



Implementation of P5 in the Independent Curriculum in the Fifth Grade of SDN 3 Jerukwangi

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Abstract

This study focuses on the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 3 Jerukwangi, with the theme “Sustainable Lifestyle.” This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) and its impact on students, especially in increasing their environmental awareness and creativity. This study used a qualitative methodology with a case study approach. Data was collected through observation, interviews with homeroom teachers and principals, and a survey of five fifth-grade students who participated in the P5 activity. The results of this study revealed that the implementation of P5 went well, with students actively involved in all stages of the project, from planning to making Ecobrick products from plastic waste. This project succeeded in increasing students’ environmental awareness and creative skills in managing waste. The main supporting factors include the involvement of students and parents, teacher support, and infrastructure. This study concludes that P5 at SDN 3 Jerukwangi achieved its goal of forming students’ characters who care about the environment and are creative and responsible. This study also recommends closer collaboration between schools, students, and parents in supporting future project implementation.

Keywords:

Pancasila Student Profile, Independent Curriculum, Elementary School

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Abstrak

Penelitian ini berfokus pada implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) di SDN 3 Jerukwangi dengan tema “Gaya Hidup Berkelanjutan”. Penelitian ini bertujuan untuk menganalisa implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) dan dampak terhadap siswa, khususnya dalam meningkatkan kesadaran lingkungan dan kreativitas mereka. Studi ini menggunakan metodologi kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara dengan wali kelas dan kepala sekolah, dan survei pada lima siswa kelas 5 yang berpartisipasi dalam kegiatan P5. Hasil penelitian ini menunjukkan bahwa pelaksanaan P5 berlangsung baik, dengan siswa aktif terlibat dalam semua tahapan proyek, mulai dari perencanaan hingga pembuatan produk Ecobrick dari sampah plastik. Proyek ini berhasil meningkatkan kesadaran lingkungan dan keterampilan kreatif siswa dalam mengelola sampah. Faktor pendukung utama mencakup keterlibatan siswa, wali murid, dukungan guru dan sarana prasarana. Kesimpulan penelitian ini adalah P5 di SDN 3 Jerukwangi mencapai tujuannya dalam membentuk karakter siswa yang peduli lingkungan, kreatif dan bertanggung jawab. Penelitian ini juga merekomendasikan untuk kolaborasi yang lebih erat antara sekolah, siswa dan orang tua dalam mendukung pelaksanaan proyek di masa depan.

Kata Kunci:

Profil Pelajar Pancasila, Kurikulum Merdeka, Sekolah dasar

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INTRODUCTION

The Independent Curriculum incorporates varied intracurricular learning opportunities. The Independent Curriculum strives to provide students with the freedom to learn. The primary purpose is to provide schools with more flexibility in constructing curricula based on the needs of the school itself. The Independent Curriculum helps to realize Pancasila learning through the Pancasila Student Profile Strengthening Project (P5).

The use of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum is to provide diverse learning needs and adjust to students' abilities and interests. This can shape the personality of elementary school students by instilling a sense of tolerance, mutual cooperation, and social concern in students (Sari et al., 2020). The Pancasila Student Profile is developed in the following aspects: 1) faith, devotion to God Almighty, and noble morals; 2) global diversity; 3) mutual cooperation; 4) independence; 5) critical thinking; and 6) creativity. The Pancasila Student Profile Strengthening Project (P5) can guide and motivate teachers for their students' artwork (Hasibuan et al., 2022).

Strengthening the Pancasila Student Profile is a character and skills development program that is developed in everyday life and applied in learning at school. This can be seen in intracurricular learning, extracurricular activities, educational unit levels, and Pancasila Student Profile Strengthening Projects (P5) (Rizal et al., 2022). P5 activities aim to form strong student characteristics according to the dimensions of the Pancasila Student Profile.

