
The implementation of P5 through living pharmacy gardening in forming the dimension of mutual cooperation at SDN Bubulak 2

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Abstract

At this time there are several phenomena or problems that indicate the existence of a crisis of character education that leads to a decline in the character of mutual cooperation. Gotong royong is certainly an important character because in fact humans are social creatures and gotong royong is an identity of the nation and the cultural heritage of the Indonesian nation. Based on this, the *Pancasila* Student Profile Strengthening Project (P5) is present as a program that focuses on the development of 6 character dimensions in accordance with *Pancasila* values. This research uses a qualitative method with the aim of finding out how the implementation of the *Pancasila* Student Profile Strengthening Project (P5) through gardening, living pharmacy gardening activities and the values of mutual cooperation that are reflected in each activity process. The results of the study show that the implementation of the *Pancasila* Student Profile Strengthening Project (P5) through live pharmacy gardening is carried out with the aim of increasing the mutual cooperation attitude of students. The *Pancasila* Student Profile Strengthening Project (P5) activities are carried out routinely every week with various forms of activities that include many mutual cooperation values in each implementation process.

Keywords: *pancasila* student profile strengthening project (P5); gardening of living pharmacies; mutual cooperation.

INTRODUCTION

Education plays a very important role in creating agents of social change. Education is also a tool used for the process of equitable distribution and increasing the potential of students to be able to achieve the desired quality (Wahyudi et al., 2022). In achieving the goals of education, the curriculum is something that must continue to be developed. At this time, Indonesia is using an independent curriculum, where the independent curriculum is known as a curriculum that provides freedom or is often referred to as "Freedom of Learning". In the decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia number 56/M/2022, it is written that the structure of the Merdeka curriculum in basic education is divided into 2 main activities, namely project-based intracurricular and co-curricular learning outlined in the *Pancasila* Student Profile Strengthening Project (P5). The *Pancasila* Student Profile Strengthening Project (P5) is a character education program to be able to achieve the *Pancasila* student profile which includes 6 character dimensions and one of them is mutual cooperation. Gotong royong is a very important character to be formed from elementary school because in fact humans are social creatures that ultimately encourage humans to be involved in social relationships such as interacting and working together (Listia, 2015). Gotong Royong is a national identity where this attitude of mutual cooperation is not something

new, but is a cultural heritage of the Indonesian nation itself that needs to be preserved in order to maintain the socio-cultural values that have become the characteristics of Indonesian society (Amirulloh et al., 2019). However, at this time the character of mutual cooperation has begun to fade and decrease. Anugrah, Khairunnisa & Yusuf (2024), also said that at this time it is still very often found about the phenomena of the crisis problem of the character education of students and many lead to a decline in mutual cooperation attitudes such as a lack of concern for the surrounding environment such as a lack of concern for nature, social activities, and social interaction, with this it can be seen that the character of mutual cooperation is still not formed in some children. In addition, the results of the school education report card also said that the character of mutual cooperation of *SD Negeri Bubulak 2* students was less and decreased from the previous year and in the end the dimension of this mutual cooperation character was made as a dimension that was included in the *Pancasila* Student Profile Strengthening Project (P5) which was carried out with the theme of sustainable lifestyle and carried out through gardening activities of living pharmacies in an effort to form the dimension of mutual cooperation in the Learners.

METHOD

Research is carried out to be able to analyze facts and events that actually occur in the field. This study uses a qualitative approach. Qualitative research according to Trisliantanto (2019) is a research procedure that produces data in the form of words that are described descriptively from people or behaviors that will be observed by collecting data in the form of words, sentences and images. The research method used in this study is a case study, where in this study the researcher tries to understand and study more deeply about the process of implementing the *Pancasila* Student Profile Strengthening Project (P5) through living pharmacy gardening activities in forming the dimension of mutual cooperation in grade IV students at *SD Negeri Bubulak 2*. According to Creswell (in Assyakurrohim, 2023), a case study is defined as research on a specific case in an activity or program with a detailed data collection process through various data collection procedures. This research was conducted from September 2024 – November 2024 with the research subjects being the head of the P5 project, the homeroom teacher of grade IV and the students of class IV. The data collection techniques carried out were interviews, observations and documentation studies.

RESULTS AND DISCUSSION

The implementation of the *Pancasila* Student Profile Strengthening Project (P5) in the garden of a living pharmacy at *SD Negeri Bubulak 2* has the main goal, which is to form the character of mutual cooperation and this activity also aims to enable students to know the various medicinal plants. The P5 activity of gardening a living pharmacy is carried out regularly every Friday in one semester which includes many activities carried out. Before carrying out the implementation of *SD Negeri Bubulak 2* activities, plan first, where the planning carried out by the school includes the first school determining the theme, activity title, dimensions, the second school identifying readiness in implementing the P5 project, then the third school makes an activity flow for implementation, the fourth school makes a P5 module which will be used as a guide in P5 activities and the last school makes a schedule the person in charge of the

implementation every week. The planning carried out by *SD Negeri Bubulak 2* in preparation for the implementation of the *Pancasila* Student Profile Strengthening Project (P5) has been in accordance with the planning flow in the *Pancasila* Student Profile Strengthening Project (P5) guidebook, namely in the implementation of P5 each educational unit must carry out planning which includes the formation of an implementation team, identifying readiness stages, determining friends and dimensions, determining time allocation and compiling modules (Satria et al., 2024).

