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## Implementation of the pancasila student profile strengthening project on sustainable lifestyle themes

Tri Agus Tiyani<sup>\*)</sup>, Zaka Hadikusuma Ramadan  
Universitas Islam Riau, Indonesia

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### ABSTRACT

This research aims to analyze the implementation of the project to strengthen the profile of Pancasila students with the theme of a sustainable lifestyle in the independent curriculum in class V of SD Negeri 04 Bungaraya. The research method used is qualitative with a phenomenological approach. Qualitative research is carried out by utilizing various methodologies currently available in nature with the aim of interpreting the phenomena seen. Qualitative research is research that uses the natural environment with the aim of interpreting phenomena that occur, and is carried out using various existing methods. Participants included 2 class V homeroom teachers, 4 class V students, and the principal of SDN 04 Bungaraya. Data were collected through observation, interviews, and documentation in May 2024. Data analysis was carried out by Miles and Huberman using a data reduction process, presenting important data, and drawing conclusions. The research results show that the implementation of the P5 sustainable lifestyle theme at SDN 04 Bungaraya was carried out in 3 stages: planning stage, implementation stage and evaluation stage. 1) The planning stage includes several activities, namely preparing the learning ecosystem, designing P5, designing modules, and preparing facilities and infrastructure; 2) The implementation stage includes project introduction, conceptual, contextual and project action; 3) The evaluation stage includes diagnostic assessment, formal assessment, summative assessment, and follow-up. The implementation of the P5 sustainable lifestyle theme has a positive impact on preparing students to face future challenges and have sustainable behavior towards the environment.



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### Corresponding Author:

Tri Agus Tiyani,  
Universitas Islam Riau  
Email: [auraraplzhk@gmail.com](mailto:auraraplzhk@gmail.com)

## Introduction

The Project for Strengthening the Pancasila Student Profile (P5) is one of the new breakthroughs in the development of the independent curriculum. P5 is a form of interdisciplinary learning that is contextual and based on community needs and problems in the environment (Suma et al., 2022). P5 aims to ensure that students have competencies with Pancasila characteristics in dealing with problems in the environment. P5 is present so that students develop a profile of Pancasila students through co-curricular learning activities with a project-based learning approach (Rofiah & Kibtiyah).

Implementation of P5 is carried out using the Project Based Learning (PBL) method to strengthen the character of the Pancasila student profile for each student so that they can observe and solve problems in their

environment (Ulandari & Rapita, 2023). In the independent P5 curriculum, it is implemented to strengthen the Pancasila student profile so that students have competencies and skills in everyday life that are based on Pancasila values. P5 offers 6 themes at the elementary school education unit level that schools can choose according to their needs. These themes are local wisdom, engineering and technology, entrepreneurship, diversity, sustainable lifestyle, and building body and soul (Yuliastuti et al., 2022). The implementation of P5 refers to aspects of the Pancasila student profile. Character formation is considered a key element in the independent curriculum. This character includes moral values, ethics, morals and positive behavior of students in their environment (Lestari & Handayani, 2023). Efforts to strengthen this character are by bringing it out in the dimensions of the Pancasila student profile. The dimensions of the Pancasila student profile are faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Suma et al., 2022).

However, apart from the dimensions of the Pancasila student profile, there are also 5 principles emphasized by the independent curriculum for education, namely creative, critical, communicative, collaborative and character (Maharani et al., 2023). It is hoped that these 5 principles can emerge in the learning process. Thus, the Pancasila student profile provides opportunities for students to explore potential through learning from the surrounding environment as part of the self-improvement process (Mustari et al., 2023). Developing students' personalities based on Pancasila values through establishing a Pancasila student profile is an important action in improving the quality of education in Indonesia. Character is one of the main pillars in the independent curriculum. This character includes moral values, ethics, morals and positive behavior of students in their environment (Lestari & Handayani, 2023).

Increasing Pancasila values, which are the main focus in education today, is not only related to providing academic reinforcement, but also emphasizes the development of positive behavior in everyday life. One element of daily life that is currently considered important to apply to students is the values of Pancasila (Chaeratunnisa & Pujiastuti, 2023). (Suma et al., 2022:1287) states that as the basis of the Indonesian state, Pancasila has an important role in shaping the attitudes and behavior of students. However, in this modern era, students face increasingly complex challenges in understanding and implementing the values of Pancasila. Apart from that, another challenge faced by the young generation today is the phenomenon of an unsustainable lifestyle (Herdiansyah et al., 2019). Lack of awareness, understanding and behavior that is not environmentally friendly leads to habits of not caring about the environment, such as unhealthy living habits, throwing rubbish out of place and consumptive behavior (Nurulloh, 2019).