This P5 activity enhances various skills of the Pancasila Student Profile, provides opportunities for students to learn formally, provides a more flexible learning structure, and allows schools to organize time allocation so that students are directly involved in the surrounding environment (Saraswati et al., 2022). According to the 2020–2024 Ministry of Education and Culture Strategic Plan and the Regulation of the Ministry of Education and Culture (Permendikbud) Number 22 of 2022, the Pancasila Student Profile must be

included in the teacher-free curriculum (Santoso et al., 2024). The Pancasila Student Profile Strengthening Project, or P5, is one of the project-based learning methods that aims to achieve the dimensions of the Pancasila Student Profile, where students learn to analyze specific topics and themes that are focused on each year (Fauziah et al., 2023).

This research focused on SDN 3 Jerukwangi because this school has implemented an Independent Curriculum, and the implementation of P5 activities in this school has been carried out for two years. The problem that arose in SDN 3 Jerukwangi is a lack of self-awareness among students who continue to litter, so the theme of a sustainable lifestyle was introduced in the implementation of P5, with the hope that students will care more about the environment and be able to create creativity from their used snack waste.

The uniqueness of the implementation of P5 in the fifth grade of SDN 3 Jerukwangi lies in the theme of "Sustainable Lifestyle," with the topic "Smartly Reducing Plastic Waste into Ecobricks." In this project, students were asked to understand plastic waste in the surrounding environment, collect it, sort it, and then process the waste into Ecobricks. This project was designed so that students are not only sensitive to environmental problems but also able to produce useful items from plastic waste. Compared to the implementation of P5 in other schools, such as in the research of Haq et al. (2024), which only focused on thematic activities or art and culture-based projects, SDN 3 Jerukwangi stands out in a more practical and applicable approach related to waste management. This project not only encourages environmental awareness but also teaches concrete skills in turning waste into useful products.

Furthermore, research on the implementation of P5 frequently stresses character development through a variety of collaborative and social activities. However, this study is distinguished because it combines creativity with practical action in trash management, a global environmental issue. This project contributes significantly to the development of students' personalities as individuals who care about the environment

and are creative in solving problems in their communities.

In accordance with the curriculum program, SDN 3 Jerukwangi held a P5 activity with the theme "Sustainable Lifestyle" with the topic "Smartly Reducing Plastic Waste into Ecobricks." By carrying out P5 activities, students could increase their self-confidence in the projects they are working on, develop their potential, and highlight their interests in certain fields where teachers can help them (Khairiyah et al., 2023).

Fundamentally, the implementation of the Pancasila Student Profile Strengthening Project (P5) was carried out flexibly, such as in terms of content, activities, and implementation time. Therefore, this study is presented to analyze the implementation of P5 at SDN 3 Jerukwangi and to find out whether it has an impact on students at the elementary school.

METHODS

This study employed a qualitative method with a case study approach. This strategy typically uses analysis to clarify facts, phenomena, and events that occurred to continue the study topic.

In this study, the limitations lie in the scope of participants, which was restricted to the fifth-grade students of SDN 3 Jerukwangi. Additionally, constraints and challenges were noted, particularly regarding limited resources, including facilities and project materials.

Through a case study approach, this study explored in detail the factors hindering and supporting the success of the project and analyzed the positive impacts of the project on students, such as increased environmental awareness and creativity. The success of the project was measured by the direct impact on changes in student behavior related to waste management and the achievement of the project target, namely processing plastic waste into useful Ecobricks.

Data collection techniques were carried out by triangulating sources through interviews, observations, and surveys.

1. Observation

The researchers conducted observations using observation sheet guidelines that had been designed previously with indicators,

including P5 implementation activities, project creation skills, and project creation understanding. Observations conducted in the fifth grade were to observe the implementation of the Pancasila Student Profile Strengthening Project (P5).

2. Interview

The researchers collected information from various sources. Interviews were conducted with fifth-grade homeroom teachers and principals, consisting of 16 questions aimed at gaining in-depth information regarding their views on the implementation of P5.

3. Survey

The researchers surveyed to collect data or information from a large population using a smaller sample, i.e., by giving a questionnaire to five students who participated in P5, which contained 20 questions. The indicators included P5 project planning, P5 project activities, and project creation skills.

