

## **Student Ecoliteracy Through Project for Strengthening the Pancasila Student Profile (Proyek Penguatan Pelajar Pancasila)**

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**Abstract:** The understanding of eco-literacy contributes to raising awareness about the importance of the environment. Eco-literacy can solve environmental problems. The focus of this research is on students who implement the Project for Strengthening the Pancasila Student Profile through the theme of Sustainable Lifestyles in “Sekolah Penggerak” East Jakarta. The project is one of the efforts in realizing the Pancasila Student Profile in the Merdeka Curriculum. This research method uses descriptive research through a survey with a Likert scale and is equipped with supporting data from interviews, observations, and FGDs. The object of this research is the students of SDN Pondok Kopi 02 with a sample of 30 students. The variable studied was eco-literacy. There are three categories of quantitative data analysis, high, medium, and low. The results obtained in this study are that the eco-literacy of students has a high category both on the indicators of Developing Empathy For All Forms of Life, Making the invisible visible, Anticipating Unintended Consequences, and Understanding How Nature Sustains Life. The program increases the effectiveness of the Project for Strengthening the Pancasila Student activities. This is illustrated by the various student works, including the use of used goods such as home displays, clothes, stationery, and compost.

**Keywords:** Eco-literacy, Project For Strengthening The Pancasila Student Profile, The Pancasila Student Profile, Social Studies

## Introduction

One of the challenges of 21st-century education is to produce human resources who have the competence to think and communicate. This is also characterized by the application of science that integrates technology in education. [1] 21st-century learning is marked by the globalization movement which has influences from various aspects of life, both positive and negative. One of the negative effects is the low sense of responsibility towards the environment. [2] environmental damage such as pollution due to waste disposal, tree cutting, excessive use of plastics, and other environmental problems are based on an anthropocentric view that considers humans as the center of the environment. [3] Therefore, to minimize these problems, environmental responsibility is needed.

One effort to increase environmental responsibility is to start with elementary school students. In the Merdeka curriculum, there are IPAS Subjects, which combine social studies and science learning, which aim to make students understand the surrounding environment, so they can manage the natural environment, as well as the social environment.

In the Merdeka curriculum, learning aims to form students who have the Pancasila Student Profile is (1) Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia (Belief in God & Nobel Character), (2) Gotong Royong (Collaboration), (3) Kebhinekaan Global (Diversity in Global Community), (4) Bernalar Kritis (Critical Thinking), (5) Kreatif (Creative), and (6) Mandiri (Independent). The profile becomes the school's guide in making school programs, the Project for Strengthening the Pancasila Student Profile.

One of the themes in the Project for Strengthening the Pancasila Student Profile is Gaya Hidup Berkelanjutan (a Sustainable Lifestyle). On this theme, students need to understand the impact of human activities, both short and long-term, on the continuity of life in the world and the surrounding environment. The Students also build awareness for environmentally friendly behavior, learn about potential sustainability crises that occur in their surroundings, and

develop readiness to face and mitigate them.

Related to this theme, there is an ecopedagogic approach that is built into realizing students have environmental responsibility. From these social responsibilities, students have a Pancasila Student Profile. As protecting the environment is part of the effort to realize the profile Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak Mulia (Belief in God & Nobel Character), because of Caring for the environment is God's order. Kebhinekaan Global (Diversity in Global Community) is an effort to respect each other. Gotong Royong (Collaboration), Critical Thinking, Creative, and Independent profiles are embodiments of profiles that can be applied to school programs, both intracurricular, extracurricular, and co-curricular.

Project for Strengthening the Pancasila Student Profile is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the Pancasila student profile which is prepared based on Graduate Competency Standards. The implementation of the Pancasila student profile strengthening project is carried out flexibly, in terms of content, activities, and implementation time.

In Project for Strengthening the Pancasila Student Profile, the sustainable lifestyle theme includes social learning, so it is necessary to practice eco-literacy learning oriented to environmental education, teachers have a great responsibility to provide understanding to students about the importance of environmental awareness. Teachers are also tasked with educating students about protecting the environment in everyday life. [4] Therefore, teachers must be able to manage learning well, taking into account learning conditions, learning methods, and learning outcomes so that learning is more meaningful and directed. [5] Research on eco-literacy at the elementary school level that has been carried out by Kurniasari (2019), has the result that 3R activities (reduce, reuse, and recycle) in social studies learning can increase the eco-literacy of students in a Sumedang elementary school. [6] In contrast to Muliana's research in Nasibulina (2015), the results of this study are that learning practices based on sustainable development make education more

efficient because it focuses not only on the concept of knowledge acquired but on creative practical use, especially for solutions to ecological and social problems. Therefore, research is needed to analyze the practice of implementing ecoliteracy education in public elementary schools in the city of Surabaya. [7] In Sapanca's research (2012) entitled *The Effectiveness of Ecoliteracy in Increasing Community Knowledge, Attitudes and Behavior regarding Education for Sustainable Development Based on Local Food Crops*, the result is that ecoliteracy is effective in increasing students' knowledge about Education for Sustainable Development (PUKB) based on local food crops. [8]