P5 The theme of a sustainable lifestyle can help students understand the state of the surrounding environment. Through P5 activities with the theme of a sustainable lifestyle, students can develop and strengthen character, such as getting used to the behavior of throwing rubbish in its place (Komala et al., 2023). P5 activities with the theme of a sustainable lifestyle can be an intermediary used to foster an attitude of caring for the environment in students. P5 with the theme of a sustainable lifestyle can shape character and provide a positive attitude towards caring for the environment (Maulida & Tampati,). Strengthening P5 is an activity that can provide positive learning experiences to students. This is in accordance with the aim of P5, so that students experience knowledge which is part of character formation by learning from the surrounding environment (Satria et al., 2022).

Based on the results of the initial interview that the researcher conducted on Monday, January 8 2024 with the class V teacher at SD Negeri 04 Bungaraya, namely Mr. MR, the researcher obtained information that the school had implemented the independent curriculum in stages from the 2022/2023 academic year until now. Before implementing the independent curriculum, this school used the K13 curriculum. SD Negeri 04 Bungaraya implemented the independent curriculum in stages starting from the 2022/2023 school year, applied to classes I and IV, then in the 2023/2024 school year to classes II and V. Then the researchers also received information that co-curricular activities were implemented on a project basis by designing P5 in order to develop attitudes, hone and optimize participants' potential according to their potential and interests. P5 activities are carried out outside of intracurricular learning and are carried out using a block system at the end of the semester. Co-curricular activities are carried out as a form of strengthening intra-curricular learning. However, the phenomenon in the field is that there are problems faced by teachers in implementing P5, namely the teacher's lack of understanding regarding the flow of implementing P5 in accordance with the objectives of P5. Then this year SDN 04 Bungaraya will implement P5 with the theme of a sustainable lifestyle. The school chose this theme because there are still some students who have low awareness and understanding of the importance of caring for the environment, especially for class V students. Initial research observations show that many class V students do not care about the environment. This can be seen from the students' behavioral habits of throwing away rubbish irresponsibly. The school also wants to grow and develop students' critical thinking abilities, attitudes, potential and skills related to issues in the environment. This problem is of course a concern for the school. With

the P5 theme of sustainable lifestyles, the school hopes to be able to foster students' awareness and understanding to care about and be able to preserve the environment.

Several previous studies have shown that implementing P5 can strengthen the character dimensions of students and P5 is implemented starting from designing, managing, processing assessments and reporting results, as well as evaluation and follow-up (Ulandari et al., (2023). The results of other research found that the style Sustainable living can now be linked to the government's program in the independent curriculum, namely the project to strengthen the profile of Pancasila students. With the hope that teachers and school principals understand the essence of a sustainable lifestyle, they can encourage and invite students to adopt a sustainable lifestyle that is integrated with P5 (P5). Maulida & Tampati 2023). The results of subsequent research show that the implementation of P5 with the theme Sustainable Lifestyle is carried out through 2 stages, namely the conceptual stage and the contextual stage. Apart from that, through P5 activities students become aware and care about the environment (Komala et al. , 2023). The results of other research show that P5 is a new program in education in Indonesia with time allocation that is separate from intracurricular learning (Rachmawati et al., 2022). The results of further research show that the role of the teacher as a companion who supports students in achieving learning goals is very important. The implementation of P5 also shows positive efforts in introducing Pancasila values to the younger generation (Suriani et al., 2023). Based on previous research, P5 is implemented in different stages, P5 is also an activity that can instill a positive attitude towards the environment.

Based on this information, researchers were encouraged to conduct research on the analysis of the implementation of the P5 sustainable lifestyle theme in the independent curriculum in elementary schools. Researchers want to know how the implementation of P5 is related to the theme of a sustainable lifestyle. Therefore, researchers are interested in carrying out research entitled "Analysis of the Implementation of the Project for Strengthening the Profile of Pancasila Students with the Sustainable Lifestyle Theme of the Merdeka Curriculum for Class V at SD Negeri 04 Bungaraya". The difference between this research and previous research is that in this research the flow of P5 implementation will be explained in detail starting from planning, implementation to the evaluation process with the phenomenological method used to discuss in depth the implementation of P5 found in field research. The main objective of this research is to analyze the implementation of the project to strengthen the profile of Pancasila students with the theme of a sustainable lifestyle in the independent curriculum in class V of SD Negeri 04 Bungaraya. The urgency of this research is that this research can be a source of information regarding the implementation of P5 in elementary schools. So that later it will become a reference for education practitioners who will carry out similar activities. P5 in the Merdeka curriculum is the main key to implementing an education based on the Pancasila student spirit. For this reason, this research will help develop education with various positive activities.