Source triangulation in this technique was used to validate data obtained from various sources (observation, interview, and questionnaire) by comparing and verifying the same information from different sources. Also, data collection was performed on the Pancasila Student Profile Strengthening Project implemented. Data obtained from interviews, observations, and surveys were then processed to determine whether the information collected from the interviews was valid.

Research data analysis was carried out in several stages. These included a) data reduction, where researchers summarized and filtered data from observations, interviews, and questionnaires to obtain some basic information; b) presentation of information, where researchers compared the information they obtained after the material reduction process so that it was easy to understand; and c) drawing conclusions, where researchers found that the information they obtained after the material reduction process could be easily understood.

RESULTS AND DISCUSSION

Implementation of the Pancasila Student Profile Strengthening Project (P5)

This research activity was conducted to determine the implementation of the Pancasila

Student Profile Strengthening Project in the fifth grade of SDN 3 Jerukwangi. Based on the results of interviews with the principal, Mr. Edi Asroni, S.Pd and the fifth-grade homeroom teacher, Mrs. Setiyarini, S.Pd, SD N 3 Jerukwangi is an elementary school that has implemented the Independent Curriculum in grades 1, 2, 4, and 5. Meanwhile, grades 3 and 6 are still implementing the 2013 Curriculum. During the first semester, the fifth grade of SDN 3 Jerukwangi used the P5 Independent curriculum and chose the theme "Sustainable Lifestyle."

The survey results from class representatives, namely five students from the fifth grade at SDN 3 Jerukwangi, revealed that in the implementation of P5, students participated in the preparation of P5 planning and implementation of P5 projects, which were carried out according to schedule and done happily by students. In the implementation of the P5 project, students felt enthusiastic and happy because they could practice directly in making products. Students also did not feel any difficulty when doing the P5 project and they worked well together. With this project, students felt happy since they could find new things. In addition, students could identify waste, and their abilities become more honed and more creative in dealing with waste in the surrounding environment so that they could make skills from used goods.

The theme in the implementation of P5 was determined by the school and coordinated with teachers and guardians. From observations at SDN 3 Jerukwangi, this elementary school is located in Bangsri which has implemented the Independent Curriculum based on the Nadiem Makarim program as Minister of Education, Culture, Science and Technology. With the implementation of the Independent Curriculum, learning is centered on students, and teachers act as facilitators. Each party carried out their responsibilities and duties in the P5 program. Financing the implementation of the P5 program was obtained from student contributions and assisted by the school with BOS (School Operational Assistance) funds. The facilities and infrastructure provided by the school were trash bins in each class, which made it easier

for students as materials for making products. P5 learning was focused on one day a week.

Project implementation activities do not only focus on education in the classroom but also provide opportunities for all components in the school environment to support the formation of better attitudes and skills in line with the goals of national education. For students, this includes a number of vital elements, such as improving skills required in a global environment, implementing strategic planning actively and sustainably, acquiring problem-solving skills and abilities through various learning approaches, and fostering a sense of responsibility and concern for their environment. It is expected that students enjoy the learning process and achieve the best results (Lisnawati et al., 2023).



Figure 1. Picking up trash in the school surrounding

Picking up plastic waste around the school environment carried out by fifth-grade students is a form of implementation of the P5 project. In this sense, students sorted the waste to be put into bottles. In addition to carrying out the project, the school environment also becomes cleaner. The theme raised is a Sustainable Lifestyle with the topic "Smartly Reducing Plastic Waste into Ecobricks," where students were asked to bring 1.5-liter Aqua bottles from home, and then during P5 learning hours, students were asked to look for plastic waste and then wash and dry it in the sun until dry.



Figure 2. Filling bottles with plastic waste

Filling the bottle with plastic waste was done after the collected waste had been washed, cleaned and dried so that the waste put in did not cause an unpleasant odor. Plastic waste was put into the bottle by pressing it in until the bottle could be filled.



