

Implementation of the Pancasila Student Profile Strengthening Project (P5) as an Effort to Improve Environmental Awareness in Elementary School Students

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Abstract

This research is interesting because it analyzes the implementation of the Pancasila Student Profile Strengthening Project with the theme of a sustainable lifestyle at SDN Pasiraman Kidul to cultivate students' environmental awareness. This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project with the theme of a sustainable lifestyle at SDN Pasiraman Kidul. This research uses a qualitative approach with a case study. Research data was analyzed using Talcott Parson's structural functional theory with data collection techniques conducted through observation, interviews, and document studies in August 2024. The selection of informants used purposive sampling, meaning that the informants selected had information data that could support the research results, totaling 10 people, including 1 principal, 1 coordinating teacher, 3 facilitator teachers, and 5 students of SDN Pasiraman Kidul. Researchers conducted source triangulation and technique triangulation for data validity. Data analysis techniques referred to the thinking of Miles and Huberman, namely data reduction, data presentation, and conclusion. The results of the study reveal that the achievements in the P5 program in the school environment include the collection of various types of waste, organic waste to be used as a learning medium for making compost, non-organic waste such as mineral water bottle plastic and plastic garbage bags to become ecobricks, and various other recycled crafts. The implementation of the P5 theme of a sustainable lifestyle with the topic "Reduce Plastic, Live Happily with the 5K Concept" enables students to develop into characters who are aware of and care about their environment by maintaining cleanliness, understanding, and being able to utilize the things around *them*.

Keywords: P5, elementary school students, improve environmental awareness

1. Introduction

Maintaining the balance of the ecosystem is a form of human responsibility as a caliph on earth, the emergence of various natural problems certainly has an impact on the survival of mankind. One of them is global warming which can cause environmental problems in the form of changes without realizing it, the waste produced in human activities in 1 ton can produce 50 kg of methane gas in the atmosphere on earth which triggers global warming (Rarastry, 2016).

Environmental damage is indeed a serious threat to the lives of living things, especially humans (Hidayat, 2015; Samidjo & Suharto, 2017; Kasa, 2019). Illegal logging and uncontrolled use of natural resources are examples of human behavior that damages the environment. If there is no appropriate action to address this

environmental damage, it will have an impact on the quality of human life in the future. For this reason, serious efforts are needed to preserve the environment. One way to overcome environmental damage is to conserve sustainable natural resources (Cholili, 2016). Sustainable conservation of natural resources can be done by utilizing natural resources wisely, replanting forests that have been cut down and managing natural resources sustainably. In addition, the community must also have the awareness to protect the surrounding environment. This can be done by reducing the use of harmful chemicals, sorting waste properly and using energy more efficiently. In this case, the role of the government is also very important in providing proper education and regulations related to the environment. With the right efforts and high public awareness, it is hoped that the environment can be maintained and preserved for the survival of humans and other living things on this earth.

Plastic waste is a very serious environmental problem and needs quick and appropriate handling (Dewi, 2018; Helmy et al., 2020; Ramadhan et al., 2020, Maskun et al., 2022). Public awareness and concern for the environment is very important to tackle this problem. Early environmental education in schools is an effective way to foster an attitude of environmental care in the younger generation (Jufri et al., 2018).

The government continues to make various reforms to improve the quality of education in Indonesia. Various breakthroughs are implemented so that Indonesian children become better individuals. As stated in Law Number 20 of 2003 concerning the National Education System, namely developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic citizens (Adi et al., 2023). The independent curriculum is a change from the 2013 curriculum, the independent curriculum aims to answer the challenges of education in the era of the industrial revolution 4.0 which in its realization must support skills in critical thinking and problem solving, creative and innovative, and skilled in communicating and collaborating for students (Ariga, 2022).