The update in this research is that in this research the flow of P5 implementation will be explained in detail starting from the planning, implementation to evaluation process with the phenomenological method used to discuss in depth the implementation of P5 found in field research. The main goal of the phenomenological method is to understand, reveal, and to gain a deeper understanding of the experiences of a group of individuals. The researcher attempted to explore and reveal the application of P5 lifestyle themes carried out by class V of SDN 04 Bungaraya.

## Method

The research was carried out in class V of SDN 04 Bungaraya in the even semester of the 2023/2024 academic year at the address Jl. Sultan Syarif Qasim, District. Bungaraya, Kab. Siak, Prov. Riau. The subjects involved in the research consisted of the Principal, Class V Homeroom Teacher, and class V students. This type of research used a qualitative phenomenological approach. Phenomenology is describing or expressing the experiences of a group of individuals (Murdiyanto, 2020:29). The main aim of the phenomenological method is to understand, reveal, and gain a deeper understanding of the experience of implementing the P5 lifestyle theme.

Qualitative research produces findings that cannot be obtained through statistical analysis or other quantitative approaches, with researchers as the main instrument in collecting and analyzing data (Murdiyanto, 2020:7). Qualitative research is research that is descriptive in nature and tends to describe objects, phenomena or the social environment in narrative texts (deciphering) with data and facts. The information collected is not in the form of numerical data, but in the form of text and images (Setiawan, 2018: 11). Data collection techniques were carried out using interview, observation and documentation techniques. The validity of the researcher's data using the triangulation credibility test is divided into 3, namely source, technique and time triangulation (Sugiyono, 2022:274). Miles and Huberman's data analysis technique uses a data reduction process, presenting important data, and making conclusions (Sugiyono, 2022:244).

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The research was carried out by collecting data, reducing data to filter important data, presenting the data, and the final stage, namely drawing conclusions and verifying the data: 1) Observation = Observation is a technique used to observe, record and describe the behavior of objects directly. This is so that researchers can observe and explore school conditions directly. So that researchers get data about the condition of the school. Researchers conducted observations at school, especially in class V, because they would analyze the implementation of P5 in class V at SDN 04 Bungaraya; 2) Interview = Interview is a technique for collecting data where two parties, namely the interviewer and the resource person, communicate and interact directly by asking and answering questions. Interviews will be conducted using effective tools such as writing instruments and voice recorders, so that interview data can be recorded and stored thoroughly. In this research, the researcher wants to conduct interviews with the class V homeroom teacher and students with the aim of obtaining information on the implementation of the project to strengthen the profile of Pancasila students with the theme of a sustainable lifestyle in the independent curriculum in class V at SDN 04 Bungaraya. Researchers will conduct interviews with sources directly and question several indicators that have been determined; 3) Documentation = This documentation is a technique used by researchers to collect information related to the location being researched, including geographical data, information about teachers, archives, facilities, certificates, photos, notes, and so on. The purpose of this documentation is to complete and strengthen the results obtained from interviews and observations; 4) Data Reduction = Data reduction is the process of filtering rough data from the field to obtain more concise, focused and focused information by removing unnecessary data. At this stage the researcher will filter the data and information, and delete unimportant data regarding the implementation of P5 sustainable lifestyle themes in class V of SDN 04 Bungaraya; 5) Data Presentation = Data presentation is the process of organizing and presenting information so that it is easy to understand and analyze in the form of narratives, matrices, network graphs and charts. After the researcher carries out data reduction, the next step is presenting the data. In this study, researchers presented data in the form of narrative text; 6) Drawing conclusions = After going through the data reduction stage and presenting the data in narrative form, the final stage carried out by the researcher is drawing conclusions and verifying the data. Conclusion of this data Conclusion of Data Data Collection allows you to be able to answer the problem formulation

The data in this research is divided into two, namely primary and secondary. Data will be obtained from in-depth interviews from related parties and observations based on problems that have been identified in the research, namely the implementation of the project to strengthen the profile of Pancasila students with the theme of a sustainable lifestyle in the independent curriculum in class V of SD Negeri 04 Bungaraya. Primary data sources in this research refer to data obtained directly by researchers from sources. The resource persons in this research were the principal, class V homeroom teacher, and class V students at SDN 04 Bungaraya. The selection of research subjects is based on the problems found by researchers during pre-research. Informants are taken based on an understanding of the problems found. Secondary data in this research refers to additional data sources that can support and complement the research. This type of research uses a phenomenological approach. Phenomenology is describing or expressing the experiences of a group of individuals. The main goal of the phenomenological method is to understand, reveal, and to gain a deeper understanding of the experiences of a group of individuals. The researcher attempted to explore and reveal the implementation of P5 lifestyle themes carried out by class V of SDN 04 Bungaraya. The method applied in this research is a qualitative method. Qualitative research produces findings that cannot be obtained through statistical analysis or other qualitative approaches, with the researcher as the main instrument in collecting and analyzing data. The aim is to describe objects, phenomena or social environments in narrative texts (describe) with data and facts. The information collected is not in the form of numerical data, but in the form of text and images.

