researcher reading and coding the data.

The reading and coding stage of data starts from observation data. At this stage, schools carry out outreach about the Strengthening Pancasila Student Profile (P5) Project to teachers

and students as participants in P5 activities. The principal also creates a positive culture that supports P5 activities. From the results of cultural observations built at SDN Ciandam that support a sustainable lifestyle P5 activities are the practice of clean Fridays and class cleanliness competitions which are held regularly. Next, teachers are invited to take part in independent training on P5 on the Merdeka Mengajar Platform (PMM). The next stage is designing a project to strengthen the profile of Pancasila students. Once the teacher has sufficient knowledge, the next step is to design P5. At this stage, the principal forms a P5 team consisting of the principal as the person in charge, the deputy head of curriculum as chairman, and the P5 facilitator, namely the first-grade teacher. At the planning stage, the school plays the role of initiator, and parents and the community help provide suggestions (Priatmoko et al., 2023). The students targeted in P5 activities are first-grade students as the first generation to implement the Independent Curriculum. Next is the stage of creating an independent module which is used as a guide in implementing P5 for one semester as well as creating instruments for the assessment. In the P5 module, there are learning objectives that are arranged based on the dimensions and sub-elements arranged at the beginning. There were interesting things found at the interview stage with the principal, vice principal, P5 coordinator, and teachers. When creating modules and assessments, there are differences in perception between the team, this is where dynamics in the organization can occur. This of course requires a coaching role, in this case a facilitator who can provide the best assistance and solutions. This also happened at SDN 03 Taman Kota Madiun where the project to strengthen the profile of Pancasila students, was carried out using mentoring, with the hope of maximizing the implementation of P5 at the elementary school level (Maruti et al., 2023). However, because this school is not driving, this is a limitation for the team in finding a middle ground for the differences that occur. This is where the role of the school principal as a leader is needed in carrying out his role well. The P5 management stages consist of opening by the school principal, implementation, as well as regular monitoring and evaluation with the team. Implementation is carried out as optimally as possible by developing character education so that the goal that has been prepared, namely an attitude of caring for the environment, can be achieved as fully as possible. The work harvest will be held for two days from 15-16 December 2023, which also concludes the activities on the last day. At this stage, the school maximizes the role of partners, including the class committee, so that the closing activities run well and the involvement of parents becomes a bridge that will open the community's paradigm regarding waste care and use so that it has an impact on social and cultural changes in the community. The flow of the project stages can be seen in Table 2.

The text coding stage for the description that will be used is a continuation of the stages of reading data, analyzing data, and coding data. Text coding for descriptions of teachers' mastery of material can be seen in Graph 1. Based on Graph 1, it can be seen that 80% of teachers have mastered the concept of sustainable lifestyle material and 82% are skilled in practicing making waste products into valuable goods. This means that the teacher's readiness

in implementing P5 is very good. Teacher readiness for P5 material is an indicator that preparing the school ecosystem has gone well.



Graph 1. Mastery Level of Teacher Material

The text coding for descriptions of student activities is presented in table 1. Based on the data from table 2, it can be seen that at each stage of the activity there is always an assessment which is expected to result in a change in students' attitude of caring for the environment for the better because this will have an impact on students' daily behavior towards good waste. school, at home, or in the community.

Table 1. Flow of Project Stages

Introduction: Understanding Plastic			
1. Get to know plastic materials	2. Plastic objects around me	3. Coloring: identify plastic objects around	4. Plastic on my favorite things
5. Draw and color plastic objects	6. Video: which is plastic, which is not?	7. Games: which ones are plastic, and which ones aren't? (Formative assessment)	

Contextualization: Management and Processing of Plastic Waste

- | | | | |
|---|---------------------------------|--|--|
| 8. Get to know the types of waste | 9. Sort waste according to type | 10. Individual Craft: processing plastic waste (Formative assessment 2) | 11. Class craft: making mosaics from plastic waste |
| 12. Class craft: making a mosaic from plastic waste (2) | | | |
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Action: Responsible Attitude

- | | |
|--------------------------------|--|
| 13. Keep the environment clean | 14. Harvest work at school (Summative Assessment) |
|--------------------------------|--|
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Source: P5 Elementary School of Ciandam Activity Report Document

Text coding for observation descriptions also showed that students were quite enthusiastic about following the material about sustainable lifestyles presented by their teacher which can be seen in Figure 2. So towards the end of the activity when the teacher asked students to make products from plastic waste they were immediately enthusiastic about putting forward their ideas. about the product to be made. At this stage, the teacher appears to give students freedom regarding what products they make, and the type and color of plastic they will use when making the product later. This freedom provides space for trust in students which has an impact on good social relations between teachers and students. This is in line with research presented by (Bruggink et al., 2014) that the close relationship between teachers and students is significantly correlated with the need for support for students' behavior and assignments.



Figure 2. P5 Implementation Stage

Source: P5 Elementary School of Ciandam Activity Report Document

The assessment processing stage presented in Table 2 consists of two formative assessments and one summative assessment. In the first formative assessment, the teacher assesses students' knowledge about the ability to differentiate between plastic and non-plastic with a simple game. In the second formative assessment stage, the teacher assesses the student's process in making products or processing plastic waste using an assessment rubric. The final assessment, namely the summative assessment, is carried out to assess plastic waste products into valuable items at the time of harvest. To produce an objective assessment the teacher also involves the P5 team in carrying out the assessment. By carrying out assessments during P5 activities, both knowledge, process, and product assessments, it means that the teacher has applied the principles of learning assessment, regarding the impact of high-quality formative assessment on student achievement (Chappuis & Stiggins, 2002). If a teacher can carry out a comprehensive assessment in learning, student learning achievement will increase. This can be seen from the products produced which can be seen in figure 3 which are quite diverse and have good value.