The Merdeka Curriculum structure includes intracurricular activities, implementation of the Pancasila Learner Profile Strengthening Project, and extracurricular activities (Santoso et al., 2024). The Pancasila Learner Profile is a number of character traits and competencies that students are expected to achieve, which are based on the noble values of Pancasila. P5 activities or can also be called the "Pancasila Student Profile Strengthening Project" is indeed used as a space for students to be able to apply Pancasila values in a special activity (Komala et al., 2023), one of the achievements to shape student character, character education is one of the achievements in this project, this character education is a system of instilling character values or good values in a person to be applied in daily actions or behavior through habituation, advice, teaching and guidance.

Character education is not only teaching children about good and right, but children understand the positive value of character education and carry it out and are able to influence those around them (Marwiyati, 2020). The Pancasila Student Profile Strengthening Project is one of the instruments used to achieve this goal. In understanding concepts and skills, it must be integrated with the Pancasila learner profile with the theme of sustainable lifestyles (P5).

The Pancasila Learner Profile Strengthening Project with the theme of sustainable lifestyles is one way to teach Pancasila to students. Sustainable lifestyles are not only useful for creating a healthy and sustainable environment, but can also be used as a place to instruct Pancasila values such as mutual cooperation, mutual respect and social responsibility (Komala & Nurjannah, 2023). To help achieve the objectives in learning in the independent curriculum, this curriculum is also called the Pancasila learner profile strengthening project. Schools, which actually play a role as an institution for instilling values in students to maintain the preservation of this life in a sustainable manner. Therefore, schools must have a commitment to systematically develop programs to integrate environmental values into all school activities. Because, the physical appearance of the school is ecologically arranged so that it becomes a learning vehicle for all school residents to be wise and behave in an environmentally friendly manner (Muhammad et al., 2023), therefore SDN Pasiraman Kidul raises the theme of sustainable lifestyles according to the challenges of the times.

In this theme, Sustainable Lifestyle understands the impact of human activities, both short and long term, on the continuity of life in the world and the surrounding environment. Pasiraman Kidul State Elementary School is a school that carries out Pancasila student profile activities, where the activities carried out take 2 themes, namely: local wisdom, and sustainable lifestyles. The P5 project activities carried out at SDN Pasiraman Kidul are carried out through 3 stages, the first is the planning stage, the second is the implementation stage and the third is the evaluation stage.

This research focuses on the Pancasila Student Profile Strengthening Project (P5) through the theme of sustainable lifestyles. The reason researchers took the theme of sustainable lifestyles is because from the sustainable lifestyle theme project, it is hoped that students can have an attitude of caring for the environment. Environmental care is an attitude and action that always aims to prevent environmental damage and promote efforts to repair natural damage that has occurred (Sujana et al., 2018; Noverita, 2022).

Environmental awareness must be instilled early in the next generation who will become agents of change. In schools, especially in elementary schools, environmentally conscious attitudes can be taught. Students who basically experience this way of thinking can be invited and familiarized to understand and understand the importance of environmental protection from an early age (Idrus & Novia, 2018). Waste management is also an

important activity to keep the environment clean. Students can be taught to sort and dispose of waste in its place, so that the school environment becomes cleaner and healthier. In addition, students can also be taught to process waste into materials that can be reused, such as organic fertilizer or handicraft products. By doing greening and waste management activities, students not only learn about the importance of protecting the environment, but also develop the ability to care for the environment and respect nature. In the long run, these activities can also help create a healthier and more sustainable environment for the surrounding community.

Waste poses a cultural problem because it can impact on various facets of the sustainability of life. Thus, humans are dependent on the environment around them, which is why it is important to protect the environment so that problems that have already occurred do not cause greater harm. Steps to improve and create a better ecosystem order. One of the efforts that can be applied early from school in overcoming environmental problems such as waste piles and consumptive activities on energy is by fostering a Zero Waste culture (Song et al., 2015). Schools are character building institutions, therefore the habituation of environmental care attitudes can be applied from school as a learning medium (Sari et al., 2023). With corrective actions in schools can build awareness of the environment including providing waste management education to students by implementing good recycling practices (Rada et al., 2016).