For the validity of this research data, researchers used a triangulation credibility test. Researchers use three triangulations, namely technical triangulation, source triangulation, and time triangulation to ensure data validity, improve data quality, and trust in research data. Researchers used three techniques (interviews, observation, and documentation), three sources (principal, class V teacher, and class V students), and at different times to ensure the research data was credible. The use of credibility triangulation aims to verify the truth of the data from different perspectives, or it can be all true so as to produce valid and credible research results. The instrument used in research is the research itself. However, data collection carried out by researchers was assisted by using data collection instrument guidelines. Researchers used these guidelines as a control in collecting research data regarding the implementation of P5 sustainable lifestyle themes in class V of SDN 04 Bungaraya. The instruments used were observation guide sheets, interviews and document review. Complementary data required from this research includes: 1) P5 team structure 2) P5 guidebook 3) P5 module 4) P5 assessment 5) Journal and supporting articles

## Results and Discussions

This research obtained data through interviews, observation and documentation. After the data is obtained, data analysis techniques are then carried out with the aim of ensuring that the results obtained are verified. The data in this research were analyzed using source triangulation, technical triangulation and time triangulation. Source triangulation means that data is obtained through several participants. Participants in this research were 4 students, 2 teachers and 1 school principal. Technical triangulation was carried out using 3 methods, namely observation, interviews and documentation. Observations were carried out to find out how project activities strengthened the profile of Pancasila students from the planning, implementation and evaluation stages. Furthermore, to support these results, interviews and document review were conducted. Time triangulation is carried out by checking at different times and using the same technique to obtain data certainty. The time used by researchers was morning and afternoon. After obtaining all the data obtained, the researcher presents the research results, then compares all the data obtained and finally draws conclusions. After the data was obtained, the researcher did it manually to analyze the data, namely by comparing the research results through 3 data collection techniques, namely observation data, interview data and documentation data. Observations were carried out inside and outside the classroom, interview data was obtained and comparisons were made from 3 participants, namely the principal, teachers and student representatives. The next step after grouping the data according to the technique, the researcher prepares a research data reduction by sorting important data that can support the research so that a research reduction conclusion is obtained and described into a research result.

Based on the results of the research found, it is known that the implementation of the project to strengthen the profile of class V Pancasila students at SDN 04 Bungaraya was implemented in 3 stages. 1) The planning stage includes several activities, namely preparing the learning ecosystem, designing P5, designing modules, and preparing facilities and infrastructure; 2) The implementation stage includes project introduction, conceptual, contextual and project action; 3) The evaluation stage includes diagnostic assessment, formal assessment, summative assessment, and follow-up. The results of this research answer the research objectives to be achieved so that from these results it is known that the implementation of P5 at SDN 04 Bunga Raya is integrated through several stages starting from planning, implementation to evaluation.

From the research results obtained, we can answer the problems presented. Where P5 sustainable lifestyle activities can foster students' caring attitude towards the environment. This can be seen from observations made by several projects implemented at SDN 04 Bunga Raya, especially in class V, utilizing used goods, rubbish that is around, how to process waste so that it can foster students' caring attitude towards the surrounding environment.

This research is supported by previous research conducted by Ulandari et al., (2023) entitled "Implementation of the Project for Strengthening Pancasila Student Profiles as an Effort to Strengthen Students' Character". This research uses a qualitative descriptive method with data collection techniques of interviews, observation and documentation. The problem found in this research is that the mixed socio-cultural conditions between Cendika Bangsa Vocational School and Raden Rahmat Islamic College make the character of the participants stronger. The results of the research show that: "Through the implementation of P5, it can strengthen the character dimensions of the Pancasila student profile in students, especially those who are faithful and devout. to God Almighty and have noble morals, work together, be independent, have global diversity, think critically and be creative. The research above and this research both analyze how P5 activities can foster attitudes that are in line with the profile of Pancasila students. However, this research explains more specifically, starting from the flow of planning, implementation to evaluation of P5 activities.

### Planning Stage

Based on observations made by the researcher before implementing the P5 activity on the theme of sustainable lifestyle, the teacher carried out a planning process. In the P5 planning process for the theme of sustainable lifestyle, the first process is to prepare a positive learning ecosystem such as collaborative, cooperative, creative, mutual respect, open to input, responsible, and mutual cooperation by providing direction and reinforcement to students in class. The teacher did this to create a positive learning culture and support project activities, this was revealed (Sy, 55 years old).