Figure 3. Cutting a board as a base for the shelf

The use of boards in making this project is as a shelf base. The boards were provided by the homeroom teacher which were then cut according to the specified size. On one shelf, 3-4 pieces of boards of the same width and length were needed; in this case, cooperation between students is required.



Figure 4. Covering the board with cover paper

The cut board was glued and coated using cover paper or wrapping paper to make it more attractive. In this case, cooperation between students is needed so that the making of this decorative shelf can be faster and the results are maximized.



Figure 5. Assembling bottles and boards to form decorative shelves

Bottles that had been filled with trash were then used as poles, and boards that had been covered with cover paper or wrapping paper were used as bases. The boards and poles were assembled sequentially from the bottom, namely the board first, followed by three bottles on the right and left sides, and so on.



Figure 6. Ecobrick in the form of a decorative shelf

The result of the implementation of P5 in the fifth grade of SDN 3 Jerukwangi is an Ecobrick in the form of a decorative shelf. This decorative shelf is a form of student skills to be more creative in processing plastic waste. In addition, in doing this project, participants are also expected to be responsive in dealing with the waste around them.

After the project was completed, the results would be exhibited during the sixth-grade graduation to parents, commonly called a "Work Exhibition." The creation of this project refers to habits that are often applied that have an impact on the environment, one of which is the habit of producing too much waste. This topic was chosen because of the waste problem that often occurs in the school environment. By implementing P5, which carries the theme "Sustainable Lifestyle," it is anticipated that students will gain a broader understanding of the dangers of leaving waste, know how to reduce waste, and then know how to manage waste properly. P5 learning not only allows students to develop various general skills but also helps them understand and pay attention to the surrounding environment. Projects focusing on sustainable lifestyles can be designed to apply Pancasila values, such as social responsibility, mutual respect, and mutual cooperation. Sustainable lifestyles are also beneficial for creating healthy and sustainable environmental conditions (Mery et al., 2022).

Supporting and Inhibiting Factors of P5

Supporting and inhibiting factors were found during the implementation of P5 at SDN 3 Jerukwangi. All students, both groups and individuals, have unique characters; however, the behavior of teachers, the surrounding environment, and the students themselves are factors that can hinder character education (Rachmayanti & Gufron, 2019). This is the result of the study. Based on interviews with the principal and homeroom teacher of the fifth grade of SDN 3 Jerukwangi, it is known that this school is implementing P5 with the theme "Sustainable Lifestyle" and the topic "Smartly Reducing Plastic Waste into Ecobricks" as follows.

Table 1. Supporting and Inhibiting Factors for the Implementation of P5

No	Aspect	Supporting Factors
1	Students	Active involvement of students in implementing P5 by caring for and maintaining the surrounding environment
2	Teachers	Teacher support as facilitators and their involvement in the creation of P5 projects
3	Parents	Support from parents who can strengthen the implementation process of P5 projects
4	Facilities and Infrastructure	Availability of facilities, such as sufficient land and trash bins provided in each class, which can help the sustainability of P5 project creation

Based on the description of the table above, it can be understood that the active involvement of students in the implementation of the Pancasila Student Profile Strengthening Project (P5) exhibits a positive impact on increasing environmental awareness and developing student creativity. By taking a direct role in collecting and processing plastic waste into Ecobricks, students learn to care more about the environment around them.

Discussion

The P5 flagship program in the Independent Curriculum aims to strengthen the Pancasila Student Profile in each student through project-based learning, which prioritizes active, collaborative, and project-based learning, encouraging student involvement in the learning process. Ki Hajar Dewantara believes that learning outside the classroom is better than learning in the classroom (Ulandari & Rapita, 2023). P5 activities provide students with the opportunity to gain knowledge, strengthen character, and learn through their surroundings. The P5 project provides students with the opportunity to explore topics or problems thoroughly so

that they can take real action to respond to the problem according to their learning and their needs. The application of the Pancasila Student Profile is a characteristic of graduates whose aim is to show the character of Indonesian students who have good competence because they are embedded in the noble values of Pancasila (Diputera et al., 2022).

