



Portrait of the Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Sustainable Lifestyle Theme in Elementary Schools

Anindhia Rachmadanti¹, Waspodo Tjipto Subroto², Durrotun Nafisah³

Universitas Negeri Surabaya^{1,2,3}

Correspondence Email: anindhia.23018@mhs.unesa.ac.id

ABSTRACT

The Independent Curriculum, as a large umbrella for P5, provides flexibility for schools to adapt projects to local contexts and student needs. In the context of designing the Pancasila Student Profile Strengthening Project (P5), a holistic thinking framework encourages us to examine a theme as a whole and see the interconnectedness of various things to understand an issue in depth. Choosing a theme is an important step in implementing this activity. Through continuing education, it will help identify sustainable solutions and practices that can reduce the negative impacts of an activity. Students who have a critical reasoning dimension can use their critical reasoning skills to process and evaluate information and make the right decisions to solve various problems they face, so they can make better decisions, encourage positive change, and build a more sustainable future for future generations.

ARTICLE INFO

Article History:

Submitted/Received 08 Dec 2024

First Revised 11 Dec 2024

Accepted 16 Dec 2024

First Available online 30 Mar 2025

Publication Date 30 Mar 2025

Kata Kunci:

Independent Curriculum;
Pancasila Student Profil
Stengthening Project; Sustainable
lifestyle; Elementary School.

1. INTRODUCTION

The rapid development of information technology today allows for wide and fast access. This certainly has positive and negative impacts, in order to respond to these events, character education is considered very important for a person's provisions to face all situations. According to Agnia (2021) Character education is a blood-to-blood lesson, which is able to run side by side with media and technology which are currently experiencing very rapid development from time to time. The implementation of character education is in the form of instilling moral values, ethics, and noble morals in students. This aims to produce a young generation who have the strength and honesty in balancing the formation of intelligence in themselves so that they can wisely and responsibly face all challenges. Responding to the importance of educational character instilled in students, the Indonesian government launched the concept of the Pancasila Student Profile in the Merdeka Curriculum curriculum. Based on Permendikbudristek No. 56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity with a plan to strengthen efforts to achieve competencies and character in accordance with the Pancasila student profile which is compiled based on the Graduate Competency Standards. The profile consists of six dimensions which are a description of the characteristics of graduates of education in Indonesia. Namely 1) Faithful, devoted to God Almighty, and noble; 2) Global diversity; 3) Mutual cooperation; 4) Independent; 5) Critical thinking, and 6) Creative.

The independent curriculum is very flexible, relevant, and provides great opportunities to integrate environmental education in more depth. Government regulations regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) in elementary schools provide a clear framework for educational units in integrating Pancasila values into learning. By giving educational units the freedom to develop their own curriculum, the independent curriculum allows schools to create educational programs that are environmentally friendly and meet the needs of students, one of which is through the Pancasila Student Profile Strengthening Program (P5), this activity provides more space for schools to integrate environmental education. The Independent Curriculum, as a large umbrella for P5, provides hope for schools to adapt projects to the local context and needs of students. In the context of designing the Pancasila Student Profile Strengthening Project, a holistic thinking framework encourages us to examine a theme as a whole and see the interconnectedness of various things to understand an issue in depth (Tindaon et al., 2024). The P5 concept, which emphasizes project-based learning and relevance to the local context, is a strong foundation for fostering environmentally friendly awareness and behavior in students. Through P5, students not only gain knowledge about the environment, but they are also directly involved in overcoming the environmental problems they experience.

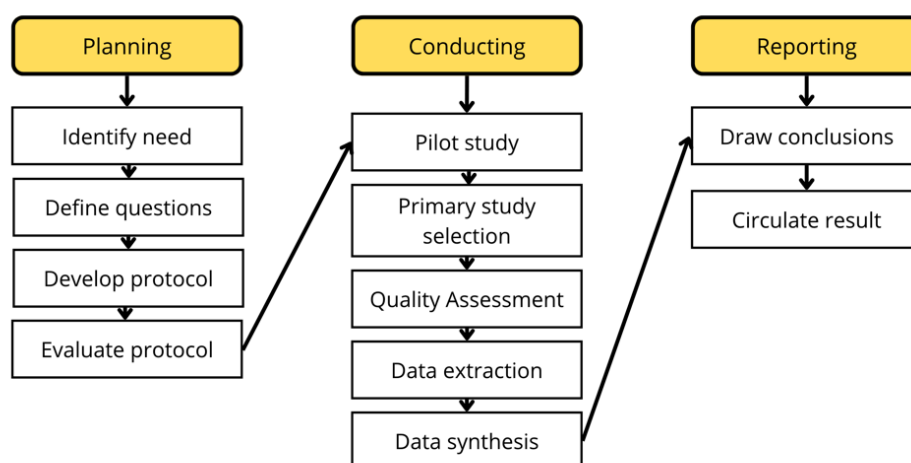
The theme of a sustainable lifestyle is very relevant to the objectives of P5 because both complement and strengthen each other. P5 aims to develop the profile

