

The Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle in Rejang Lebong Elementary School

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Abstract. The Pancasila Student Profile Strengthening Project at SDN 12 Rejang Lebong aims to address the lack of teamwork, creativity, and environmental concern among students. The project's focus is on Sustainable Lifestyle, emphasizing collaboration, ingenuity, and fear of God Almighty, along with admirable ethics. This study aims to examine the implementation of the project in Class V, focusing on faith, devotion to God Almighty, and noble morals. The research is both quantitative and descriptive, using data from VA and VB courses. The study found that Class V received an average of 4.47 with a TCR of 89.4%, categorized as very good. The project focused on the theme of sustainable lifestyle and cooperation, with a TCR of 84.1% and an average of 4.53. The Creative Dimension Pancasila Student Profile Strengthening Project, with the theme of Sustainable Lifestyle in Class V, earned an average of 4.50 with a TCR of 90.1%, placing it in the very excellent category. The project's implementation has been praised for its effectiveness in promoting Pancasila values and fostering cooperation among students. The project's success is attributed to its focus on promoting faith, piety, and noble morals in a sustainable lifestyle.

Keywords: Pancasila Student Profile, Project, Sustainable Lifestyle Theme

Introduction

In Indonesian education nowadays, character and social skills development are just as important as academic information acquisition. People's attitudes and character are greatly influenced by their education, which helps them develop into responsible, compassionate, creative people who can make valuable contributions to society (Fathurrochman & Apriani, 2017). National education plays a role in developing students' capacity and their potential to become denizens who believe and fear God Almighty, have good character, have knowledge, have capability, have creativity and independence, and responsible citizens in a democracy, as stated in Law of the Republic of Indonesia Number 20 Article 3 of 2003. Furthermore, it bears on the civilizational establishment of a respectable nation and the country's capacity to educate its citizens (Mery et al., 2022).

The Pancasila Student Profile Strengthening Project (P5) is one of the initiatives aimed at creating a generation of the country that is not only intellectually gifted but also possesses strong morals and abilities that are pertinent to the demands of the modern world. By emphasizing the development of students' character and abilities as they manifest in their everyday lives, this program aims to inculcate Pancasila principles through extracurricular, cocurricular, and intracurricular activities. Pancasila Student Profile Strengthening Project (P5) is one of the strategies that other education and cultural segments will implement to improve student character education, according to the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, Nadiem Anwar Makarim (Setyawati et al., 2023). The primary focus is to realize the Pancasila for students. Pancasila Student Profile Strengthening Project is an "extracurricular" activity developed to complement the education and character development actions that are intended within the Pancasila student profile, under the Minister of Education and Culture's Regulation No. 56/M/2022 (Satria et al., 2022). A project is a set of activities intended to accomplish a certain objective by studying a challenging topic. This project aims to provide students with the chance to conduct research, work through issues, and make judgments.

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Within a set time frame, students create works and/or goods (Ministry of Education and Culture, 2023).

Naturally, student participation is essential to the success of a project. It is evident from this presentation that one of the two key traits while working on a project is creativity. The other is cooperation. Through collaboration, Indonesian students will be able to engage in activities together freely, resulting in activities that are easy, light, and seamless. Additionally, by developing their creative learning skills, kids will be able to alter or modify things and create something unique, significant, practical, and beneficial for the general population.

In the Qur'an, Q.S. Al Maidah verse 2, this spirit of cooperation is expressed as follows:

Meaning: *"And help you in (doing) virtue and piety, and do not help in committing sins and transgressions"*.

The verse of the Qur'an Al-Maidah verse 2 above affirms the command to all mankind to help each other in goodness and piety, which means to cooperate and support each other in carrying out the commands of Allah SWT and to distance ourselves from His prohibitions.

However, with the changing times and rapid technological advancements, it is clear that the spirit of cooperation among students is declining. This decline is due to laziness, a technology-influenced lifestyle, and an increase in selfishness. This was also mentioned by Mulyani that the enthusiasm of students at SDN Jemur Wonosari I Surabaya is fading, and it can be seen that they do not communicate with each other and help in completing an activity (Setiyawati et al., n.d).

It is important to bring Pancasila values into schools so that they can produce people who are moral and care about the earth. The themes of the Pancasila Student Profile project related to elementary schools, refer to a project with eight themes established by the Development Guidelines from the Ministry of Education and Culture's Educational Standards, Curriculum, and Assessment Agency (Yuliastuti et al., 2022) is on the Voice of Democracy, Building the Soul, Sustainable Lifestyle, Local Wisdom, Diversity of Diversity, & Engineering and Technology, Entrepreneurship & Manpower. The Pancasila Student Profile Strengthening Project studies students' creativity and collaboration through students creating and overseeing projects with peers. Sustainable Lifestyle, the theme of the Pancasila Student Profile Strengthening Project, allows students to develop in multiple ways, including their capacity for creative thought, collaborative work, and caring about the earth.