The results of Edysyah Putra et al's research on Zero Waste activities provide an understanding so that students can know, utilize and implement a waste-free lifestyle. This is supported by research conducted by Gita Prajati and Darwin of the five variables addressed in the application of Zero Waste, only one variable has a relationship, namely the attitude of acceptance (Prajati & Darwin, 2018). So that if the combination of Zero Waste implementation is applied and sustainable in the school environment, it will form a good behavior pattern.

Based on observations at SDN Pasiraman Kidul and interviews with principals and teachers, researchers obtained the following data: Procedurally, P5 on the theme of sustainable lifestyles has been implemented, but substantially it has not been implemented, this can be seen during the process of implementing P5, it is found that it has not been reflected in the attitude of students in reality, for example, throwing garbage out of place does not show awareness of being environmentally friendly, during the project process students tend to imitate the work of friends rather than expressing personal ideas, and when learning tends to be few students who dare to argue. For this reason, the author wants to examine the phenomenon of implementing the P5 theme of sustainable lifestyles with the reduction of plastic waste in one of the elementary school level educational institutions, namely Pasiraman Kidul State Elementary School with the formulation of the problem, namely how the implementation of the Pancasila Student Profile Strengthening Project (P5) theme of sustainable lifestyles as an Effort to Increase Environmental Care Attitudes in Elementary School Students at Pasiraman Kidul State Elementary School. The benefits of this research include theoretically being able to inspire other educational institutions to form character and be able to empower students to be able to solve problems in the future.

2. Research Methods

The approach used in this research is qualitative. This approach views the object as something dynamic and whole (holistic) and emphasizes more on the process because every aspect of the object has a unity that cannot be separated by utilizing the researcher as a human instrument (Sugiyono, 2017). This qualitative approach is research that intends to understand social phenomena from the angle or perspective of participants.

Participants are people who are interviewed, observed, asked to provide data, opinions, thoughts, perceptions (Trianingsih, 2019). The type of research used is a case study, case studies are able to reveal specific, unique, and detailed things that cannot be revealed by other studies and are able to reveal the meaning behind the phenomenon in its current state. The case study approach is preferred for qualitative research. As stated by Patton that the depth and detail of a qualitative method comes from a small number of case studies. Therefore, case study research requires a long time which is different from other disciplines (Patton, 1991). For this reason, Creswell suggests that researchers who will develop case study research should first consider the most appropriate type of case. It can be a single case or a collective, multi-site or within-site, focusing on a case or an issue (intrinsic-instrumental). Secondly, in choosing the case to be studied, it can be examined from various aspects such as various perspectives on the problem, process or event. Or it can be selected from ordinary cases, accessible cases or unusual cases (Iswadi et al., 2023).

To obtain information that is relevant to the research problem, researchers use a purpose sampling technique which is a data collection technique with certain considerations related to research problems based on strata, position and region. The criteria for selecting informants are the focus of the research objectives with 10 people as sources of information and those who will become research subjects are the principal, P5 coordinator teacher, class teacher, and students of SD Negeri Pasiraman Kidul.

The data collection techniques used by researchers in this study were observation, interview and document study. Data collection techniques are important for researchers, because they can easily obtain data with predetermined standards (Sugiyono, 2017). The first data collection technique, namely, observation which was

carried out on July 29, 2024 to September 30, 2024 to see and observe directly the situation in the field so that researchers get a broader picture related to the problem under study by visiting the research location, namely the sustainable lifestyle project at Pasiraman Kidul State Elementary School. Then each informant will be interviewed by the author by asking several questions that are in accordance with the problems the author wants to research in August 2024. Then the author conducts documentation which is useful for strengthening the facts in the field (Sugiyono, 2020). Data were analyzed using techniques from Miles and Hubert, namely data reduction, data presentation, and conclusion drawing.