The purpose of implementing P5 at SDN 3 Jerukwangi is to adjust the Independent Curriculum, which requires participants to carry out work programs or projects in the form of products. In the project created in the fifth grade of SDN 3 Jerukwangi with the topic "Smartly Reducing Plastic Waste into Ecobricks". It is to train children to be aware of waste, as well as to reduce and utilize it. The main targets in the P5 program are students and all school residents. Through P5 activities, students are given the opportunity to gain knowledge and strengthen their character, and they can learn from the surrounding environment. In planning the P5 program, teachers first conducted observations, socialized with parents, continued with implementation and then evaluated the projects carried out. Those involved in the implementation of P5 were students, homeroom teachers, principals, and all the school residents. Meanwhile, the results of the project from students in the P5 activity are posters and Ecobricks as a form of processing plastic waste into items that can be reused, as well as short films about sustainable lifestyles.

Consistent with previous research of Sutisnawati et al. (2023), the results of observations and interviews uncovered that the principal and teachers of SDN Cipanas, Sukabumi City, have implemented multicultural education through P5 with the theme "Bhinneka Tunggal Ika" and the topic "I Love Indonesia." Through P5 activities, students could learn more contextually about culture and cultural identity, develop an attitude of appreciating and respecting cultural diversity, try to recognize themselves with all their potential and maintain Indonesian identity. Almost the same research of Asiaty & Hasanah (2022) stated that the results of the research instrument on 50 Phase I Mover Schools and the results of sample visits to 12 educational units in East Jakarta and South

Jakarta revealed data that the Pancasila Student Profile Strengthening Project had been implemented by all Phase I Mover Schools. In addition, the same research was conducted by Septiani et al. (2022), with the results of interview research demonstrating that the implementation of mathematics learning in the Independent Curriculum was designed to be more interesting and implemented according to the development phase of students and their learning styles, with the aim that students do not feel burdened in participating in learning. This also aligns with the research of Astuti & Krismawanto (2023), stating that the method used is qualitative with a case study approach; data and research data sources used primary data; data collection was carried out by observation, recording observations, and structured interviews; the data validity technique employed is data source triangulation.

In another study, findings revealed that the Independent Learning Curriculum was quite enjoyable and did not make things difficult for teachers and students at SD Marsudirini Gedangan. Uncertainty was still felt when teachers did not know the process of implementing the main harvest in December 2022, and there was no BOS allocation fund to support the implementation of the project at SD Marsudirini Gedangan. This study's implication is to provide an overview of the implementation of the Independent Learning Curriculum, which is enjoyable so that in the 2023/2024 academic year, schools are increasingly ready to implement the Independent Learning Curriculum in full.

During this Independent Curriculum, students must create or carry out projects. These project activities allow students to improve their abilities and potential in various fields. One of the project activities in the Independent Curriculum is carrying out P5 activities.

Such project-based learning provides students with the opportunity to apply the knowledge gained in class to real situations so that they not only develop practical skills but also build an attitude of social responsibility (Ramadhan & Hindun, 2023). Active student participation supported by teacher guidance makes this project an effective learning tool in

shaping student character in accordance with Pancasila values (Sitorus et al., 2024)

Support from teachers as facilitators and guardians who strengthen project implementation is also an essential factor in the success of P5 implementation (Fauziah et al., 2024). Teachers play a role in ensuring the smooth running of the project by providing ongoing direction, motivation, and guidance, while support from guardians helps strengthen students' enthusiasm for participation (Nurjanah & Mustofa, 2024). In addition, the availability of adequate facilities and infrastructure, such as sufficient land and trash bins in each classroom, facilitates the technical implementation of the project. These supporting factors overall create a conducive learning environment for students to develop creative skills and an understanding of the importance of protecting the environment while strengthening the profile of Pancasila learners within themselves (Intania et al., 2023).

P5 can be performed in two phases: concept and context. Conceptual learning is learning related to various basic elements of scientific structure and has a broader scope for new understanding. Meanwhile, the purpose of contextual learning is to equip students with the relationship between learning materials and real situations in the surrounding environment. In addition to the material, students can relate it to real life so that learning runs well, and they do not easily forget memories while learning (Saraswati et al., 2022). Thus, it can be ensured that the project not only has a strong foundation in terms of ideas and designs but can also be implemented well.