A sustainable lifestyle is one of the project activities that is expected to build awareness in students at school about the lifestyle of love for the environment and to realize the consequences of what is chosen to have the least negative impact on the environment (Forestyas et al., 2024). According to the aforementioned statement, one initiative that seeks to raise students' knowledge of the value of protecting the environment and comprehending the repercussions of their decisions to reduce adverse effects on it is the promotion of a sustainable lifestyle.

SD Negeri 12 Rejang Lebong is one of the elementary schools to have embraced an autonomous curriculum. SD Negeri 12 Rejang Lebong has implemented the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle and Independent Curriculum in grades 1, 2, 4, and 5, based on preliminary observations and interviews with Mrs. Ririn Yaselayana, S.Pd, one of the grade V teachers.

The results of interviews and observations also obtained information that there are still many students who are still weak in the level of cooperation values, love for the environment and creativity such as, at the cooperation level there are some students who when doing group assignments are not actively cooperating in doing the group assignments. Furthermore, at the level of love for the environment, there are still many students who have not shown concern for the surrounding environment, such as littering carelessly and still often seeing garbage on the table, doodles in the classroom. In the creativity of students who are not able to develop their imagination and ideas, students tend to depend on the teacher's instructions. The school resolved

to address this issue by redefining the Pancasila Student Profile Strengthening Project topic to a Sustainable Lifestyle, emphasizing three aspects: faith, reverence toward God Almighty, and high morality. These dimensions include the sub-elements of comprehending the earth's ecology and preserving the environment, as well as the components of morality toward nature. Along with features of collaboration, caring, and sharing, the Gotong Royong dimension also comprises sub-components of positive interdependence, social coordination, cooperation, communication to achieve shared objectives, response to the environment, and social perception. Additionally, there is the Creative Dimension, which includes elements that result in original ideas, creative works, and creative acts, as well as the capacity for creative thought.

The researcher therefore decided to title this study Exploring Implementing of the Pancasila Student Character Strengthening Project with the Theme of Sustainable Lifestyle to Focus on the Dimensions of Faith, Piety to God Almighty, Noble Morals, Cooperation, and Creativity to see what percentage of the Pancasila Student Profile Strengthening Project incorporated the Sustainable Lifestyle Theme. The Pancasila Student Profile Strengthening Project involves the teaching of grade V students at SDN 12 Rejang Lebong the importance of care for the environment through cooperation and creativity.

Materials and Methods

Types and Approaches to Research

This study takes a quantitative approach and employs a descriptive analysis method. Because the study data is numerical and is analyzed by statistics, this approach is known as the quantitative technique (Sugiyono, 2019). Descriptive research, according to Sugiyono (2021), is the study done to ascertain the value of one or more independent variables without comparing or relating them to other variables. Quantitative descriptive research uses numbers to describe, investigate, and explain a subject while it is being investigated and to make inferences about observed occurrences. Therefore, quantitative descriptive research is defined as research that uses data (numbers) to describe, study, and explain phenomena as it is, without aiming to test a particular theory. The population in this study is all grade V students at SD Negeri 12 Rejang Lebong.

Table 1.

Number of class V of SD Negeri 12 Rejang Lebong

Class	Male	Female	Total Students
VA	17	10	27 Students
VB	15	12	27 Students
Total	32	22	54 Students

Source: Data of Students of SDN 12 Rejang Lebong T.A 2024/2025

Census/total sampling, a sample return approach that involves sampling every member of the population, is the sampling method used to determine the sample. In order to sample every member of the population as study subjects or informative responders, research on populations with less than 100 members should be carried out in conjunction with a census (Sugiyono, 2021). Thus, class V students at SD Negeri 12 Rejang Lebong serve as the study's sample.

Table 2.

Research Sample

Class	Total Students
VA	27 Students
VB	27 Students
Total	54 Students

Source: Student Data of SDN 12 Rejang Lebong T.A 2024/2025

Based on the table above, this research sample took all students of class V (A and B), totaling 54 students, and each consisting of class VA, 27 students, 17 males and 10 females, and class VB, 27 students, 15 males and 12 females.

Data Collection Techniques

Observation

One method of gathering data is observation, which involves gazing directly into the area of the thing under study. According to Sugiyono, if the number of observed respondents is not too great, the observational data gathering approach is employed for studies about natural phenomena, human behavior, and work processes (Sugiyono, 2021).

The technique employed in this study is called participatory observation, in which the researcher observes the research subject to gather information. In this instance, information was gathered via observation about the execution of the Pancasila Student Profile Strengthening Project on the Sustainable Lifestyle Theme in Class V SD Negeri 12 Rejang Lebong.

This study employed a closed-ended questionnaire since the Likert Scale was used for the assessment, and responses were given beforehand. This scale measures a person's or a group's attitudes, beliefs, and perceptions of phenomena that the Likert scale may assess.