3. Results and Discussion

Research results are an important part of a study that serves to reveal data that has been obtained from data collection activities that have been carried out with research subjects. In this chapter the author will present the results of data findings and analysis obtained through in-depth interviews, observations and also documentation data obtained during the research. The results of the research are explained in the form of words, opinions, and detailed explanations to further sharpen information related to the research objectives. The discussion is essentially a synthesis of the research through the professional judgment of the researcher. The synthesis integrates the research problem and literature review with the research results. The researcher's professional judgment is reflected in the nature of the synthesis and the implications suggested in the form of conclusions and recommendations (Hasil et al., 2014). The research objective raised is to find out how the implementation of the project to strengthen the Pancasila student profile (P5) on the theme of sustainable lifestyles at Pasiraman Kidul Elementary School.

1. Project Strategy for Strengthening the Profile of Pancasila Students on the Topic of “Reduce Plastic, Make Life Fun”

a. Planning

P5 planning is the process of designing and developing a systematic and structured plan to implement the Pancasila Learner Profile Strengthening project, which involves developing the competence and character of learners, with the aim of improving the quality of education and strengthening the profile of Pancasila learners. This activity involves students in social interaction, reflection, and concrete actions to internalize Pancasila values (Liya Lisnawati et al., 2023).

1) Preparation

P5 project preparation on sustainable lifestyles is a series of steps taken to design, plan, and implement learning activities.

Based on the interview results about the preparation of the P5 project on the topic of sustainable lifestyles, it shows that the teachers collaboratively designed the project by studying the P5 document, setting learning objectives, and compiling the P5 Teaching Module. They also prepare tools and materials, develop assessment rubrics, and make flexible schedules and reflection plans. The series of preparatory activities were carried out prior to the implementation of P5 activities carried out independently (Lathif et al., 2023).

2) Determining the Theme

Determining the theme for the implementation of the P5 project on sustainable lifestyles is a crucial first step in designing meaningful and relevant learning experiences for students. This process involves selecting a specific topic in the context of sustainability that will be the focus of learning, while ensuring that the theme is in line with Pancasila values and learner profile development objectives.

Based on the results of the interviews that have been conducted, it can be concluded that the teacher chose the theme “sustainable lifestyle” in the implementation of the P5 project at school driven by the desire to increase students' understanding, care and awareness of the importance of sustainable living. In addition, this theme was chosen because it has never been applied in the school, so it is expected to provide a new and meaningful learning experience for students. the stage of determining the theme is an important step in the implementation of P5. The theme guides students to build an understanding of the concept and character of the Pancasila learner profile (Putri Dwi Damayanti et al., 2024).

3) Organizing the schedule

Setting a schedule is the process of planning and organizing time for each stage of project activities. The purpose of this schedule setting is to ensure that all aspects of the project, from preparation, implementation, to evaluation, run effectively and in accordance with the predetermined learning targets. Based on the results of interviews regarding schedule setting on the implementation of P5 projects in schools, it can be concluded that scheduling and determining P5 The education unit sets a schedule for project implementation and organizes dimensions for the Pancasila learner profile (Hartutik et al., 2023). Project scheduling is done by adjusting activities with classroom lessons. The project is expected to take about 10 weeks, with each week focused on a different stage, from planning to evaluation.

4) Identifying the topic

Identifying the topic in the implementation of Project P5 (Projek Penguatan Profil Pelajar Pancasila) on sustainable lifestyle is the process of determining the main focus or specific theme that will be the basis of learning in the project. The purpose of this topic identification is to ensure that the chosen theme is relevant to the principles of sustainability, supports the achievement of the Pancasila learner profile, and can provide a meaningful learning experience for students.

Based on the results of the interviews that have been conducted, it can be concluded that the process of identifying topics in the implementation of the P5 Project in schools is that the selection of topics is done through analyzing the curriculum and basic competencies, as well as considering the interests and needs of students. The topics chosen are also adapted to students' daily lives and have the potential to collaborate with other subjects, such as IPAS which discusses protecting the environment. This process involves discussions with co-teachers to ensure that the topics are in line with P5 objectives and effective for student learning. In addition, the selection of topics is done carefully and considers the level of difficulty as well as the ability of the students.