The Merdeka Curriculum is aimed at realizing creative, innovative learning processes and paying attention to student differentiation in line with 21st-century learning which requires students to achieve 4C skills, namely critical thinking, communication, collaboration, and creativity. Through strengthening projects students are encouraged to be more actively involved in developing critical thinking skills in solving environmental problems from an early age. [9]

Ecoliteracy and 21st -a century curriculum can be the right combination to produce quality teachers to achieve national education goals. So many good policies have been issued. However, the operation became problematic because it was left to schools and local teachers. Due to a lack of knowledge or lack of time, some teachers cannot operationalize such a good concept. The teachers only depend on their learning methods and strategies in the handbooks or documents they have received. [10] Based on these problems, this article will describe the effectiveness of the Project for Strengthening the Pancasila Student Profile through the theme of a Sustainable Lifestyle while at the same time knowing the eco-literacy level of students.

## **Methods and Research Design**

*Methods.* The method used in this research is the descriptive method with a survey supported by interviews and FGD (Forum Group Discussion) techniques. The variable studied is eco-literacy. The research location is at Pondok Kopi 02 Elementary School which is also a Sekolah Penggerak. The

populations in this study were 114 students of Pondok Kopi 02 Elementary School, Duren Sawit East Jakarta with 30 students as a sample of this study through the solving sampling technique. The data were collected through a questionnaire that was distributed. Quantitative data were analyzed by counting the average answer based on scoring each answer from the respondent which is then categorized and presented.

*Research Design.* The research method can be interpreted as a scientific way to obtain valid data with the aim of being able to find, prove, and develop certain knowledge so that in turn it can be used to understand, solve, and overcome problems [11]. Researchers use analysis of the data obtained in order to know its meaning. Quantitative data obtained from the questionnaire begins with processing Likert scale data. Quantitative data were analyzed based on the scoring of each answer from the respondents and then the data is categorized and presented according to the existing formula in the following table:

Table 1 Categorization level

Note:  $\mu$  : Mean =  $\frac{1}{2} (x_{\max} + x_{\min})$

$\sigma$  : Standar Deviasi =  $\sigma : \frac{1}{6} (x_{\max} - x_{\min})$

Category	Rumus
High category	$x \geq \mu + 1.5 \sigma$
Medium category	$\mu - 1.5 \sigma \leq x < \mu + 1.5 \sigma$
Low category	$x < \mu - 1.5 \sigma$

Source by Azwar (2012) [12]

## Results and Discussion

### The Ecoliteracy Level

The results showed that the Ecoliteracy level of SD Pondok Kopi 02 students has a high category. The indicators of eco-literacy in a book written by Goleman

et al (2012) explains there are five points for developing an eco-literacy attitude in this study are (1) Developing Empathy For All Forms of Life, (2) Making the invisible visible, (3) Anticipating Unintended Consequences and (4) Understanding How Nature Sustains Life. [13] The results of identifying eco-literacy level are depicted in figure 1 below:

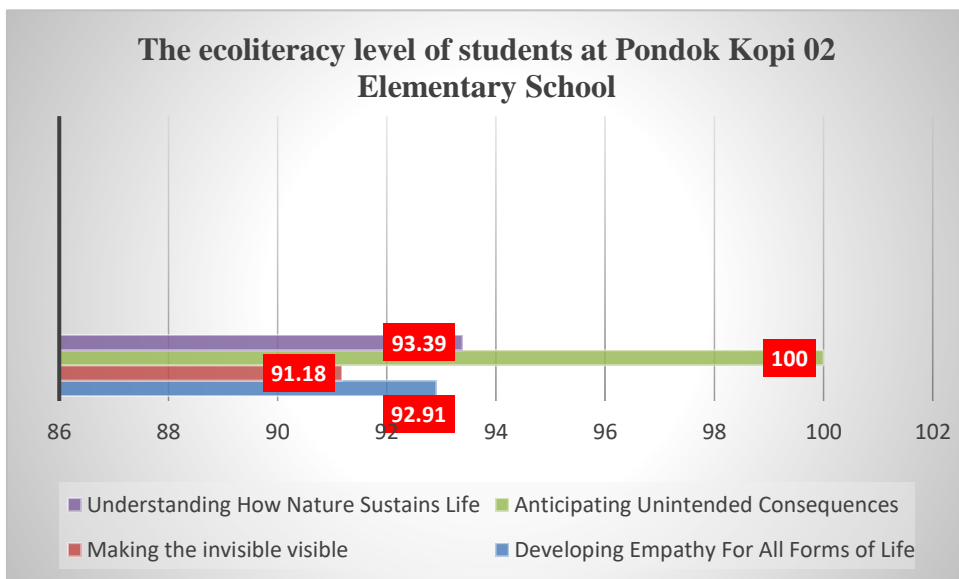


Figure 1. The ecoliteracy level of students at Pondok Kopi 02 Elementary School

Based on figure 1, the ecoliteracy score obtained on the *Developing Empathy For All Forms of Life* indicator obtained a result of 92.91% or included in the high category. *Developing Empathy For All Forms of Life* is an indicator that explains learning that focuses on awareness and empathy for the environment.

The indicator of *making the invisible visible* score obtained a result of 91.18% or included in the high category. Making the invisible visible is Real learning that students need. Students will get closer and animate each learning process procedurally, so they will feel what the learning objectives are. This will make learning more meaningful. Students can experience firsthand how learning cares

for the environment.

Then on the eco-literacy score obtained on the Anticipate Unintended Consequences Indicator 100%. For the eco-literacy score obtained in the Understand How Nature Sustains Life indicator, it was obtained 93.39%. This stage will teach students to be responsible for their work. Students learn to cooperate and be consistent in their assignments. The discrepancy between expectations and reality is something that students will find so that students can evaluate how good and right activities should be.

### **The effectiveness of the Project for Strengthening the Pancasila Student Profile**

The project for Strengthening the Pancasila Student Profile activities on the theme of a sustainable lifestyle with the wise topic of waste management is running effectively. This is illustrated by the various student works, including the use of used goods such as home displays, clothes, stationery, and compost. In addition, students also get a learning experience by making food from processed school gardens such as crispy banana stems, lemongrass oil, hand sanitizer from betel leaves, papaya chips, and empon-empon.

The activity begins with an analysis of the environmental situation and student character. through the Preparation stage, in this case, beginning with the socialization of the principal with teachers and parents of students. Then the process of implementing the activity. the teacher makes project learning modules and assessments as a guide during activities. After the activity took place, all students are divided into groups according to their interests and talents, of course, adjusted to the phase.

The students are very enthusiastic about working on the project. there are groups that recycle plastic waste into valuable products. There are also students who make use of plants from the surrounding environment into useful products. The results of students products are depicted in figure 2 below:



Figure 2. The students' products

Based on Figure 2, students learn creatively in utilizing waste into useful value products be a flowerpots and making liquid compost, besides that, they also have critical thinking in utilizing existing resources in the school garden environment as a learning resource by making hand sanitizer from betel leaf. As a result, children have social skills as well as responsibility toward their environment.

### **Discussion and Recommendations**

Historically, project-based learning has not become a habit in schools in Indonesia, so it needs central policy support. The Pancasila Student Profile Strengthening Project is a simplification of the learning load in the classroom (intracurricular), so that the teacher's teaching load is not reduced.

Indonesian students are expected to have the competence to become citizens of a democratic country and be human excel and be productive in the 21st Century. Therefore, Indonesian students are expected to be able to participate in global development sustainable and resilient in facing various challenges. these goals are aligned with social studies education.

The aim of social studies is the promotion of civic competence—the knowledge,





intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. "...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" [14]. In protecting the environment, a student carries out his role through the implementation of the values of geography, sociology, religion, and psychology.

Therefore learning committees consisting of teachers, school principals, and school supervisors need to synergize and collaborate to create creative and innovative programs, which are not only in Project for Strengthening the Pancasila Student Profile.

In this study, it was found that the understanding of ecoliteracy contributes to growing awareness of the importance of the environment. Ecoliteracy can empower someone in dealing with environmental problems. The program increases the effectiveness of the Project for Strengthening the Pancasila Student activities and students have meaningful learning experiences, namely being able to make food from processed school gardens. Then the learning becomes meaningful.

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