The Likert Scale may be used to evaluate both positive and negative comments. As opposed to positive statements, which received scores of 5 (strongly agree), 4 (agree), 3 (hesitant), 2 (agree), and 1 (strongly disagree), negative statements received scores of 5 (strongly disagree), 4 (disagree), 3 (hesitant), and 2 (agree). This research was created as a checklist using a 5-point Likert scale, with the following alternative responses for each item.

Table 3.

Likert Scale Score Criteria

Alternative Answers	Information	Score	
		(+)	(-)
ST	Strongly agree	5	1
S	Agree	4	2
RR	Uncertain	3	3
TS	Disagree	2	4
STS	Strongly Disagree	1	5

Source: Sugiyono (2021:168).

The researcher also used the documentation method to obtain data on the general state of the school, school profiles, school vision, mission and goals, teacher and student data, student activities to carry out the Pancasila Student Profile Strengthening Project (P5) Sustainable Lifestyle Theme and documentation of SDN 12 Rejang Lebong students filling out questionnaires/questionnaires.

Instrument Validity and Reliability

After validation by the validator, the questionnaire instrument is suitable for use. Then, this questionnaire was tested on 30 grade V students at SD 62 Rejang Lebong. After being tested, the results for the students were calculated using the SPSS program on a computer. The technique used in this study is *the Pearson product-moment* correlation technique. An item statement is said to be valid if the decision is based on a significant value of < 0.05 ; then the item or question is valid, and vice versa. Next, compare the value of the r_{table} with the value of the $r_{calculated}$, the distribution of the r_{table} for $= 0.05$ and the degree of freedom $dk = n$, with the rule of decision; If $r_{calculated} > r_{table}$ means valid, vice versa if $r_{calculated} < r_{table}$ means invalid.

Table 4.
Instrument Validity Test Results

No Item	Calculation	Table	Information
Item 1	0,414	0.349	Valid
Item 2	0,490	0.349	Valid
Item 3	0,592	0.349	Valid
Item 4	0,414	0.349	Valid
Item 5	0,682	0.349	Valid
Item 6	0,482	0.349	Valid
Item 7	0,420	0.349	Valid
Item 8	0,431	0.349	Valid
Item 9	0,555	0.349	Valid
Item 10	0,266	0.349	Invalid
Item 11	0,173	0.349	Invalid
Item 12	0,519	0.349	Valid
Item 13	0,427	0.349	Valid
Item 14	0,490	0.349	Valid
Item 15	0,369	0.349	Valid
Item 16	0,666	0.349	Valid
Item 17	0,023	0.349	Invalid
Item 18	0,429	0.349	Valid
Item 19	0,570	0.349	Valid
Item 20	0,408	0.349	Valid
Item 21	0,564	0.349	Valid
Item 22	0,304	0.349	Invalid
Item 23	0,543	0.349	Valid
Item 24	0,497	0.349	Valid
Item 25	0,382	0.349	Valid
Item 26	0,140	0.349	Invalid
Item 27	0,105	0.349	Invalid
Item 28	0,020	0.349	Invalid
Item 29	0,472	0.349	Valid
Item 30	0,500	0.349	Valid
Item 31	0,175	0.349	Invalid
Item 32	0,556	0.349	Valid
Item 33	0,350	0.349	Valid
Item 34	0,497	0.349	Valid
Item 35	0,647	0.349	Valid
Item 36	0,667	0.349	Valid
Item 37	0,267	0.349	Invalid
Item 38	0,212	0.349	Invalid
Item 39	0,497	0.349	Valid
Item 40	0,671	0.349	Valid

Source: SPSS 24 Data Processing Results

Based on the table above shows that there are 30 valid items and 10 invalid items. The questionnaire above has been tested in Class V of SDN 62 Rejang Lebong.

Table 5.
Reliability Criteria

Reliability coefficient (r_{11})	Criterion
$r_{11} \leq 0,20$	Very low
$0,20 < r_{11} \leq 0,40$	Low
$0,40 < r_{11} \leq 0,60$	Keep
$0,60 < r_{11} \leq 0,80$	Tall
$0,80 < r_{11} \leq 1,00$	Very high

Source: Tamaulina, et al, 2024:108.

Based on the table above, the reliability coefficient of $r_{11} \leq$ is considered very low, $0,20 < r_{11} \leq 0,40$ is considered low, $0,40 < r_{11} \leq 0,60$ is moderately criterion, $0,60 < r_{11} \leq 0,80$ is highly criterion, $0,80 < r_{11} \leq 1,00$ is very high. To determine the level of reliability of the question, SPSS Version 24 uses Cronbach's Alpha calculation; the instrument is considered trustworthy if the Cronbach's Alpha score is more than 0.6. The table below displays the following test findings, which were done by researchers using Cronbach's Alpha:

Table 6.

Reliability Test Calculation Results

Nilai Cronbach's Alpha	Total Item	Information
0.897	30	Reliabel

Source: SPSS 24 Data Processing Results

The reliability test results show that Cronbach's Alpha is 0.897 out of 30 valid items. Cronbach's Alpha value > 0.60 , or $0.897 > 0.60$, indicates that the item in the question is dependable and meets high requirements.