2. Stages of the project to strengthen the Pancasila learner profile (P5) on the theme of sustainable lifestyles on the topic of Reduce Waste, Life is Fun

The steps of the P5 project on sustainable lifestyles are a structured process that includes planning, preparation, implementation, and evaluation of project-based learning activities with a focus on the principles of environmental sustainability and character building in accordance with the values of the Pancasila student profile.

a. Planning

Planning in P5 is a very important first step to ensure the project runs according to the predetermined goals. Based on the results of the interviews above, it can be concluded that P5 planning on the topic "Reduce Plastic, Life is Fun", goes through several planning processes starting with the introduction of the P5 concept and the introduction of Plastic Reduction by applying the 5 R's to motivate students.

The teacher conveys the basic theory about the concept of Zero Waste or plastic reduction using the 5R principle (Refuse, Reduce, Reuse, Recycle, Rot), which becomes the basis of knowledge before students start practical activities. Students are then divided into groups to plan their small project, which involves a joint discussion on the 5Rs (Refuse, Reduce, Reuse, Recycle, Rot). Field practice becomes an important stage where students practice the theory they have learned with the guidance of the teacher. After the 5Rs (Refuse, Reduce, Reuse, Recycle, Rot) activity, a reflection and evaluation session is held to discuss the challenges faced and the results achieved. This process is designed to ensure that the project runs according to the set objectives, with structured steps from concept introduction to final evaluation.

b. Implementation

P5 implementation is the stage where the learning plan that has been developed is implemented through real activities that involve students. Based on the results of the interviews above, it can be concluded that the implementation stage begins by introducing as early as possible to SD Negeri Pasiraman Kidul students how the dangers of waste and how to anticipate the dangers of non-degradable waste and organic type waste that can be utilized by nature for the sustainability of the ecosystem. As for (Rahmawati et al., 2020), the Zero Waste concept uses the 5R principle (Refuse, Reduce, Reuse, Recycle, Rot). For this reason, a summary of the Zero Waste program at SD Negeri Pasiraman Kidul

Refuse has an implicit meaning in materials that are no longer useful such as the use of disposable plastic waste, for example, bottled water bottles, plastic cups, straws, Styrofoam cutlery and plastic grocery bags. In this case, the school tries to be selective by avoiding or rejecting items that are difficult to recycle later. For this reason, SDN Pasiraman Kidul through its policy prohibits the use of Styrofoam in the school environment, this is based on two factors, namely the length of time Styrofoam waste decomposes and the presence of chemicals that endanger health if Styrofoam is used as a food or beverage container.

Reduce means to reduce because one of the accumulation of waste is caused by a consumptive lifestyle. So, if humans can reduce consumption of waste, it will certainly have an impact on the efficiency of resources, materials, energy, water on the environment. For example, SD N Pasiraman Kidul issued a policy of using energy-saving electricity by turning off the lights during the day, using water as needed, limiting excessive consumption of food and drinks to taste so that no food or energy is wasted. Reuse, which is reusing items that have been worn. As well as using bags to store groceries to minimize disposable plastic waste, using drinking containers in the form of tumblers, replacing eating and drinking utensils with materials that can be used repeatedly such as plastic straws replaced with stainless straws, using repeated plastic folders. SDN Pasiraman Kidul also facilitates the school community with water dispensers in several classes, so it is hoped that school residents can bring containers from their homes.

Recycle is the reprocessing of goods that cannot be reused into a new product that has economic value and is useful. Usually the type of waste used is non-organic, an example of the use of this principle is recycling plastic bottles into decorations, pencil cases, or into plant pots in school gardens and others. However, there are wastes that cannot be recycled, namely types of B3 (toxic and hazardous materials) waste such as used batteries, incandescent lamps, used oil, used batteries, electronic waste and so on according to the applicable regulations in

PP No. 101 of 2014 regarding the classification of types of B3 waste. The results of students' recycled works that have potential economic value in the bazaar raised in Project Based Learning P5 and initiated by each class through discussions and trials together with the homeroom teacher before being finalized at the facilitator because each class cannot display the same work and students are given a mission to keep their work secret from other class students. In addition, learners are also assigned to ecobreak tasks.

c. Reflection and evaluation

Reflection and evaluation is a process where students and teachers review the experiences, outcomes and learning gained from a project or activity. The aim is to identify successes, challenges and things that can be improved in the future. This process helps to improve the quality of learning and ensure learning objectives are achieved.

