
Implementation of P5 through paper recycling in optimizing a sustainable lifestyle (case study at SDN Sukabumi Selatan 06 Pagi)

Suci Rahmadina Hasanah^{✉1}, Oki Suprianto², and Firman Robiansyah³

^{1,2,3} Elementary School Teacher Education Study Program, Universitas Pendidikan Indonesia, Serang, Indonesia

✉ sucirahma14@upi.edu

Abstract

Education in Indonesia has certainly undergone changes along with the increasingly dynamic development of the times, one of which is the implementation of the Independent Curriculum which emphasizes strengthening character through the Pancasila Student Profile Strengthening Project (P5), especially the theme of sustainable lifestyle. This study aims to analyze the implementation of P5 through the recycling of used paper materials in optimizing a sustainable lifestyle, with a focus on grade 5 B SDN Sukabumi Selatan 06 Pagi. The approach used is qualitative with a case study method. Data collected through observations, interviews and supporting documentation. The results of the study show that P5 activities are carried out through planning, implementation and involving cooperation between students, teachers, and parents. This activity not only teaches about the importance of protecting the environment, but also develops students' character, such as cooperation, responsibility and creativity. Although there are challenges in the technique of the manufacturing process and group dynamics. Efforts to overcome challenges are carried out with technical guidance, division of tasks and coordination with parents. Thus, the implementation of P5 through the recycling of used paper materials can teach students to implement a sustainable lifestyle and strengthen the Pancasila Student Profile, especially caring for the environment.

Keywords: pancasila student profile strengthening project; recycling of paper containers; sustainable lifestyle.

INTRODUCTION

Education in Indonesia has undergone significant development in line with the changing times that are increasingly rapid and dynamic. One form of adaptation to these changes is the implementation of the Independent Curriculum. This curriculum is designed to present a learning approach that is more relevant to the needs of students in the modern era, while prioritizing the formation of strong character. One of the main programs in the Merdeka Curriculum is the Pancasila Student Profile Strengthening Project (P5). This program aims to integrate Pancasila values into the daily lives of students, so that they can grow into individuals who have superior personalities, integrity, and are able to contribute positively to society. According to Parwez (in Yaumi, 2014), character education includes several important aspects. Morality is the core of the character that already exists in the individual. The character reflects the reality of life, taking the good that brings calm, and avoiding the evil that causes anxiety. Individuals without a purpose in life tend to get stuck in ignorance and lose meaning. Character also includes the ability to control oneself, overcome ego with awareness, and act wisely and purposefully in making decisions. In general, characters describe the way an individual responds and interacts with his or her environment through actions. Elementary school plays an important role in shaping children's character from an early age based on Pancasila values.

In addition to focusing on academic achievement, education at this level also instills good morals and ethics, so that children can contribute positively to the life of the nation and state.

The Pancasila Student Profile Strengthening Project focuses on developing children's character. According to the Ministry of Education and Culture (2021), Pancasila students are lifelong learners who have global competence and act in accordance with Pancasila values. These values are reflected in six dimensions, namely: (1) faith, fear of God, and noble character; (2) global diversity; (3) working together; (4) independent; (5) critical reasoning; and (6) creative.

Character strengthening includes one of the important aspects, namely the implementation of a sustainable lifestyle that cares and is responsible for the environment. Environmental education not only includes theory, but also forms attitudes and habits that support a sustainable lifestyle by considering its impact on natural resources and the environment. The Independent Curriculum has been implemented at SDN Sukabumi Selatan 06 Pagi with the theme of this year's Pancasila Student Profile Strengthening Project, namely a sustainable lifestyle. One of the efforts is recycling waste paper to encourage students to adopt a sustainable lifestyle.

METHOD

This research uses a qualitative approach to explore in depth the implementation of the Pancasila Student Profile Strengthening Project (P5) through waste paper recycling activities. The research method used in this study is a case study, which allows the researcher to explore in depth and detail the process of implementing the Pancasila Student Profile Strengthening Project (P5) at SDN Sukabumi Selatan 06 Pagi. This research focuses on paper recycling activities as one of the efforts to optimize a sustainable lifestyle among students. This case study design refers to Creswell's definition (in Assyakurrohim et al., 2023), which describes a case study as an in-depth study of a specific phenomenon over a period of time, such as a program, process, or social group, by collecting data in detail through various methods over a given period. The data collection techniques carried out were observation, interviews and documentation with the principal, 5th grade B homeroom teachers and 5th B students.

RESULTS AND DISCUSSION

The Pancasila Student Profile Strengthening Project (P5) which focuses on paper recycling at SDN Sukabumi Selatan 06 Pagi began with careful planning by the principal and teachers to ensure the smooth running of the activity. The planning process involves the formation of a team of facilitators, the determination of objectives, themes, and time allocation, as well as the preparation of modules that support the implementation of activities. Although there is already planning, some aspects such as scheduling and preparing modules on time have not been carried out optimally. The planning of the Pancasila Student Profile Strengthening Project (P5) according to the guidelines of the Ministry of Education and Culture (2022) includes the formation of an implementation team, assessment of school readiness, determination of themes and time allocation, preparation of modules, and design of a reporting system. P5 planning should follow systematic steps, including detailed time allocation and

timely preparation of modules, to create a structured and effective learning experience in developing the dimensions of the Pancasila Student Profile.