The P5 activity of gardening a living pharmacy is carried out through various activities that create a real experience for students, where the implementation of this P5 activity of gardening a living pharmacy is carried out through various activities, including the introduction of various kinds of medicinal plants and planting media, visits to the garden of living pharmacy at the Agricultural Instrument Standardization Agency (BSIP), mutual cooperation to clean the school yard to prepare a living pharmacy, planting medicinal plants, observation of medicinal plants, presentation of observation results, medicinal plant exercises, cooking medicinal plant drinks to the final activity, namely reflection on activities. The implementation of P5 gardening a living pharmacy through various activities makes students very enthusiastic and enthusiastic in participating in learning in this P5 activity, this is because the implementation of P5 is carried out with various kinds of activities that are carried out in real or practical ways and not just written and theoretical learning as in the classroom. This is in accordance with the opinion of Lickona (2012), who said that character education is not only teaching theoretically but character education is a value in action, namely knowing good things, wanting good things, and doing good things which includes 3 good components, namely moral knowledge, moral feelings and moral actions. The P5 activity of gardening a living pharmacy is also not just an activity of planting medicinal plants but many processes of activities carried out by students so that they can be a means of character formation.

Through various P5 activities in living pharmacy gardening that have been carried out, the results of observations show that in each process of P5 living pharmacy gardening activities reflect many values of mutual cooperation carried out by students in the sustainability of activities. Each implementation of the P5 activity of gardening a living pharmacy is carried out in groups from each class. The value of cooperation is a value that very often appears in every implementation of activities, this cooperation is reflected in a group because of the willingness of students to solve problems or tasks that they are facing, In carrying out this cooperation students communicate and coordinate with each other to be able to complete the tasks they are facing. In addition, in the process of implementing P5 gardening, the living pharmacy of students also reflects the value of positive interdependence, responsiveness to the social environment, social perception and sharing. The value of this character appears as evidenced by the interaction of students who invite each other to be orderly in the implementation, students invite each other to participate in caring for plants and others. This suggests that there is a sensitivity of students to their friends which can ultimately make a positive attitude appear in other students. The reflection of the values of mutual cooperation which is adjusted to the sub-elements of the dimension of mutual cooperation of the *Pancasila* student profile proves that

in the sustainability of P5 gardening, living pharmacies can grow and form the character of mutual cooperation through various real activities carried out by students.

In the continuity of the implementation of P5 gardening of living pharmacy, the school carries out its role very well, in this case the school carries out its role to continue to establish cooperation and communication between the principal and all teachers from the planning to the continuity of the implementation which makes the P5 activity of gardening a living pharmacy can be carried out properly and in accordance with the stages of implementation that have been made in the planning, In addition, the school also collaborates with the parents of the students who in the end receive full support from the parents of the students in carrying out the activities, in addition to the parents of the school also collaborate with the BSIP which makes students and teachers of *SD Negeri Bubulak 2* able to visit directly into the garden of the living pharmacy and can learn and practice directly about the correct way to plant. The latter school carries out its role in providing all the necessary facilities and infrastructure from tools and materials to providing a special place for a living pharmacy. Based on the role played by schools in the implementation of P5 gardening activities for living pharmacies, this is in accordance with *Ki Hajar Dewantara's* statement which states that in character education there are 3 very important educational centers, namely family, school and community (Ma'Sumah, Aini & Oktaviana, 2024).

Based on the description of the discussion of the findings obtained from the implementation of the *Pancasila* Student Profile Strengthening Project (P5) in living pharmacy gardening at *SD Negeri Bubulak 2*, it can be said that the implementation of P5 living pharmacy gardening at *SD Negeri Bubulak 2* has been carried out very well, this is because there is a careful and structured planning before the implementation begins so that the implementation of P5 living pharmacy gardening can be carried out according to the schedule and the stages of implementation which include various kinds of activities that make learning real to children and can reflect many values of mutual cooperation. In addition, this P5 activity of gardening a living pharmacy can run smoothly and optimally, of course, because the school does its role very well.

CONCLUSION

The *Pancasila* Student Profile Strengthening Project (P5) is a program of the independent curriculum implemented by *SD Negeri Bubulak 2* as a character education process carried out through live pharmacy gardening activities. The P5 activity of gardening a living pharmacy has been carried out by *SD Negeri Bubulak 2* well and optimally after going through a structured planning process, in addition to that the P5 activity of gardening a living pharmacy at *SD Negeri Bubulak 2* can be carried out well and optimally because the school carries out its role very well by always working together and communicating between the principal and all teachers, The school collaborates with external parties such as the parents of students and the Agricultural Instrument Standardization Agency in order to be able to carry out the character education process through P5 gardening, pharmacy activities to live well and the school prepares all facilities and infrastructure for the entire activity. Until in the end, through the

implementation of various activities that have been carefully prepared, it can reflect many values of mutual cooperation in each implementation process.

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