Based on the interview results, it can be concluded that reflection and evaluation on the P5 project was conducted through discussions between teachers and students to review their experiences during the plastic waste reduction project. The teacher evaluates successes and failures, and discusses how plastic waste reduction with the 5 K's concept is better. Students are asked questions about their experiences, including challenges in implementing the 5 K's, such as the separation of waste that has not been organized. This process aims to correct mistakes and improve students' understanding through group and individual discussions. The reflective learning system positions teachers to understand students' learning styles, strengths and weaknesses after going through the learning process. For students, this learning system provides an overview of what still needs to be improved from a lesson, measuring abilities and nurturing strengths into talents that can be developed in the future (Rasmitadila, 2021).

3. Challenges of the project to strengthen the Pancasila learner profile (P5) on the theme of sustainable lifestyles on the topic of Reduce Plastic, Life becomes Fun

A. Barriers Barriers refer to various challenges or difficulties that may be encountered during the implementation of this learning-based project.

1) Teacher Readiness

Teacher readiness is a condition where a teacher has the knowledge, skills, and attitudes needed to carry out teaching tasks effectively. This readiness includes understanding of learning materials, careful planning, ability to manage the class, and mental and emotional readiness to deal with various situations in the teaching and learning process. Teacher readiness also includes the ability to adapt to changes in curriculum, technology, and student needs. Based on the results of the interviews above, it can be concluded that teacher readiness in the P5 Kurangi Plastik, Hidup Jadi Asyik project involves important steps such as reviewing learning objectives that are in accordance with the dimensions of the Pancasila Learner Profile, selecting concepts that are in accordance with the conditions of the school environment, preparing appropriate tools and materials, and providing initial material to students about the 5 K technique. Teachers ensure that all these aspects are prepared to support the success of the project in preparing lesson plans that integrate P5 values in an appropriate and structured manner (Priyanti et al., 2023).

2) Student motivation

Student motivation in P5 sustainable lifestyle is an internal and external drive that encourages students to actively participate in the project and understand the importance of protecting the environment. The purpose of this motivation is to foster students' interest, responsibility, and commitment to the application of environmentally friendly practices in daily life.

Based on the results of the interviews above, it can be concluded that student motivation in the P5 Reduce Plastic, Life is Fun activity requires special attention from the teacher, especially because not all students are interested or excited about the activity. Teachers must be ready to maintain students' motivation and engagement to keep them actively participating in the project.

4. The impact of the project on strengthening the pancasila learner profile (P5) on the theme of sustainable lifestyles on the topic of Reduce Plastic, Life becomes Fun

A. Change

Change is the process or result of a shift, modification, or transformation from one condition, state, or form to a different condition. Change can occur naturally or intentionally, and can involve physical, social, emotional, or intellectual aspects of the life of an individual, group, or organization.

1) Communication

Communication is the process of exchanging information, ideas, or messages between two or more parties through various media, such as spoken language, writing, signs, or technology. The purpose of communication is to achieve mutual understanding, influence behavior, or build relationships.

Based on the results of the interviews above, it can be concluded that communication in project activities provides opportunities for students to interact frequently with their groups and classmates, so they get memorable experiences and improve communication skills.

2) Knowledge exploration

Knowledge exploration is the process of exploring and understanding new information about a particular topic, in this case about the concept of 5R (Refuse, Reduce, Reuse, Recycle, Rot). Based on the results of the interviews above, it can be concluded that knowledge exploration about the 5Rs (Refuse, Reduce, Reuse, Recycle, Rot) helps participants understand the right way to protect the environment. This process provides practical skills that can be applied in daily life, such as processing plastic waste into useful materials at home. In addition, this exploration also deepened participants' understanding of the 5Rs process (Refuse, Reduce, Reuse, Recycle, Rot).