Data Analysis Techniques

Descriptive statistics are employed in this study's data analysis to ascertain how the Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V SDN 12 Rejang Lebong was implemented. Descriptive statistics, according to Sugiyono (2021), are statistics that are used to examine data by characterizing the acquired data in its original form, without aiming to draw generalizations or conclusions that apply to the broader population.

Calculating Modes

$$Mo = b + \left(\frac{b_1}{b_1 - b_2} \right)$$

Information:

MO: Mode.

b: The Interval Class Limit with the most frequency.

Q: Class length, Mo.

b1: The frequency in the Mo class minus the frequency of the previous nearest interval class.

b2: The frequency in the Mo class minus the frequency of the nearest interval class

Median

$$Md = b + P \left(\frac{\frac{1}{2} n - F}{f} \right)$$

Information:

Md: Median.

b: The lower limit where the median will be located.

p : Class Me Length

n : A lot of data.

F: Class Me Frequency

Red (Me)

$$Me = \sum \left(\frac{\sum xi}{n} \right)$$

Information:

Me: Mean.

 $\sum xi$: Total Value (xi).

N: Number of data/samples.

Standard Deviation(SD)

$$S^2 = \sum \frac{(xi - x)^2}{n - 1}$$

S²: Sample variant.

S: Standard Deviation Sample.

xi: Value.

x: Average Sample.

N: Number of samples.

Calculating the Respondent Achievement Rate (TCR)

Calculate the average score of an item using the average score formula of each indicator by:

$$Rs = (5XSS) + (4XS) + (3XRR) + (2XTS) + (1XSTS)$$

Information:

Rs = Average answer score

SS = Number of respondents who strongly agreed

S = Number of respondents who voted in favor

RR = Number of respondents who voted Undecided

TS = Number of respondents who voted Disagree

STS = Number of respondents who voted Strongly Disagree

n = Number of respondents

Calculate the Respondent Achievement Level (TCR) value with the formula:

$$TCR = \frac{\text{Average Score}}{n \times 5} \times 100$$

The division of 5 in the TCR calculation is obtained from the number of *Likert scales* used. If the *Likert scale* used has 4 alternative answers, then for the division in the TCR formula, using a division of 4 and so on, because this study uses a questionnaire/questionnaire using the *Likert scale* of 5, the division used is the number 5. The Respondent Achievement Rate (TCR) criteria are used to interpret descriptive data:

Table 7.
Respondent Achievement Level (TCR) Criteria

No	Percentage	Category
1	86% – 100%	Excellent
2	70% – 85%	Good
3	51% – 70%	Enough
4	41% – 55%	Not Good

5	0% – 40%	Bad
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Source: Adilla Juita Siska, Ikhsan Zulhadie, 2020

Results and Discussion

Results

Data Description

This study is to ascertain a summary of the sustainable lifestyle theme Pancasila student Profile Strengthening Project to be implemented in class V in Semesters 1 and 2 of the academic year 2024–2025, SDN 12 Rejang Lebong. The Implementation of the Pancasila Student Profile Strengthening Project on the sustainable lifestyle theme at SDN 12 Rejang Lebong is the questionnaire that serves as everything in this study, utilizing students from classes VA and VB for the 2024–2025 school year, and then using a descriptive quantitative research design methodology. After all of the data has been gathered for the study, a questionnaire is developed as an instrument. The procedures include creating a grid of research tools, assembling them into questions, and distributing them to respondents. In this case, 54 respondents from the study sample—that is, the VA and VB classes—are trusted to offer evaluations on the research tools.

The following findings were derived from the study of respondent data from a sample of 54 students in Classes VA and VB who completed a questionnaire and had their answers calculated using the SPSS version 24 software:

Table 8.

Descriptive Statistics

Statistics		
result		
N	Valid	54
	Missing	0
Mean		130,13
Median		130,00
Mode		129
Hours of deviation		5,670
Minimum		115
Maximum		141

Source: SPSS Data Processing Results version 24

According to Table 9 above, which shows the results of the computation using the SPSS version 24 program, 54 students are Respondents (N). Their scores are as follows: 115 for the Minimum, 141 for the Maximum, 130 for the Mean, 130 for the Median, 129 for the Mode, and 5,670 for the Standard Deviation.

Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong

At SDN 12 Lebong Rejang, the Pancasila Student Profile Strengthening Project is being carried out. The Dimension of Faith, Fear of God Almighty, and Noble Character is the topic for the class V sustainable living.

Table 9.