of Pancasila students who have strong characters, are faithful, have noble morals, are knowledgeable, creative, independent, have critical thinking, and are globally diverse. Meanwhile, a sustainable lifestyle teaches students to respect the environment, be responsible for their actions, and think critically in finding solutions to environmental problems. Therefore, this theme is in line with efforts to form a young generation that has a strong character and cares about the environment. However, in reality, has the implementation of P5 in elementary schools with a sustainable lifestyle dimension been able to influence student behavior sustainably, or is its application still limited to theory. Therefore, the researcher will conduct a literature review using the Systematic Literature Review (SLR) method to find out how the P5 project with the theme of a sustainable lifestyle implemented in elementary schools can influence student behavior sustainably by implementing a critical thinking dimension in it.

2. RESEARCH METHODS

Systematic Literature Review (SLR) is a term for a method of identifying, evaluating, and interpreting all available research relevant to the formulation of the problem or topic area being studied. (Calderon and Ruiz 2015). SLR research is conducted to identify, evaluate, and interpret all relevant research results related to a particular research question, a particular topic, or a phenomenon of concern (Kitchenham, 2004). SLR is a very important research method to produce valid and reliable knowledge. By following systematic steps, researchers can conduct quality SLRs and contribute to the development of science.

Figure 1. SLR Chart-Flow



The SLR steps in this research are 1) **Planning** is a very crucial stage in the implementation of Systematic Literature Review (SLR). This stage will determine the direction and quality of the entire research. In the planning stage, researchers will clearly formulate research objectives, determine research boundaries, and develop effective literature search strategies. 2) **Conducting** in SLR research refers to the implementation or execution stage of a previously prepared plan. This stage involves

concrete activities to search for, select, and analyze literature relevant to the research question, and 3) **Reporting** is the final stage in SLR research, where the results of the entire research process are compiled and presented in the form of a systematic and easy-to-understand report. This SLR report will be a reference for other researchers, practitioners, or policy makers related to the topic being studied.

3. RESULTS AND DISCUSSION

Research Results

The research data included in this journal is an analysis and summary documented regarding the influence of the implementation of the P5 project in influencing student behavior in a sustainable manner. The following is literature that discusses the implementation of the P5 project in the last two years (2023-2024).

No.	Researcher (year)	Research Results
1.	Maruti, et, al. (2023)	Mentoring provides an increase in the quality of P5 implementation in schools that have implemented the independent curriculum.
2.	Makrifah A., et, al. (2023)	The type of thinking level contained in the LKPD questions for the Pancasila student profile strengthening project (P5) on the theme of sustainable lifestyles on the topic of carefully sorting waste is HOTS (High Order Thinking Skill) because for grade 1 students in phase A, the first activity is choosing an image with the right reasons, it requires sufficient image analysis for grade 1 students with the stimulation of the images presented.
3.	Jumrawarsi, et, al. (2023)	Through the implementation of P5 activities, the dimensions of the Pancasila Student Profile character can emerge in students. Processing of assessments and reporting of P5 results consists of collecting, processing assessment results and compiling project reports.
4.	Sari, et, al. (2023)	Supporting factors in the implementation of the Pancasila Student Profile Strengthening Project (P5) are support from various parties, including the Principal, Teachers, Parents, and the community around the school. In addition, students are actively involved in the implementation of this project. The inhibiting factor in the implementation of the Pancasila Student Profile Strengthening Project (P5) is the lack of teacher understanding of the Independent Curriculum, because P5 is a new breakthrough in the world of education.