The second process of designing P5, forming a project team involving school principals, teachers, administrative staff, and committees holding meetings to form a team of P5 coordinators and facilitators and determine a theme. The P5 coordinator and facilitator team consists of the principal, class teacher and subject teacher. The team of coordinators and facilitators will collaborate and work together in implementing P5. Then each coordinator and facilitator will carry out their duties and responsibilities, this is in line with the interpretation results (Sy, 55 years old and Mr, 51 years old). Apart from forming the P5 team, the school principal also strengthened teacher capacity in the form of workshops and training on the P5 theme of

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sustainable lifestyles. The aim of strengthening educational capacity is so that teachers have in-depth knowledge about the implementation of P5 so that it runs well, this is in line with interpretation (Sy, 55 years old).

The team of coordinators and facilitators determines themes that suit the needs of students and environmental conditions. The theme chosen was P5, the theme of a sustainable lifestyle with the topic "My Waste is My Responsibility." The purpose of choosing a theme with this topic was to address the waste problem at school, this was revealed by (Mr. Tahun). The choice of a sustainable lifestyle theme is relevant to the needs of students and relevant to environmental issues for the present and future. In addition, it is hoped that it can develop the character of students holistically, can provide a positive impact with the hope of being able to grow the dimensions of the Pancasila student profile as a whole in students, instilling an attitude of caring for the environment, a sense of love for the environment, preserving the environment, and being wise and responsible for its gifts. nature that has been given by God Almighty. The aim of choosing a sustainable lifestyle theme is to prepare a generation that is ready to face the future and create a mature graduate profile. This is in line with the opinion expressed by (Sy, 55 years old and Mr, 51 years old).

Based on the researchers' observations, the third process in implementing the P5 sustainable lifestyle theme is that the team of coordinators and facilitators will then design the P5 module on the sustainable lifestyle theme. Preparation of the P5 module on the theme of sustainable lifestyle by formulating dimensions, elements and sub-elements, learning objectives, activity flow and learning outcomes. The results of the interpretation (Sy, 55 years old and Mr, 51 years old) show that there are 3 dimensions chosen, namely faith, devotion to God Almighty, and noble character, mutual cooperation, and creativity. Then determine the time allocation and plan the project schedule. Implementation of P5 at SDN 04 Bungaraya is carried out in a block system at the end of the semester for 2 weeks.

In the fourth process, the team of coordinators and facilitators will prepare all the facilities and infrastructure needed during the project. The required facilities and infrastructure have been provided by the school. The facilities and infrastructure needed, such as study rooms, internet networks, and equipment according to the needs of computers, projectors, laptops, stationery and project materials have all been provided by the school based on the presentation (Mr, 51 years old). After the planning stage is complete, the class teacher as facilitator will hold a meeting with the parents to socialize the P5 activities on the theme of sustainable lifestyles which will be carried out by students in the hope that the parents can support the P5 program activities on the theme of sustainable lifestyles. The implementation of the P5 theme of sustainable lifestyle will involve all stakeholders with the aim of collaborating with each other to carry out the implementation of the P5 theme of sustainable lifestyle, this is in line with what was expressed (Sy, 55 years and Mr, 51 years).

### **Implementation Stage**

Based on the results of the interpretation (Mr, 51 years old), it was revealed that the implementation stage of the P5 theme of sustainable lifestyle in class V of SDN 04 Bungaraya started from the introduction stage of the P5 theme of sustainable lifestyle, project, conceptual stage, contextual stage and finally the action stage. Based on the researcher's observations regarding the implementation of the P5 sustainable lifestyle theme, the teacher carried out the introduction stage of the project to students at the start of the project schedule. In learning, the teacher opens by introducing the project theme, topic, dimensions and learning objectives that will be implemented. Then proceed with an introduction to the types of waste, the teacher tries to build students' understanding of the themes and topics being studied to build students' awareness and identify students' initial understanding and attitudes. Next, students are divided into 5 groups with each group consisting of 5 members. The teacher also conveys the learning activities that will be carried out during the project, these rights are in line with those expressed (Mr, 51 years old).