TCR Results of the Dimension of Faith, Fear of God Almighty, and Noble Character

No	Statement	Average	TCR %	Category
	The dimension of faith, fear of God Almighty, and noble character	4,47	89,4	Excellent
A	Understanding the interconnectedness of the Earth's ecosystems	4,68	90,5	Excellent

1	I realize that our actions, no matter how small, can have an impact on the environment.	4,51	90,3	Excellent
2	I believe that preserving the environment is our shared responsibility.	4,53	90,7	Excellent
3	I don't care about the environmental issues.	5	91,8	Excellent
B	Protecting the Surrounding Environment	4,44	88,8	Excellent
4	I always throw garbage in its place.	4,48	89,6	Excellent
5	I often invite my friends to maintain the cleanliness of the environment.	4,38	87,7	Excellent
6	Littering is okay if the total is small.	4,46	89,2	Excellent
7	I took part in the activity of cleaning the school environment.	4,44	88,8	Excellent

According to 54 respondents' perceptions, as shown in Table 4.7 above, the sub-elements comprehend the interdependence of the earth's ecosystem, earning an average score of 4.68 and a Respondent Achievement Rate of 90.5%, placing them in the very good category. With an accomplishment rate of 88.8% of respondents, the average sub-element of safeguarding the surrounding natural environment is 4.44, falling into the Excellent category.

Therefore, based on the seven statements that 54 respondents completed, an average total score of 4.47 was calculated, indicating that 89.4% of respondents achieved the Very Good category. This illustrates how well the Pancasila Student Profile Strengthening Project was carried out. It was centered on the class V Sustainable Lifestyle Theme at SDN 12 Rejang Lebong and contained elements of religion, devotion toward God Almighty, and morals for the environment. Additional details on the Sustainable Lifestyle Class V theme's implementation at SDN 12 Rejang Lebong, which emphasizes enhancing the Pancasila student profile with the dimensions of faith, reverence to God Almighty, and noble morals, are provided in the graphic picture below:

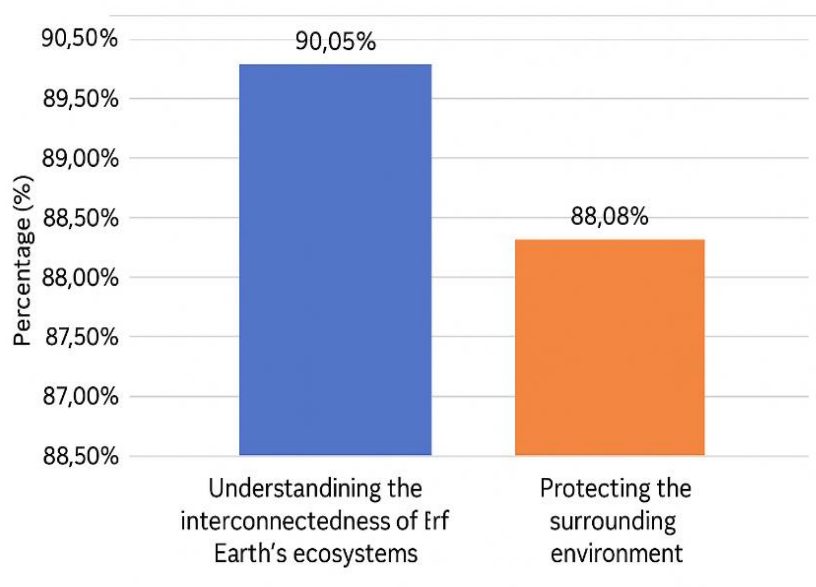


Figure 1.
Graphic of the Dimension of Faith, Fear of God Almighty, and Noble Character

Implementation of the Pancasila Student Profile Strengthening Project with the Dimension of Mutual Cooperation on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong

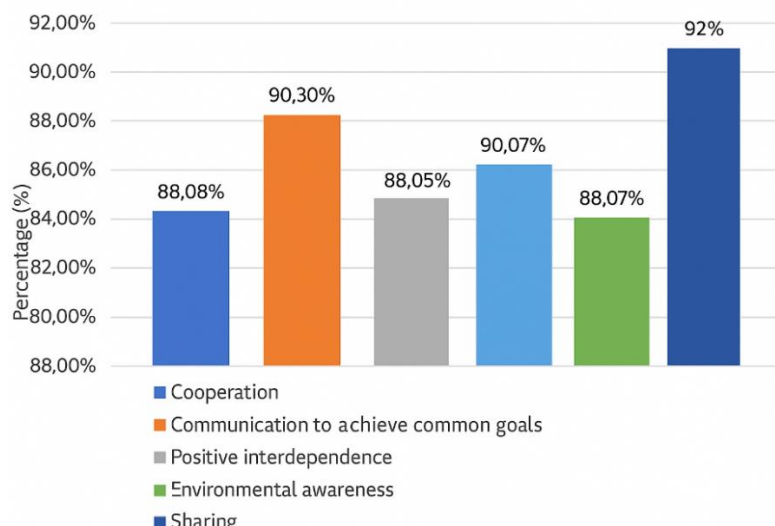


Figure 2.
Graph of the Dimension of Gotong Royong

Based on the graph, the Collaboration Element sub-element of Cooperation obtained an average of 4.44 with a Respondent Achievement Rate of 88.8%, in the very good category. The Communication sub-element to achieve common goals obtained an average score of 4.51, with a Respondent Achievement Rate of 90.3%, in the excellent category. The Positive Interdependence sub-element obtained an average score of 4.47 with a Respondent Achievement Rate of 88.5%, with the excellent category, and the Average Social Coordination sub-element obtained an average score of 4.5 with a Respondent Achievement Level of 90%, with a very good category.