The benefits of the P5 program with the topic "Smartly Reducing Plastic Waste into Ecobricks" are reducing plastic waste into Ecobricks, making the school environment cleaner, students are trained to be more disciplined and become more creative and sensitive to the environment, and the utilization of waste into goods that have utility value. Supporting factors in this P5 project are adequate environmental observation and good cooperation of the school community. Conversely, the inhibiting factor includes less cooperative students. The P5 program was

effectively implemented at SDN 3 Jerukwangi, and the objectives of the P5 program have been achieved, i.e., reducing plastic waste. In addition, students also become more creative. This study noted several obstacles experienced during the implementation of P5, including low discipline and enthusiasm of some students and a lack of coordination between teachers and parents in supporting the project process.

The follow-up of the implementation of P5 can be conducted not only in making projects; the school will also then cooperate with parents regarding the development of the implementation of P5 at the time of receiving report cards so that parents can carry out supervision and continue the practice and implementation of P5. In addition, the school also supports that during the P5 project hours, students sort and collect garbage and then wash and dry it, followed by putting put into used bottles. This allows students to gain experience and not only finish at the peak of P5 activities. This is because what is measured for success in P5 is not only the end result but the process carried out by students (Yuliastuti et al., 2022).

Sustainable lifestyle, which is the theme raised in the Pancasila Student Profile Strengthening Project (P5), indicates that activities aimed at increasing awareness of reducing the use of natural resources individually and socially include habits such as caring for plants and disposing of waste in their place. This also corroborates with the nature of P5, which focuses not only on the projects created but also on continuous improvement and character strengthening (Santika & Dafit, 2023). The existence of the Pancasila Student Profile Strengthening Project (P5) increases students' awareness to act and behave in an environmentally friendly manner and understand the impacts of the sustainability crisis so that they are ready to face and reduce risks (Lestari et al., 2023).

In line with the research of Khosiyatika & Kusumawati (2023), P5 is implemented with the aim of building awareness by using the knowledge and skills possessed to preserve the environment, reducing and managing waste into useful items. The adoption of the lifestyle theme in P5 activities is almost in line

with research conducted by Amanda & Fernandes (2024), stating that the Pancasila Student Profile Strengthening Project with the theme of a sustainable lifestyle at SMAN 3 Padang Panjang went through three stages (planning, implementation, and evaluation). The implementation of the Pancasila Student Profile Strengthening Project with the theme of a sustainable lifestyle could strengthen the lifestyle of students at SMAN 3 Padang Panjang. Similar to the research of Komala et al. (2023), this P-5 activity could foster and strengthen the character dimensions of the Pancasila Student Profile in students, especially faith and devotion to God Almighty, as well as noble character, mutual cooperation, independence, global diversity, critical thinking, and creativity. Not only that, but students also become literate and care about the surrounding environment. Therefore, this research is declared successful and is expected to be a reference for further research to be used as a better research subject.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 3 Jerukwangi, especially in the fifth grade with the theme "Sustainable Lifestyle," was successfully implemented. The students were actively involved in all stages of the project, from planning and collecting materials to making products in the form of Ecobricks from plastic waste. This project encourages increased student awareness of the importance of protecting the environment and teaches creative skills in managing waste into useful products. Support from teachers as facilitators, parental involvement, and the availability of facilities such as trash bins in each class are also supporting factors for the success of this project.

The urgency of this research lies in the importance of increasing students' environmental awareness from an early age through a project-based learning approach. This study indicates that with the P5 approach, students not only gain knowledge but also form characters who care about the environment, are creative, and responsive to

social problems. The implication of this study is the significance of strengthening collaboration between schools, students, and parents in supporting the implementation of P5. Continuous evaluation and development of similar projects in the future can further improve the quality of learning and contribute to the formation of the Pancasila Student Profile.

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