The second stage is the conceptual stage, based on observations made by researchers regarding the implementation of the P5 theme of sustainable lifestyle. In the implementation stage the teacher delivers material related to the topic "My waste is my responsibility" as strengthening students' knowledge. Based on the results of observations made by researchers at the conceptual stage, students will learn the impact of using waste if it continues to be used excessively and how to manage waste. This learning is student-centered, the teacher only guides and facilitates learning. The teacher conveys how to process waste to students as a form of reducing waste so that it has use value and is useful. Based on the results of the interpretation (Mr, 51 years old), it was revealed that the teacher delivered material about waste and its processing to broaden students' understanding. The delivery of the material was assisted by a projector to show videos about how to process waste. This is done to strengthen students' learning resources. Then the students were divided into 5 groups with the aim of fostering a collaborative attitude, working together and helping each other. Students work in groups on LKPD and present the results of their group work

The third stage, the contextual stage in the activities after the teacher provides reinforcement of understanding to students. Next, the teacher invites students to observe the environment and the teacher helps students to explore problems in the surrounding environment related to the project topic. The teacher gives group assignments and invites students to observe the condition of the school environment starting from observing the condition of the school environment, the waste produced from snacks that students buy in the canteen, snacks brought from outside the school, trash cans in each class, and finally the rubbish dump. at the end of the day at school and students record the results of their observations and then each group makes a presentation, this is in line with what was revealed (Mr, 51 years old).

The fourth stage is real action as a form of project. Based on the results of observations made by researchers in the implementation of P5 on the theme of sustainable lifestyles, teachers have a role as mentors and facilitators in real action activities. Teachers help students to achieve the learning goals they will achieve. Students express their opinions regarding solutions that can be adopted to become real actions that can be provided as solutions to existing problems in their environment. In providing solutions, students can relate their understanding. Then the students together discuss a project activity that will be carried out. Students agreed to make a mosaic of used bottle caps, which is one way of processing inorganic waste. In implementing the project, students are very enthusiastic, enthusiastic and active in activities and are able to work together very well in their groups and help each other in other groups if there are difficulties, this is in line with the results of the interpretation (Mr, 51 years; A, 11 years; B, 11 years; C, 11 years; D, 11 years;

### **Evaluation Stage**

The evaluation stage is carried out by carrying out diagnostic assessments, formative assessments and diagnostic assessments as well as providing follow-up on projects that have been implemented. Diagnostic assessments are carried out before activities are carried out to identify students' initial understanding and attitudes. Diagnostic assessment is carried out by means of observation and a short test proposed by the teacher. Then the results were obtained that the students had sufficient initial knowledge regarding the themes and topics raised, this was in line with what was expressed (Sy, 55 years and Mr, 51 years).

Interpretation results (Mr, 51 years old) revealed that formative assessments were carried out during project activities to check the development of students' attitudes and knowledge. Formal assessment is carried out by observing and assigning LKPD during project activities. The selection of LKPD is carried out to see the development of students' knowledge and check the development of students' attitudes to be able to collaborate, work together, help each other, be responsible with the group.

Summative assessment is carried out at the end of the project. Teachers carry out summative assessments to measure the achievement of learning objectives. The teacher carries out a summative assessment by using LKPD and observation to see the process of activities and how successful the students are in the projects that have been carried out. The results of the summative assessment showed changes in students' knowledge and positive attitudes regarding their concern for the environment in everyday life. Students have shown an attitude of caring about the environment, maintaining cleanliness, being responsible, and being able to reduce the use of plastic waste, this is in line with what was expressed (Mr, 51 years old). Based on the results of the interpretation (A, 11 years; B, 11 years; C, 11 years; D, 11 years; and E, 11 years) it is revealed that with this project activity students have new experiences, a broader understanding, and have a sense of caring. increasing impact on the environment, raising awareness of the importance of maintaining the balance of nature, and being wiser in the use of plastic.

Based on the results of observations made by researchers, follow-up was carried out by conducting self-reflection at the end of the activity as material for joint evaluation. The results of this self-reflection are used as improvements and will be used to develop strategies as follow-up actions that will be carried out by the teacher. The follow-up taken by teachers is to socialize the importance of maintaining cleanliness so that it can be maintained and improved. The next follow-up action taken is getting used to being able to care about the environment through mutual cooperation activities, implementing class picket schedules, throwing rubbish in the right place, and using drinking bottles to reduce plastic waste. Refraction is carried out as an effort to form a consistent attitude towards caring for the environment in students, this is in accordance with the results of the interpretation (Sy, 55 years and Mr, 51 years).

The results of the interpretation (Sy, 55 years old and Mr, 51 years old) as school principals revealed that the implementation of P5 on the theme of sustainable lifestyles had gone well and had achieved the learning objectives and had run as planned and prepared properly, so that the implementation of P5 could run smoothly. good and systematic. However, there are obstacles faced by teachers, namely the duration of time is less than optimal due to the many red dates for implementation. This causes project activities to be compressed. Based on the results of the interpretation (Mr, 51 years old), it was revealed that the implementation of P5 sustainable

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lifestyle theme had gone well according to plan. However, in its implementation there are obstacles faced, namely insufficient time allocation and the need to increase the strengthening of the capacity of educators. The time allocation was insufficient because in implementing the P5 sustainable lifestyle theme there were many red dates which resulted in several activities having to be condensed and combined on the following day. Then, because P5, the theme of sustainable lifestyles in class V is something that has only been implemented this year, it requires strengthening the capacity of educators, so that they have broader knowledge.

