

Implementation of the P5 Project in Forming Ecological Citizenship at a Junior High School in Palangka Raya

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ABSTRACT

This study aims to explore the implementation of the Pancasila Student Profile Strengthening Project (P5) at a junior high school in Palangka Raya, with a focus on developing students' characters who care about the environment. Using a descriptive qualitative approach, data was collected through interviews with Mrs. A as the P5 coordinator and observations over three months. The results showed that the garden-building project taught students about cooperation and responsibility and provided practical gardening and time management skills. Despite weather changes, budget limitations, and time management challenges, students still showed high enthusiasm and commitment. The project is an effective means of character education, forming students who care about the environment and have a spirit of cooperation. It is hoped that this experience can equip students with a positive and sustainable attitude in maintaining cleanliness and environmental sustainability in the future, which aligns with P5's goal of creating good citizenship.

Keywords: *Pancasila learner profile, ecological citizenship*

INTRODUCTION

Implementing the Pancasila Student Profile Strengthening Project (P5) in the context of ecological citizenship is an important step in shaping the character of students who care about the environment. P5, as part of the Merdeka Curriculum, aims to develop Pancasila values in students, including environmental awareness at the core of ecological citizenship. In this case, citizenship education that integrates environmental issues can help students understand their responsibilities to the environment and society. Several studies have shown that implementing P5 in schools has increased students' awareness of environmental problems.

Dewi Puji Rahayu K. W. (2023) noted that P5 focuses on strengthening character and developing students' competencies in facing environmental challenges (Dewi Puji Rahayu K. W., 2023). In addition, Fachri Husaini Hasibuan *et al.* (2024) emphasize the importance of cooperation between students in environmentally related projects, which can improve students' problem-solving skills and creativity (Fachri Husaini Hasibuan *et al.*, 2024). This aligns with research by

Adrian Fahri *et al.* (2023), which shows that P5 can shape student character better through activities relevant to the challenges of the times, including ecological issues (Adrian Fahri *et al.*, 2023). Furthermore, Kardiana Metha Rozhana *et al.* (2023) asserted that P5 provides a platform for students to internalize sustainable living values as part of ecological citizenship (Kardiana Metha Rozhana *et al.*, 2023).

By involving students in projects focusing on environmental conservation, they can learn to actively contribute to maintaining environmental sustainability. Rianda Usmi M. M., (2022) also highlighted the importance of teaching materials that promote ecological citizenship in Pancasila and Citizenship education, which can shape students' attitudes and behaviours that are responsible for the environment (Rianda Usmi M. M., 2022). In addition, research by Ryan Dwi Puspita *et al.* (2024) showed that supporting teachers in providing innovative learning resources is critical to successfully implementing P5 (Ryan Dwi puspita *et al.*, 2024).

With adequate resources, teachers can be more effective in teaching ecological citizenship values to students. This is also supported by research by Iva Nurmawanti *et al.* (2023), which emphasizes the need for STEAM content analysis: Science, Technology, Engineering, Art, and Mathematics in P5 modules to ensure that students get a holistic learning experience relevant to environmental issues (Iva Nurwanti *et al.*, 2023). Overall, the implementation of Project P5 in the context of ecological citizenship serves not only to strengthen students' character but also to build their awareness and responsibility towards the environment. Through an integrated and collaborative approach, students can become citizens who not only understand the values of Pancasila but are also committed to safeguarding and preserving their environment.

This study aims to identify the impact of the implementation of the Pancasila Student Profile Strengthening Project (P5) on students' environmental awareness and their competence in facing ecological challenges. In addition, this study evaluates how P5 can shape students' character by internalizing sustainable living values and environmental citizenship. The research also highlights the importance of supporting teachers in providing innovative learning resources and integrating STEAM contents of Science, Technology, Engineering, Art and Mathematics in P5 modules to provide a holistic learning experience. Overall, this research aims to build students' awareness and responsibility for the environment and make them citizens who understand and practice the values of Pancasila in the context of environmental sustainability.

Several previous studies serve as a reference for why this research was made.

1. Research from Natalia Aristina Dewi *et al.* (2023) This study aims to determine the implementation of P5 on the theme of Global Diversity using the Project Based Learning (PjBL) model at SMA Negeri 6 Malang. The method is descriptive, collecting data through documents, observations, and interviews. The results showed that the implementation of P5 successfully integrated intracurricular and co-curricular activities, although there were challenges in its implementation (Natalia Aristina Dewi *et al.*, 2023).
2. Research from Anggraini (2023) examines multicultural education as a manifestation of the Pancasila Student Profile through teaching Islamic Religious Education and *Budi Pekerti*. The aim is to understand the importance of diversity in education. The method

used is qualitative analysis. The results show that multicultural education can reduce the potential for social conflict and increase tolerance among students (ANGGRAINI, 2023).