The Caring element, the sub-element of Responsiveness to the social environment, obtained an average score of 4.53 with a Respondent Achievement Level of 90.7%, with a very good category. And the average sub-element of social perception is 4.43, with a Respondent Achievement Rate of 88.7% in the very good category. The sharing element obtained an average score of 4.60 with a Respondent Achievement Rate of 92.0% in the very good category.

Thus, it can be concluded that from the 16 statements that have been filled in by 54 respondents, an average total score of 4.53 was obtained, with a respondent achievement rate of 84.1% in a good category. This shows that the Strengthening of Pancasila Student Profile Project with the dimension of Mutual Cooperation on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong has been carried out well. The following graphic picture provides further information on the Pancasila Student Profile Strengthening Project implementation with the Dimension of Mutual Cooperation on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong:

Implementation of the Creative Dimension Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong

Table 10.

Creative Dimension TCR Results

No	Statement	Average	TCR %	Category
	Creative Dimension	4,50	90,1	Excellent

A	Come up with original ideas	4,54	90,9	Excellent
1.	I often have new ideas that are different from my friends.	4,57	91,4	Excellent
2.	I get excited when I come up with a unique and interesting idea.	4,51	90,3	Excellent
B	Produce original works and actions	4,42	83,0	Good
3.	I like to create unique products or work with my creativity.	4,40	88,1	Excellent
4.	I like to make artwork or handicrafts in my way	4,38	71,4	Good
5.	I'd rather imitate a friend's work than make my own.	4,48	89,6	Excellent
C	Flexibility of thinking	4,45	89,0	Excellent
6.	I find it difficult to accept new ideas.	4,46	89,2	Excellent
7.	I always try to find other ways to complete difficult tasks.	4,44	88,8	Excellent

Based on Table 4.9 above, the element produced an original idea according to the perception of 54 respondents, obtaining an average score of 4.54 with a Respondent Achievement Rate of 90.9% in the very good category. Elements produced original works, and actions obtained an average score of 4.42 with a Respondent Achievement Rate of 83.0% in the good category. And the average element of Flexibility of Thinking is 4.45, with an achievement rate of 89.0% of respondents in the Excellent category.

Therefore, based on the seven assertions that 54 respondents completed, an average total score of 4.50 was achieved, with 90.1% of respondents falling into the Excellent group. This demonstrates how well the Creative Dimension Pancasila Student Profile Strengthening Project related to the Sustainable Lifestyle theme was executed in Class V at SDN 12 Rejang Lebong. The following graphic image provides further information on the execution of the Creative Dimension Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong:

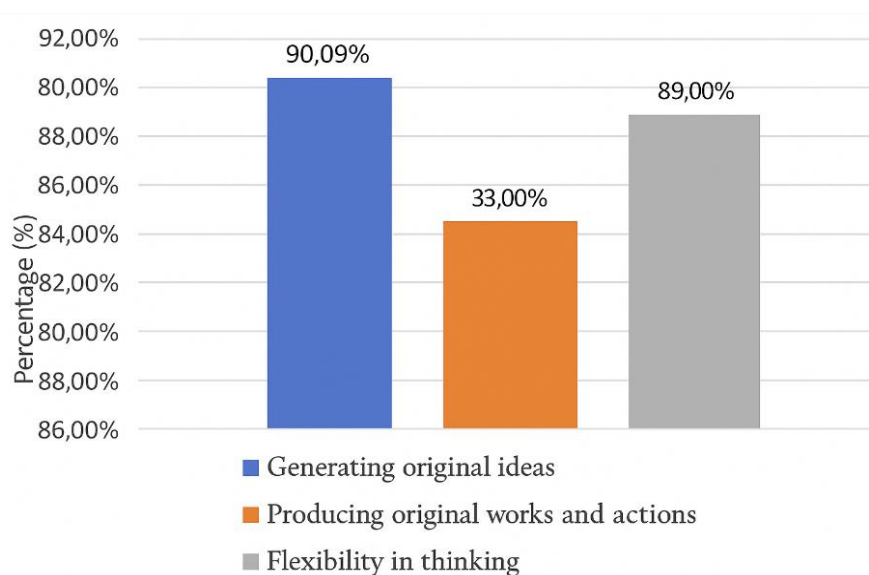
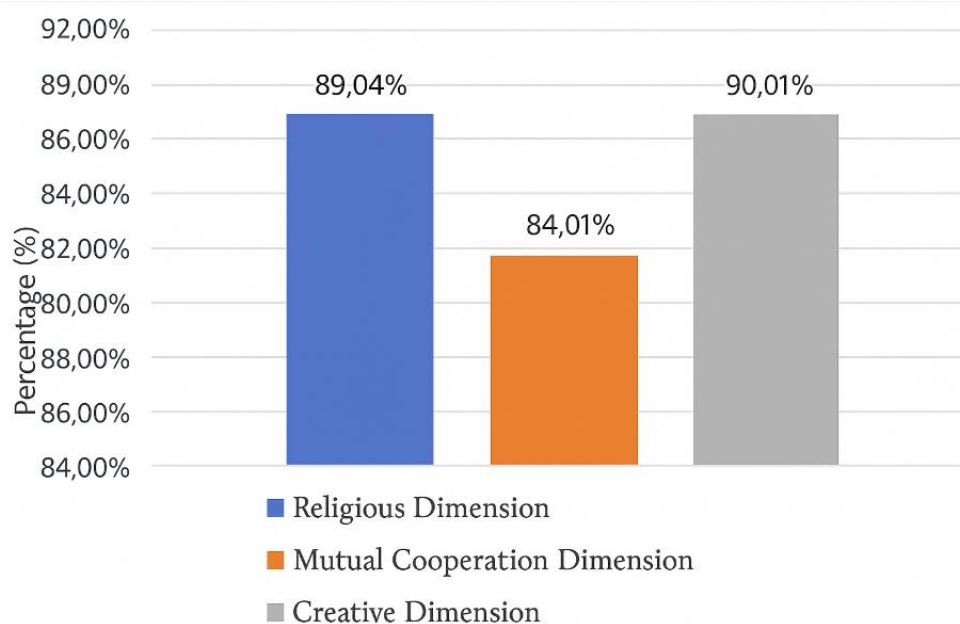