Based on the results of observations made by researchers, the implementation of P5 sustainable lifestyle themes can have a positive impact on students. The implementation of the P5 sustainable lifestyle theme has also instilled a caring attitude towards the environment, provided new experiences for students, and instilled Pancasila values in students. By paying maximum attention to the design and implementation of the P5 program, this program can run well and systematically as planned.

The independent curriculum is a curriculum that was born by presenting a new innovative and very flexible curriculum. An independent curriculum is a curriculum that allows teachers to independently convey important and crucial information while giving schools the freedom to modify their readiness according to the facilities and resources they have (Suyitno et al., 2023: 3594). With its flexible nature, the independent curriculum assumes that essential material is its primary focus. Development of an independent curriculum that prioritizes essential material because it is an effort to shape the character of students based on Pancasila values (Sari et al., 2023: 149). So that in its application learning will emphasize discussing essential material related to environmental problems and in the process of solving problems it is hoped that it can form a personality of students based on the values of Pancasila.

The main difference from the independent curriculum is that there is project-based co-curricular learning which aims to strengthen the character and soft skills profile of Pancasila students. This approach is known as the Pancasila Student Profile Strengthening Project or P5. One of the components in the independent curriculum is a project that aims to strengthen the profile of students in understanding the values of Pancasila. This project will then be implemented through project-based co-curricular activities with the aim of developing students' competencies and personalities based on the Pancasila student profile. P5 learning on the theme of sustainable lifestyles is carried out separately from intracurricular and extracurricular learning. P5 learning is carried out using a block system so that activities can be systematically focused and directed. The implementation of this activity can be adjusted flexibly or according to the type, content and schedule of activities (Maulida & Tampati, 2023:15).

Implementation of the P5 sustainable lifestyle theme is carried out through 3 stages, namely the planning stage, implementation stage and evaluation stage (Pravitasari et al., 2023:2). The implementation of P5 at SDN 04 Bungaraya has been carried out through 3 stages, namely the planning stage, implementation stage and evaluation stage.

### **Planning Stage**

The planning stage is prepared before P5 activities are carried out so that the implementation of P5 can run well and systematically. This is in line with (Ningsih et al., 2023: 57) who stated that if the planning has been prepared carefully, its implementation will most likely be successful. At the planning stage, the first step taken is to prepare a positive educational ecosystem. What needs to be prepared in implementing P5 is a cultural ecosystem that is able to build good attitudes (Pravitasari et al., 2023:2). In implementing P5, teachers build a collaborative cultural ecosystem, open to input, cooperation, creativity, mutual respect, responsibility and mutual cooperation.

The second step is the formation of the P5 team. The P5 Team was formed before the activities were carried out to plan and implement P5. Formation of a P5 team consisting of the principal, class teacher, lesson content teacher, and administrative staff who will be formed as coordinators and facilitators. In designing the implementation of P5, the teams involved must be able to work together well in order to formulate effective plans to minimize obstacles. The coordinating and facilitating team has duties and responsibilities in implementing P5. The P5 team plays a role in planning, implementing and evaluating project activities (Aulia et al., 2023: 127).

The third step in planning is for the P5 team to design P5 which consists of determining the theme, time allocation, topic, determining dimensions, elements, sub-elements, learning objectives, learning outcomes, and the flow of learning activities related to a measurable and structured sustainable lifestyle. The P5 team agreed to carry the theme of a sustainable lifestyle. Choosing a sustainable lifestyle theme is a special concern for schools regarding environmental conditions and the attitudes of students who are less concerned about the environment. The sustainable lifestyle theme is a theme that focuses on instilling attitudes and understanding in students to

care about the environment and be aware of the impact of every choice they make, so that they will choose the option that has the least potential negative impact. The aim of P5 for the sustainable lifestyle theme is to foster an attitude of caring for the environment and to preserve the environment. P5 sustainable lifestyle theme is able to instill environmental awareness and increase environmental awareness in students (Mujahidin & Setyawan, 2023:36). Based on research (Maulida & Tampati, 2023:14), it was found that the current sustainable lifestyle can be linked to government programs in the independent curriculum, especially through the project to strengthen the profile of Pancasila students (P5). The teacher raised P5 on the theme of a sustainable lifestyle with the topic "My waste is my responsibility." The topic was chosen by considering environmental conditions and students' needs.