Figure 3. Harvest Work P5

Source: P5 Elementary School of Ciandam Activity Report Document

The final stage is reporting the results of P5 activities to parents in the form of P5 report cards and socialization of activities and products. At the socialization stage of the P5 results to parents, the school principal gave the message that for the environment to remain sustainable, the role of all parties, including the school, government, parents, and students, is needed to always protect the environment with a caring attitude towards waste. Based on this, the theme taken is contextual and is a problem in the school environment, namely "Sustainable Lifestyle". The theme of a sustainable lifestyle is by the Vision of SDN Ciandam, namely "Creating People of Faith who have a noble character, are intelligent, healthy, environmentally aware and independent". Apart from that, the theme of sustainable lifestyles is very supportive of the UN program on education for sustainable development in goal 4.7 where we must ensure

students acquire the knowledge and skills to encourage sustainable (O’Flaherty & Liddy, 2018). The dimensions and sub-elements of the Pancasila student profile can be seen in Table 2. After the dimensions and sub-elements have been prepared, the time allocation is prepared in the form of a meeting schedule with details of the flow of activities carried out.

Table 2. Dimensions of Elements and Sub-Elements P5

Dimensions	Sub Elements	Achievement Targets in Phase A
Have faith, be devout to Lord YME, And morals glorious	Morals towards Nature (sub-element Maintain the environment natural around	Get used to it give thanks to the environment natural around And train To look after it
Creative	Generate ideas Which original	Combine several ideas to become an idea or idea imaginative Which is meaningful For expressing thought and/or his feelings.
Independent	Self-regulation (sub-elements show initiative And Work in a way independent)	Take the initiative to carry out routine tasks independently below supervision And support person mature

Source: P5 Elementary School of Ciandam Activity Report Document

The hope of this P5 activity with the theme of a sustainable lifestyle is that students will have a caring attitude towards waste through activities to process plastic waste into valuable items so that the earth remains sustainable. Apart from that, it is also hoped that students can encourage their parents to preserve the environment so that people's social and cultural behavior towards the environment will also change. This is where education plays a role as a driver of social mobility by improving social life (Lutfillah et al., 2022), meaning correcting mistakes made by previous generations to achieve better civilization and knowledge. After conducting interviews with several parents, information was obtained that students' behavior had changed for the better towards waste, in fact, they always reminded their parents to implement 3R (Reduce, Reuse, and Recycle) at home.

It takes a minimum of one semester to prepare this school ecosystem so that everything is ready and fully supports P5 activities. Outreach is also carried out to parents of students and community leaders who are the support system for school activities. School ecosystem

preparation is important to see the readiness of teachers, students, facilities & infrastructure, and the role of parents in carrying out P5 activities. This is in line with research (Erisza Maudyna & Roesminingsih, 2023) which states that input evaluation is carried out to see how the school's ability to place and provide human and non-human resources which include: educators, school principals, driving school facilitators, learning committees, infrastructure, and school environment in implementing the Independent Curriculum, especially the Project for Strengthening the Pancasila Student Profile (P5). A good school ecosystem will trigger the growth of a positive culture in schools. When compiling independent modules, the P5 team chose themes, dimensions, and sub-elements.

The results of research on developing a framework for implementing waste recycling programs in elementary schools in New York State that although there are efforts to implement waste management, appropriate planning tools to support program development are still lacking (Ward et al., 2014). This means that in implementing the P5 sustainable lifestyle theme, if there are deficiencies it is still considered normal for improving P5 activities for the better. The recycling activities that have been carried out by students also always invite their parents at home to sort the waste so that it can be used optimally. MI Baipas Malang also does the same thing involving parents to guide their students in environmental care activities such as planting plants at home such as medicinal plants, apart from that parents also monitor students' habits in caring for, and protecting the environment around the house, processing crops, or cooking. together (water spinach, catfish, green vegetables, and peas (Priatmoko et al., 2023). With an attitude that has been developed like this, it is hoped that it can change the culture of people who throw rubbish carelessly into the water, or the habit of carrying shopping bags wherever they go to reduce the amount Apart from that, it is also hoped that people's social and cultural behavior can pay attention to sustainable lifestyles for the preservation of nature for their future children and grandchildren without reducing human welfare in utilizing natural resources.

It is hoped that this research can contribute to the development of student's character regarding caring for the environment, which will further contribute to changes in the local community's sociocultural attitude towards waste. The limitation of this research is that it has not further measured the impact of P5 on student learning outcomes. Hopefully, in the future, further research can be carried out on the impact of P5 on student learning outcomes, especially on the theme of sustainable lifestyles

CONCLUSION

The implementation of the Project for Strengthening the Pancasila Student Profile has proven to play a role in growing the character of the Pancasila student profile. The dimensions developed in this sustainable lifestyle theme are faith and devotion to God Almighty, creativity, and independence. With the implementation of the P5 Sustainable Lifestyle Theme, students

become concerned about the environment through the experience of faith and devotion to God Almighty, an independent attitude is seen by confidently conveying ideas for making products from waste, and students' creativity is awakened by practicing products from waste to make them useful. Apart from that, efforts are also needed to understand the independent curriculum as a whole to obtain results that meet expectations during implementation in schools, especially P5. Students are learning subjects that need a teacher who is competent in developing their knowledge and skills for life in society.

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