3. Research from Ratnasari (2021) This research analyzes the Merdeka Curriculum policy by implementing P5 at SD Negeri 1 Wonobojo. Using a qualitative descriptive approach, this study found that implementing P5 has not been fully implemented and requires improvement in policy and practice in the field (Ratnasari, 2021).

The gap in previous research is the lack of focus on implementing P5 in the context of ecological citizenship, specifically at the junior high school level. Most studies have focused more on primary or high school education, so exploring how P5 can be implemented in junior high school, especially in shaping ecological citizenship, is necessary. This research is expected to fill the gap by providing new insights into implementing P5 in the context of environmental citizenship at a junior high school in Palangka Raya. With a focus on student character and environmental awareness, this research can significantly contribute to curriculum development that is more responsive to environmental and social issues among the younger generation.

MATERIALS AND METHOD

This research uses a qualitative approach with a descriptive research type. Cresswell J. W. (2016) argues that qualitative research is a method for exploring and understanding the meaning obtained from a number of individuals or groups of people ascribed to social or humanitarian problems. The qualitative research process involves important efforts, such as asking research questions and procedures, collecting specific data, analyzing data inductively, and interpreting the meaning of data (Cresswell J. W., 2016).

This research was conducted at a public junior high school in Palangka Raya, and the object of this research is teachers and students who are members of the P5 project activities, the data collection technique uses an interview consisting of 9 questions which will be addressed to Mrs. A as the P5 coordinator at the junior high school. By using interview techniques, researchers can more freely dig up information. In addition, observation techniques are also needed in this research, where researchers observe the school to see whether students and teachers are implementing P5 properly. For data collection and observation, the researcher required 3 months.

RESULTS & DISCUSSION

P5 project implementation at a junior high school in Palangka Raya

To strengthen the Pancasila Learner Profile (P5), the school has implemented various activities and strategies to internalize Pancasila values in students. The implementation of this project covers several important aspects, from planning to implementation to evaluation, all of

which are designed to ensure that Pancasila values are truly embedded in every aspect of school life.

From the interview with Mrs. A, “The strategy of the junior high school is to build a garden. The purpose of this project is to encourage students to participate in activities that require cooperation and responsibility”. By building and maintaining the garden, students are expected to work well together, divide tasks well, and gain a sense of belonging to their school environment.

This aligns with findings showing that character education, including social responsibility, can be shaped through collaborative activities in the school environment. For example, research by Utaminingsih (2023) shows that school organizational culture can play an important role in shaping attitudes toward social responsibility among students (Sri Utaminingsih, 2023). In addition, Fitri Jayuni et al. (2022) emphasized the importance of the character value of responsibility in thematic learning, which can be integrated in activities such as park construction (Fitri Jayuni et al., 2022).

This is also in line with the goal of P5, which is to create good citizenship and keep the environment clean. The garden project at the high school teaches students the importance of cooperation and responsibility and instills the values of cleanliness and environmental sustainability. Through this project, students learn to work together to build and maintain the garden, strengthening their sense of ownership and responsibility towards the school environment. In addition, they also gained a deeper understanding of biodiversity and the importance of keeping the environment clean. This project supports objective P5 by forming students who care about the environment and have a spirit of cooperation in creating a clean and green environment. Thus, this garden project strengthens students' character and competencies and builds their awareness as good citizens who care about environmental cleanliness. Hopefully, through this hands-on experience, students can develop a positive and sustainable attitude in maintaining cleanliness and environmental sustainability in the future.

In addition, P5 is also useful for developing students' skills. The interview with Mrs. A supports this: “Students will acquire practical skills such as gardening, caring for plants, and understanding the importance of a green environment during this project.” In addition, the project aims to improve students' abilities in planning, time management, and problem-solving as they have to address various issues that arise during the construction and maintenance of the garden.

Research by Fitriani (2020) shows that mathematical problem-solving skills can be improved through approaches involving real situations, such as those garden projects (Fitriani, 2020).

The results of the three-month observation showed that the school created an Environmental Guarding Task Force, consisting of students who actively participate in various cleaning and environmental maintenance activities. This task force is assigned to keep the school environment clean and green.

Research by Nugraha (2024) shows that programs that involve students in group activities, such as taking care of the environment, can improve their communication and cooperation skills (Nugraha, 2024) And research by Zulkifli (2020) emphasizes that extracurricular activities, including those focused on the environment, can be an effective tool for character education among students (Zulkifli, 2020).

The Neighborhood Watch Task Force aims to raise students' awareness about the importance of keeping the environment clean and healthy. They learn about discipline, cooperation and responsibility through active involvement in the Task Force. Each member of the Task Force is given a specific task that they must complete well, and they work together to achieve the common goal of keeping the school clean and beautiful.

Challenges in running the P5 project at a junior high school in Palangka Raya.