No.	Researcher (year)	Research Results
5.	Tyaputri dan Utami (2024)	The implementation of P5 activities at Sondakan Elementary School was successfully carried out effectively, thanks to systematic and structured planning and good cooperation between the principal, teachers, and students.
6.	Indrawati, et, al. (2024)	The implementation of P-5 activities was carried out in 2 stages, including the conceptual stage and the contextual stage. At the conceptual stage, educators provide literature, materials as learning resources and provide topic directions to students that include sustainable lifestyles. Then at the contextual stage, students begin to carry out field activities in accordance with the theme.
7.	Damayanti, et, al. (2024)	The implementation of P5 includes planning, implementation, and evaluation. Obstacles in its implementation include the absence of training and the absence of the facilitation team in project planning, resulting in teachers' understanding of P5 still lacking.
8.	Samitri (2024)	The project to strengthen the Pancasila student profile on the theme of sustainable lifestyle in class IVA SDN 32 Cakranegara has been implemented and is running but has not been optimal according to the P5 guidelines because there are several things or stages that are not carried out in accordance with the P5 guidelines from the Ministry of Education, Culture, Research and Technology.
9.	Setiaputri, et, al. (2023)	The strengthening of the Pancasila student project on the theme of sustainable lifestyle raises the topic of I love plants. The supporting factor for this project strengthening activity is that the school provides adequate facilities, and the inhibiting factor is that students provide too much water when watering plants.

Based on the results of the research conducted listed in the table above, it shows that the involvement of all elements in the implementation of P5 is very much needed. The results of research conducted by Maruti, et al. (2023) show that mentoring can improve the implementation process of the Pancasila student profile strengthening project (P5). In agreement with this research, Tyaputri & Utami (2024) showed that the success of the implementation of P5 was due to systematic and

structured planning and good cooperation between the principal, teachers, and students.

The independent curriculum provides flexibility for each educational unit to determine the theme of the implementation of P5, the success of a theme in its implementation can be measured from the emergence of the dimensions of Pancasila in students. Not all dimensions must appear in the implementation of P5, teachers can choose which dimensions are urgent and in accordance with the theme applied by an educational unit. However, based on research conducted by Damayanti, et al. (2024), it was revealed that in its implementation, teachers still did not maximize this freedom and there were still obstacles in the process of compiling modules because they only focused on the guidelines or formats facilitated by the Ministry of Education and Culture.

The implementation of P5 is different from learning in general, P5 is a co-curricular activity designed to complement classroom learning. However, P5 activities are closely related to general subjects. According to Indrawati et al. (2024), the implementation of P5 is carried out in two stages, namely conceptual and contextual. Where both activities show that students carry out project activities in stages and in their entirety, they not only know the concept, but also know how to implement the concepts informed by educators and the results of their exploration. So it can be concluded that P5 activities are a bridge between theories obtained from cross-disciplinary sciences with real-world problems.

Discussion

P5 Theme Selection: Sustainable Lifestyle

P5 activities in the Independent Curriculum are designed to provide a flexible, holistic, and learner-centered approach. The P5 method prioritizes problem-solving-based learning, where students are faced with real problems that they must solve, thus helping them develop problem-solving and critical thinking skills. Elementary school (SD) education units can choose from a variety of main themes for P5. Theme selection is an important step in implementing this activity. Each year, each education unit can choose at least two themes that are implemented in one school year. In addition, implementing a project requires a learning model, according to Nafisah D, et al (2022) said that teachers can encourage students to connect knowledge with its application in their lives, including protecting the environment from pollution as an anticipation of climate change. According to Gunansyah, et al (2024) stated that currently the conceptualization of environmental agents in education is still limited to institutions and educators. In line with this, Subroto WT (2012) argues that teachers have an important position and role to improve the quality of the teaching and learning process. So that in implementing the theme in a project, an appropriate learning model is needed that can meet the needs of students and teachers, because the ongoing project activities require active

students in exploring knowledge about sustainable lifestyles with environmental problems around them.

The Sustainable Lifestyle theme aims to direct students to understand the impact of human activities on the environment, both short and long term, and build awareness to be environmentally friendly. They also study the potential for sustainability crises in the surrounding environment and develop readiness to face and overcome these problems. However, in its implementation, P5 activities with the theme of sustainable lifestyle currently only focus on producing recycled works, not on building awareness and readiness to face short and long-term problems in the environment. This is in line with the Sustainable Development Goals (SDGs) which are new development plans that encourage sustainable development based on human rights and equality to encourage social, economic, and environmental development. Awareness and action on the environment are the keys to the success of P5 implementation. By integrating environmental themes into P5 projects, we can produce a young generation that cares about the environment and is ready to build a more sustainable future.

The Importance of Sustainable Lifestyle Implemented in Elementary Schools

Sustainable lifestyle or sustainable lifestyle reviewed from the United Kingdom, GSSL in (Saraswati, 2012) that the activity of making decisions or choices that are made consciously by considering the least negative impact of their choices. When individuals feel involved in environmental conservation, they will tend to take more positive actions. Through sustainable education will help identify sustainable solutions and practices that can reduce the negative impact on an activity. Sustainable living education also focuses on the formation of attitudes, knowledge, and skills needed to create a sustainable lifestyle, in this case related to understanding sustainable development, resource management, and social responsibility.