Figure 3.
Creative Dimension Graphics

**Figure 4.**

Graph of the Implementation of the 3-Dimensional Pancasila Student Profile on Sustainable Lifestyle Theme

Based on the graph above, the dimensions of Faith, fear of God Almighty, and noble character obtained an average score of 4.47 with a Respondent Achievement Level of 89.4% in the very good category. The Gotong Royong dimension obtained an average score of 4.53 with a Respondent Achievement Rate of 84.1% in the good category, and the Creative Dimension obtained an average score of 4.50 with a Respondent Achievement Rate of 90.1% in the Very Good category.

This led to the successful implementation of the Creative Dimension Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong.

Discussion

The following information is highlighted by the researcher's study of the Pancasila Student Profile Strengthening Project execution on the topic of Sustainable Lifestyle class V at SDN 12 Rejang Lebong, which was conducted with the aid of data processed using the SPSS program and Microsoft Excel:

The Pancasila Student Profile Strengthening Project (P5) aims to create a generation that is not only intelligent in terms of knowledge but also has character and is based on Pancasila values. One of the important aspects of this project was the improvement of students' understanding of the interconnectedness of the Earth's ecosystems (Nurhaliza et al., 2024), which showed excellent results. The data shows that students can understand the relationship between ecosystems and the environment, an understanding that is very important for building a character of caring for the environment.

In addition, sub-elements related to protecting the surrounding natural environment also received excellent assessments. The results of the study show that students not only understand the theory about the importance of protecting the environment, but also implement it in real actions. Their involvement in activities such as ecobrick making is an example of the attitude of

love for the environment they have. This activity not only shows their understanding but also reflects their deep concern for ecosystem sustainability.

This is in line with the opinion of Dharmaningtyas Sri Katon, who stated that students' involvement in environmentally based projects and collaborations actively in activities relevant to daily life will increase students' awareness, strengthen critical thinking skills, and encourage active participation in protecting the environment (Katon et al., 2024). In this way, the Pancasila Student Profile Strengthening Project (P5) contributes to the formation of individuals who not only understand theory but are also able to act critically and responsibly.

In grade V at SDN 12 Rejang Lebong, the application of the dimension of Faith and noble character in the context of the element of Morality to Nature was carried out well. Students show a good understanding of their role in protecting the environment, as well as a strong commitment to implementing Pancasila values in daily life. This shows that they not only learn about those values in the classroom, but also strive to apply them in their daily actions. Research by Fira Ayu Dwiputri also emphasized that character-building efforts can be carried out through the educational process (Dwiputri & Anggraeni, 2021).

In education, Pancasila values can be channeled with subjects or curriculum in schools through habituation that teachers can apply in their learning activities. In this way, students are not only taught about theory, but also allowed to practice the values of Pancasila in various aspects of their lives. Overall, the Pancasila Student Profile Strengthening Project (P5) at SDN 12 Rejang Lebong has not only succeeded in increasing students' understanding of knowledge but also shaped their character to be more concerned and responsible for the environment. It is intended that by incorporating the qualities of faith, fear of God Almighty, and noble character into the Pancasila Student Profile Strengthening Project (P5), students would grow into a generation capable of enacting change and making a beneficial impact on the sustainability of society and the environment (Pangestu & Sumadi, 2024).