In carrying out the P5 project, various challenges must be faced, both from natural factors and other factors. One of the biggest challenges faced is the challenge of nature, considering that students creating a garden must deal with various unpredictable weather conditions, such as heavy rain or lack of sunlight. These weather changes can affect the growth of the plants they care for, so it is necessary to have strategies to overcome this problem, such as choosing plant species resistant to extreme weather or providing shade to protect plants from heavy rain.

Based on the results of the interview with Mrs. A, “The often changing weather conditions have become one of the main challenges in the implementation of the garden creation and maintenance project at the high school”. Unpredictable weather changes, such as heavy rain or very hot sun, caused the garden construction and maintenance activities to stop for several weeks. When it rains with high intensity, the garden area becomes flooded, so the ongoing work must be temporarily halted to prevent damage to the plants and areas that have been prepared. Similarly, excessive heat can cause plants not yet fully grown to wither or dry out.

Intan Ratna Dwi Anjarsari *et al.* (2020) explained that weather factors such as temperature, humidity, and rainfall have a significant negative impact on plant growth, which can cause losses in agricultural and garden maintenance projects (Intan Ratna Dwi Anjarsari *et al.*, 2020). When it rains with high intensity, the garden area can be flooded, potentially damaging the growing plants

and the prepared area (Intan Ratna Dwi Anjarsari *et al.*, 2020). When it rains with high intensity, the garden area can be flooded, potentially damaging the growing plants and the prepared area.

In addition, extreme weather changes, such as excessive heat, can cause plants that have not yet fully grown wilt or dry out. Research by Sarvina (2019) highlights that climate change can reduce crop productivity and quality and increase the risk of pest and disease attacks (Sarvina, 2019).

Cost is also an important challenge in carrying out this project. The school needs a sufficient budget to purchase plant seeds, gardening tools, and regular garden maintenance to create a beautiful and sustainable garden. Without adequate funding, the implementation of the garden project could be hampered.

Mrs. A also said, “The cost problem is a significant inhibiting factor in making parks and greening the school environment at the high school. Although this project aims to create a greener and more comfortable environment, budget constraints often limit the school's ability to purchase the materials needed, such as plant seeds, gardening tools, fertilizers, and other maintenance supplies”.

The research of Zulfin Rachma Mufidah *et al.* (2021) emphasized that limited resources, including costs, are often a challenge in implementing project-based environmental education programs (Zulfin Rachma Mufidah *et al.*, 2021).

Another challenge came from time management, as students involved in the garden project had to balance their schoolwork and their involvement. Limited time is an obstacle in completing garden-related tasks, such as plant maintenance, cleaning the garden area, or planning long-term maintenance. Therefore, it is important to plan these projects well by setting realistic timelines and ensuring that all students can contribute according to their abilities and available time.

The researcher's observations also support this during 3 months at a junior high school in Palangka Raya, which showed that this project was indeed carried out when approaching the daily exams. This condition caused the activities of making a garden and greening the school environment to be delayed because the main focus of students and teachers was shifted to preparing for the daily exams that would soon be held, most of the available time had to be allocated to study and complete the subject matter, so the garden project could not be continued according to the planned schedule. When the daily exams were over, the garden project could be resumed. However, this delay did not reduce students' enthusiasm and commitment to completing the project. Despite the disruption of time due to exams, students continued the delayed work with enthusiasm and cohesiveness, so this project continued despite experiencing a slight delay.

The results of these observations are also supported by Sendy Larin Clavinova *et al.*'s research (2024), indicating that the time allocated for learning activities and exams can affect the implementation of project-based learning, where students often have to prioritize exam preparation over other activities (Sendy Larin Clavinova *et al.*, 2024).

Fritz Hotman Syahmahita Damanik (2024) highlighted the importance of time management in education, where students often must balance academic activities and other projects (Fritz Hotman Syahmahita Damanik, 2024). In this context, the delay of the garden project at a junior high school in Palangka Raya reflects the challenges students face in managing their time effectively. Nonetheless, despite time disruptions due to exams, students' enthusiasm and commitment to complete the project remained high. Research by m khorin *et al.* (2024) showed that students' involvement in projects can increase the sense of responsibility and cooperation, evident from students' efforts to continue the delayed work with enthusiasm and cohesiveness (m khorin *et al.*, 2024).

CONCLUSION

The conclusion of this study shows that implementing the Pancasila Student Profile Strengthening Project (P5) at a junior high school in Palangka Raya has successfully internalized Pancasila values in students through garden building activities. The project teaches students the importance of cooperation and responsibility and provides practical skills such as gardening and time management. Despite being faced with various challenges, such as unexpected weather changes, budget limitations, and the need to balance academic assignments with involvement in the project, students still showed high spirit and commitment to complete the activity. Thus, this garden project served as an effective means of character education, forming students who care about the environment and have a spirit of cooperation. Hopefully, this experience can equip students with a positive and sustainable attitude towards keeping the environment clean and sustainable in the future, in line with P5's goal of creating good citizenship.

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