Environmentally friendly habits will form a tradition and life values in society. The transformation process will take a long time in the process of awareness, besides that it must be strengthened with a high commitment in efforts to protect the environment. This can be done on various occasions by paying attention to its sustainability. Programs in schools that are carried out often include public campaigns, counseling, seminars, and community initiatives that aim to increase public understanding and awareness of environmental issues. This is in line with the study of constructivism theory, where students can naturally acquire and form their own knowledge. This means that through their own methods and characters of cognitive development, students build knowledge based on the experiences they have. Science begins to develop along with the study of human cognitive development.

Introducing the concept of a sustainable lifestyle to elementary school children can shape a future generation that cares about their environment, because

at elementary school age they enter the stage of character and habit formation. The character and habits embedded at this age will be carried over into adulthood. In addition, children will also learn to be responsible for the actions they take, what needs to be emphasized to elementary school children is that they also have an important role in protecting and preserving the earth, so that they can become agents of change that inspire people around them to practice sustainable living behavior.

Implementation of the Pancasila Dimension "Critical Reasoning" in the Sustainable Lifestyle Theme

Based on the Ministry of Education, Culture, Research and Technology No.56/M/2022, P5 is a co-curricular activity based on a project that is compiled based on Graduate Competency Standards which is made to strengthen the character of students to match the dimensions of the Pancasila student profile. The P5 design is made different from intracurricular learning, project-based learning can still be implemented in classroom learning activities (intracurricular). The purpose of project-based learning activities in intracurricular is to achieve learning outcomes (CP), while P5 aims to achieve competencies from the Pancasila student profile.

One of the dimensions of the Pancasila Student Profile is critical reasoning. Critical reasoning emphasizes the systematic steps used to reach conclusions. The process involves the use of logic, evidence, and evaluation of information to draw valid conclusions. The main purpose of critical reasoning is to achieve a deeper understanding of a problem or issue. Students who have these dimensions are able to use their Critical Reasoning skills to process and evaluate information and make the right decisions to solve various problems they face. Students will be able to filter and process information, identify relationships between different pieces of information, and analyze and draw conclusions based on that information (Kibtiyah, 2022). Paul R., et al (1990) stated that Critical Reasoning is an ability and disposition to critically evaluate a belief or conviction, what assumptions underlie it and on what outlook on life the assumption lies. However, if examined more deeply, the main focus of the independent curriculum is to prepare a superior generation and be able to face the complexities of the future (Daga, 2021). Critical reasoning encourages students to actively seek information and innovative solutions. In the context of a sustainable lifestyle, students who have critical reasoning skills can develop creative and sustainable projects. For example, they can design an efficient waste management system, create unique recycled products, or campaign to save energy in schools. Thus, critical reasoning not only helps students understand environmental issues but also empowers them to become active agents of change in realizing a more sustainable future.

One of the challenges in implementing a sustainable lifestyle is the existence of misleading information or greenwashing. Many companies claim that their products are environmentally friendly without any strong evidence. Critical reasoning

helps us to distinguish between true and false claims, so that we do not get caught up in buying products that are not in accordance with sustainable values. In addition, we also need to be aware of information that is overly simplified or does not have a strong scientific basis. With critical thinking skills, we can make better decisions, drive positive change, and build a more sustainable future for future generations.

4. CONCLUSION

The implementation of P5 is different from learning in general, P5 is a co-curricular activity designed to complement classroom learning. P5 activities in the Merdeka Curriculum are designed to provide a flexible, holistic, and student-centered approach. The P5 method prioritizes problem-solving-based learning, where students are faced with real problems that they must solve, thus helping them develop problem-solving and critical thinking skills. Introducing the concept of a sustainable lifestyle to elementary school children can shape a future generation that cares about their environment, because at elementary school age they enter the stage of forming character and habits. The character and habits that are instilled at this age will be carried over into adulthood.