3) Raising awareness

Raising awareness means educating students about the importance of sustainable practices in reducing plastic waste and its impact on the environment. Based on the results of the interview above, it can be concluded that this project aims to raise students' awareness about the importance of sustainable practices in reducing plastic waste and its impact on the environment. Thus, students will better understand and appreciate the principles of sustainability in their daily life activities.

4) Working together

Working together is the ability of students to collaborate in groups, divide tasks, and achieve common goals, as well as honing team skills.

Based on the results of the interviews above, it can be concluded that this project helps students develop cooperation skills in groups by dividing tasks and achieving common goals. Students will learn to strengthen mutual cooperation and empathy for others, as well as hone skills in managing time and project management.

5) Caring for the environment

Environmental care is an attitude that shows appreciation and concern for the environment through sustainable practices in reducing plastic waste.

From the overall application, reducing plastic waste is certainly one way to build character in students by educating students to become individuals who care about their environment from an early age (Abednego et al., 2021).

al., 2021). this is in line with the information (Munawaroh et al., 2023) that character building can be realized through various activities so that this is an effort made by schools to shape, direct, guide, and strive for personality in students.

students. This opinion is also in line with what was conveyed by (Maryati, 2019) that many factors can affect character education itself, but to accentuate character development in principle can be actualized by making education a re-activation, education that builds potential to improve human resources, and education that increases the spirit of creativity and competitiveness to create work. This cannot be separated from the role of the teacher as a mediator (Lumuan et al., 2023) in line with this explanation more clearly (Mustaqmah et al., 2023) explained that in character building the role of the teacher and facilitator is the key itself for students to be able to assimilate and reflect on it in everyday life so that awareness and attitude of environmental care can increase.

Based on the results of the interview, it can also be concluded that through the practice of reducing sustainable plastic waste, students will develop an attitude of environmental care. They will appreciate the environment more and understand the importance of protecting nature, and increase their awareness and concern for the environment (Palayukan et al., 2023).

6) Responsible

Responsible is an attitude that reflects commitment and discipline in caring for plants, showing seriousness towards the tasks undertaken.

Based on the results of the interview, it can be concluded that through activities to recycle used bottles and make ecobreaks, students will develop a responsible attitude. This activity teaches them about the commitment and discipline needed to complete the task seriously.

4. Conclusion

Based on the research results, the implementation of the project to strengthen the Pancasila learner profile (P5) with the theme of sustainable lifestyles at SDN Pasiraman Kidul, involves careful planning and structured implementation. The planning process involves collaboration between teachers and principals to study P5 documents, set learning objectives, and design projects that are relevant to and relevant to this theme with P5 objectives. The project was estimated to last for 10 weeks, with the schedule structured to fit the activities into classroom lessons. At the implementation stage, students are divided into groups to plan a plastic waste reduction project, starting from the preparation of tools and materials, to the manufacture of recycled products. After the recycled products are finished, the results will be exhibited through P5 exhibition activities or harvesting student work.

The achievements in reducing plastic waste in the school environment include the collection of organic waste according to its type to be used as a learning medium for making compost fertilizer, non-organic waste such as plastic mineral bottles and plastic garbage bags into ecobreak, and various other recycled crafts. Implementation

of P5 theme of sustainable lifestyle with the topic of Reduce Plastic Life becomes Fun with the 5 K Concept, students can be formed into characters who are aware and care about their environment by maintaining cleanliness, understanding and being able to utilize items in their environment. Reflection and evaluation became an important part of this project, where teachers and students discussed successes, failures, and how to correct mistakes in reducing plastic waste in the future. The project also faced some challenges, such as teacher readiness in preparing everything needed, as well as maintaining student motivation, which can vary. Teachers play an important role in keeping students' spirits up by providing emotional support and celebrating every achievement, no matter how small.

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