The implementation of recycling activities at SDN Sukabumi Selatan 06 Pagi involved students in grades 4, 5, and 6. Students are given the task of collecting used paper that will be recycled. In the first training, students were taught how to recycle paper with instructions from Mrs. Tri Sugiarti, the founder of the Tri Alam Lestari Waste Bank. This activity takes place in the field and teaches skills and cooperation in groups. Although some groups have not completed their products, they continue their assignments in class with the guidance of the homeroom teacher. In the second meeting, students continued the activity by preparing tools and materials to recycle paper. The group worked together efficiently, even though they had not yet finalized their product at the second meeting. The process of making products takes longer and is continued at the next meeting. At the third meeting, students continued with the process of coloring the product and presenting their work in front of the class. This presentation hones public speaking skills and conveys ideas clearly.

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN Sukabumi Selatan 06 Pagi through paper recycling activities focuses on strengthening students' character and skills. These activities not only teach practical skills, such as rolling and shaping products from waste paper, but also instill sustainability values. Although it went smoothly, students faced challenges in participating in activities and group dynamics.

This activity is not constrained by budget or raw materials because most of the materials come from waste paper collected from homes and schools, reducing costs and increasing students' concern for the environment. Students are taught to use resources efficiently and responsibly, in accordance with sustainability principles that include a balance between environmental, social, and economic aspects. This is in line with the theory of sustainability expressed by Nasution et al., (2024), which emphasizes that sustainability involves a balance between environmental, social, and economic aspects. In this case, recycling activities in schools not only focus on waste reduction and environmental protection, but also provide students with valuable learning experiences regarding resource management. Despite this, students have difficulty in rolling paper and shaping products. Difficulties arise in maintaining the consistency of roll sizes and in shaping products with precision. This process requires fine motor skills and cooperation between students to complete the product well. P5 which is based on project learning develops the dimensions of the Pancasila Student Profile such as creativity, cooperation, and problem solving. Challenges in group dynamics, such as differences of opinion and dissatisfaction with the results of work, provide opportunities for students to hone social skills, such as effective communication and cooperation. This process not only supports learning, but also teaches moral values and social skills that are useful in everyday life. As explained by Lickona (2012) character development includes not only moral values, but also social skills that are essential for life, such as the ability to communicate well, work together, and resolve conflicts.

Efforts to support the smooth implementation of the Pancasila Student Profile Strengthening Project (P5), especially in paper recycling activities, involve the active role of students, teachers, and parents. To overcome technical challenges and group dynamics, steps are taken so that students can learn effectively. One of the main challenges is the students'

difficulties in rolling paper and forming products, which is overcome by dividing tasks into groups. Students who are more skilled in rolling paper focus on the technique, while those who are more proficient in speaking explain the results of their work in front of the class. In addition, students help each other in groups. Teachers also play an important role in guiding students to improve technical skills, such as how to roll paper correctly, compose rolls precisely, and coloring techniques. Through recycling activities, students are taught to manage resources wisely, in line with the view of Yaumi (2014), who states that individuals involved in recycling show concern for the environment and seek to prevent further damage. This activity also teaches students about the importance of protecting the environment and applying ecological and social awareness in their lives. The next challenge is group dynamics. To address this, teachers teach students the importance of alignment in groups, listening to friends' opinions, and respecting different points of view. The teacher also emphasized that the main goal of group work is to achieve a common result through the active contribution of all members. Lickona (2012) stated that character is formed from an understanding of goodness, a desire to do good, and real actions. This activity provides an opportunity for students to develop moral knowledge, moral attitudes, and moral behaviors in the context of group work.

The involvement of parents also supports the smooth running of this activity, especially in the collection of used paper materials. With the help of parents, the collection of materials becomes more efficient and strengthens students' understanding of sustainability. In line with Lev Vygotsky's theory (in Tohari & Rahman, 2024), collaboration between students, teachers, and parents is an essential element of effective learning. Parents act as a source of social support, teach sustainability values at home, and set an example in daily life. The success of character education and sustainability requires a shared role between schools, students, and parents to create broader impacts.

The implementation of the Pancasila Student Profile Strengthening Project through paper recycling at SDN Sukabumi Selatan 06 Pagi succeeded in developing students' skills and instilling sustainability values. Collaboration between students, teachers, and parents strengthens ecological awareness and mutual cooperation, as well as prepares students to face future challenges in a more responsible and sustainable way.

CONCLUSION

P5 (Pancasila Student Profile Strengthening Project) implemented at SDN Sukabumi Selatan 06 Pagi this year carries the theme of sustainable lifestyle. One of the concrete steps in this project is the waste paper recycling activity, which aims to optimize a sustainable lifestyle by encouraging students to care more about the environment. The implementation of the Pancasila Student Profile Strengthening Project (P5) through the recycling of used paper materials has succeeded in increasing students' awareness of the importance of a sustainable lifestyle and environmental sustainability. The program not only teaches practical skills in recycling, but also strengthens character values such as mutual cooperation, responsibility for the environment, and cooperation. Despite the technical challenges and group dynamics, these activities provide a valuable learning experience in developing students' social skills and practical skills. Thus, P5 activities through the recycling of waste paper materials have succeeded in optimizing the integration of sustainability concepts into students' daily lives, equipping students with practical skills and awareness of the importance of protecting the environment. This activity not only teaches students about recycling techniques, but also

strengthens the values of mutual cooperation and social responsibility that are the foundation of a sustainable lifestyle.

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