5. REFERENCES

- Agnia, A. S. G. N., Furnamasari, Y. F., & Dewi, D. A. (2021). Pengaruh kemajuan teknologi terhadap pembentukan karakter siswa. *Jurnal Pendidikan Tambusai*, 5(3), 9331-9335.
- Al Kibtiyah, M., & Iba, K. (2022). The Effect of Numbered Heads Together (NHT) Cooperative Learning Model Assisted by Audio Visual Media on Learning Outcomes of Elementary School Students. *Jurnal Paedagogy*, 9(4), 858-864.
- Calderón, A., & Ruiz, M. (2015). A systematic literature review on serious games evaluation: An application to software project management, *Computers & Education*, 87, 396-422
- Daga, A. T. (2021). Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar. 7(3), 1075– 1090. <https://doi.org/10.31949/Educatio.V7i3.1279>
- Damayanti, P. D., Sutriyani, W., & Zumrotun, E. (2024). Implementasi Proyek Penguatan Profil Pelajar Pancasila Pada Tema Gaya Hidup Berkelanjutan Kelas Iv Sdn 10 Karanggondang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2), 754-766.
- Gunansyah, G., Ariadi, S., & Budirahayu, T. (2024). Depoliticization and marginalized critical environmental education: curriculum revision for empowering students as environmental agents. *Curriculum Perspectives*, 1-15.
- Indrawati, R., & Dwijayanti, I. (2024). IMPLEMENTASI PROFIL PELAJAR PANCASILA TEMA “GAYA HIDUP BERKELANJUTAN” SISWA KELAS IV SDN LAMPER KIDUL 01 KOTA SEMARANG. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(1), 712-723.
- Jumrawarsi, J., Wati, S. O., & Fitria, F. (2023). IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA (P5) PADA TEMA GAYA HIDUP BERKELANJUTAN DI SEKOLAH PENGGERAK SDN 01 SARILAMAK. *Jurnal Review Pendidikan dan Pengajaran (JRPP)*, 6(3), 1031-1042.
- Kitchenham, B. (2004). *Procedures for Performing Systematic Reviews*. Eversleigh: Keele University
- Makrifah, A. N., Harsiatib, T., & Mashfufahb, A. (2023). Penerapan assessment for learning dalam proyek penguatan profil pelajar pancasila (p5) tema gaya hidup berkelanjutan di kelas 1 sd. *SENTRI: Jurnal Riset Ilmiah*, 2(2), 369-378.
- Maruti, E. S., Malawi, I., Hanif, M., Budyartati, S., Huda, N., Kusuma, W., & Khoironi, M. (2023). *Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Jenjang Sekolah Dasar*. *Abdimas Mandalika*, 2 (2), 85–90.
- Nafisah, D., Setyowati, D. L., Banowati, E., Priyanto, A. S., & Hamid, N. (2022). The Integration of Environmental Pollution Materials in Social Studies Learning in School for Anticipation of Climate Change. *Pegem Journal of Education and Instruction*, 12(4), 47-60.
- Paul, R., and Elder, L. (2005). *The Miniature Guide to Critical Thinking “CONCEPTS & TOOLS”*. The Foundation of Critical Thinking: California

- Samitri, H. M., Sudirman, S., & Angga, P. D. (2024). Pelaksanaan Projek Penguatan Profil Pelajar Pancasila di Sekolah Dasar (Studi Kasus di Kelas IVA SDN 32 Cakranegara). *Jurnal Ilmiah Profesi Pendidikan*, 9(4), 2619-2627.
- Saraswati, M. I. N. P., & Anityasari, M. (2012). Analisis gaya hidup berkelanjutan (*sustainable lifestyle*) siswa-siswi SMA di Surabaya dan upaya perbaikannya. *Jurnal teknik ITS*, 1(1), A561-A566.
- Sari, A. P., Zumrotun, E., & Sofiana, N. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila (P5) di Sekolah Dasar. *Qalam: Jurnal Ilmu Kependidikan*, 12(2), 65-75.
- Setiaputri, A. N. (2023). PENGUATAN PROFIL PELAJAR PANCASILA MELALUI TEMA PROJEK GAYA HIDUP BERKELANJUTAN DI SEKOLAH DASAR. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 8(3), 6365-6379.
- Subroto, W. T. (2012). The Influence of Teachers' Performance Empowerment in Improving the Quality of Education in the Elementary Schools. *EDUCARE*, 5(1).
- Tindaon, J., Sinaga, E. R. L., Sinaga, R. J., Suka, S. N. B. G., & Purba, D. S. B. (2024). Sosialisasi Penanaman Nilai P5 Dalam Pembentukan Keterampilan Siswa Kelas IV Di SD Negeri 040444 Kabanjahe. *Jurnal Pengabdian Masyarakat Bangsa*, 2(4), 1148-1154.
- Tyaputri, V. C., & Utami, R. D. (2024). Penguatan Profil Pelajar Pancasila di Sekolah Dasar melalui Gelar Karya: Gaya Hidup Berkelanjutan. *Didaktika: Jurnal Kependidikan*, 13(2), 2283-2296.