The Pancasila Student Profile Strengthening Project with the dimension of cooperation in the Theme of Sustainable Lifestyle in Class V at SDN 12 Rejang Lebong has shown excellent results in the element of collaboration between students, the results of the study show that students can work together effectively in groups that are in line with the opinion of Højholt & Kousholt (2019) stating "*Collaboration among students promotes participation and the mutual development of knowledge*". That cooperation among students not only increases engagement but also contributes to better learning outcomes. This shows that this project is successful in building the collaborative character of students, which is the main goal of the Pancasila Student Profile.

Furthermore, the communication sub-element is also well implemented. The results of the study show that students understand and apply the importance of communication in achieving common goals. This is in line with Vygotsky's theory, which emphasizes that social interaction is key to an effective learning process (Janaris et al., 2024). In this case, students not only talk to each other, but they also listen and respond well. This shows that the Pancasila Student Profile Strengthening Project (P5) has succeeded in developing students' communication skills, which is one of the important components in strengthening student character.

The element of positive interdependence among students also showed good results. This research shows that students feel connected to each other and consider the success of the group as a shared responsibility. Positive interdependence can increase student motivation and learning outcomes (Mulyah, 2020). This research shows that students feel connected to each other and contribute to the success of the group, which is very much in line with the principle of the Dimension of cooperation in the Pancasila Student Profile (P5).

The sub-element of social coordination also shows that students can coordinate well in groups. This shows the importance of cooperation in achieving common goals. In the care element, the sub-element of responsiveness to the social environment showed excellent results. This study shows that students have high awareness of the problems around them, which can be seen that students make an ecobrick P5 project to deal with the problem of waste that

accumulates around the school, which is in line with Moch's research. Subekhan et al. (2023) stated that schools have an important role in instilling social concern character education. This shows that P5 succeeds in instilling the values of caring in students, which are very important in shaping students' character.

The sharing element in this project is also very well implemented. Students show an openness to sharing knowledge and experience, which is very important in this P5 project-based learning. This shows that the P5 Project not only improves student understanding but also encourages a culture of sharing among students.

The success of the Pancasila Student Profile Strengthening Project shows the importance of a learning approach based on Pancasila values, when students are involved in projects that prioritize cooperation and social concern, they not only learn about the subject matter (Utari & Afendi, 2022), but also develop social skills that are very important for life in society and also shape the character of students to be caring and collaborative individuals. This success shows that education that integrates Pancasila values can create a generation that is not only intelligent but also ethical. At SDN 12 Rejang Lebong, this project takes the Sustainable Lifestyle Theme with a focus on the P5 eco-brick manufacturing project. The project not only produces products, but also raises students' awareness of the importance of taking care of the environment.

The results of the implementation of the P5 project show excellent implementation. From the data collected from 54 respondents, it can be seen that the elements that produce original ideas are very well done. This means that students not only follow the teacher's instructions, but are also able to create new ideas. Furthermore, the element of producing an original action work also shows good results. Students have successfully turned their ideas into real products, such as the P5 ecobrick project, which can be used into useful items. Nurdayanti (2020) stated that the originality aspect is considered very important in knowing students' creative thinking skills. By giving students space to think freely, they can find innovative solutions to the problems at hand.

The element of Flexibility of thinking is also well implemented. This shows that students are able to think critically when faced with challenges in projects. The Pancasila Student Profile Principle encourages tolerance and openness in thinking, which helps students face new situations better such as students in the implementation of the P5 Project students experience difficulties where they lack plastic waste in making ecobrik, while in making ecobrik requires a lot of plastic waste, therefore, they look for other alternatives to replace plastic waste with unused papers in the teacher's room and the classroom. Library.

Overall, the P5 project at SDN 12 Rejang Lebong not only focuses on the project outcomes and final results, but also on the learning process that helps students become better individuals. This project creates an environment that supports character development, critical thinking skills, and awareness of environmental issues. The success of this project shows that a project-based approach to education can produce students who are not only knowledgeable but also have character, who are able to make a positive change and contribution to society and the environment. This shows the importance of a well-rounded education where school lessons and character building go hand in hand to create a quality generation.

Conclusion

To enhance moral values toward nature, the virtue of collaboration, and the encouragement of creativity in students, the Pancasila Student Profile Strengthening Project on the Sustainable Lifestyle Theme, which was implemented in Class V at SDN 12 Rejang Lebong, went well. Three conclusions may be drawn from the 54 students who responded to the questionnaire, which included 30 statements concerning the Pancasila Student Profile Strengthening Project with the Sustainable Lifestyle Theme: 1) The Project to Strengthen the Profile of Pancasila Students with the Dimension of Faith, Fear of God Almighty, and Morals on the Theme of Sustainable Lifestyle Class V at SDN 12 Rejang Lebong has been executed with great success, 2) SDN 12 Rejang Lebong has successfully implemented the Pancasila Student Profile

Strengthening Project with the Dimension of Mutual Cooperation on the Theme of Sustainable Lifestyle Class V, 3) SDN 12 Rejang Lebong has executed the Creative Dimension Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle Class V with great success.

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