After determining the theme and topic, the P5 team then formulates the time allocation for project implementation. Implementation of P5 is carried out with a time allocation of 2 weeks with a block system at the end of the semester. Time scheduling needs to be done, because managing time well will get maximum results (Wahidaty, 2021:1884). Then, the facilitator team designed the P5 module. The P5 module consists of a module profile (Title, theme, topic, phase and time duration), learning objectives, introduction (short description of the project), mapping dimensions, elements and sub-elements, designing the flow of project activities (planning, implementation and evaluation), compiling learning activities, and assessments. The P5 dimension consists of six elements, namely faith, devotion to God Almighty, and noble character, independence, critical reasoning, creativity, mutual cooperation and global diversity. There is a relationship and mutual reinforcement between these six dimensions in an integrated and inseparable manner. separated in order to achieve a comprehensive Pancasila student profile (Irawati et al., 2022:1230). The selection of project dimensions adapts to student needs and learning objectives. Dimensional components are selected by paying attention to students' needs and explained again in elements and sub-elements (Ningsih et al., 2023:61).

P5 is implemented by carrying out 3 dimensions of the Pancasila student profile. The first dimension is faith, devotion to God Almighty, with elements of morals towards nature, and sub-elements of protecting the natural environment. It is hoped that the application of the Pancasila student profile in the dimensions of faith, devotion to God Almighty, and noble character in elementary school will form the nation's next generation with strong character, good ethics, and an active role in advancing a peaceful and prosperous society (Darmadi, 2023:328). This dimension was chosen to foster and realize a sense of gratitude by maintaining and being responsible for maintaining the balance of the natural riches that God has bestowed on humans. This agrees with (Irawati et al., 2022: 1232) that the dimension of being devoted to God Almighty with elements of morals towards nature can provide awareness to students as humans who have an obligation to protect and preserve nature as God's creation.

The second dimension is mutual cooperation, with elements of collaboration and sub-elements of cooperation. The dimension of mutual cooperation can be seen from attitudes that show aspects of collaboration, care and cooperation (Noppitasari et al, 2023:14). This dimension was chosen so that students are able to align individual actions with the actions of others to carry out activities collaboratively to achieve common goals.

The third dimension is creativity with elements of having flexibility in thinking in finding alternative solutions to problems. Creative students are able to think to create and produce something original, meaningful, useful and impactful. Creativity requires real concepts, work and action (Livia et al., 2023:514). This dimension was chosen with the aim of students being able to think and convey their creative ideas to become a solution with positive impacts and benefits.

### **Implementation Stage**

At the implementation level, there are several activity steps that are implemented. This implementation is obtained through a teaching module that has been planned by the teacher. The details of this step can be seen in the following steps.

Based on table 1, it can be seen that the implementation of the P5 sustainable lifestyle theme, at the implementation stage, has 4 stages. The first stage is the introduction stage of the project that the teacher will carry out. The introduction stage is carried out by the teacher to introduce the selected themes and topics (Kintoko et al., 2023:594). At the introduction stage the teacher will conduct learning by focusing on the students, while the teacher acts as a facilitator and companion in getting to know the types of waste. The teacher as a facilitator means the teacher makes the learning process easier. As a facilitator, the teacher is tasked with directing, providing guidance, supporting students' learning activities, and providing motivation (Arif Muadzin, 2021:178). By introducing the types of waste, it is hoped that students will have basic knowledge about the types of waste produced every day. In this way, students know the state of their environment.

Table 1 &lt; The details of This Step Can be Seen in the Following Steps&gt;

<b>Introductory stage:</b>		
<b>Get to know the types of waste</b>		
Socialize and carry out diagnostic assessments	1. Get to know the types of waste	2. Get to know the characteristics of waste
<b>Conceptual stage:</b>		
<b>The impact of waste, how to process waste, and demonstrations</b>		
Study and understand the material	3. Reporting work results	
<b>Contextual stage:</b>		
Carry out direct observations of the trash cans in each class and final waste disposal and make observation reports and demonstrations		
Observe the condition of the school environment	4. Report the results of observations of the school environment	
<b>Action stages:</b>		
<b>Take real action by planning solutions for recycling waste, preparing materials and tools, and reporting worksheets</b>		
5. Planning processing	6. Make waste recycling processing	7. Project results report

The second stage is the conceptual stage, namely conveying the concepts of waste impacts and waste processing methods. According to (Komala et al, 2023:48) the conceptual stage in implementing P5 is that educators provide literature and materials as learning materials and provide topic guides to students. This conceptual stage presents a video of the impacts caused by waste and how waste is processed. In this way, students are encouraged to form a character who is responsible for the environment, has an awareness of the importance of protecting the environment, and is able to apply the principles of correct waste processing in everyday life. The teacher accompanies the students to also work on LKPD about the impact of waste in groups and present it in front of the class. This is done to check students' understanding of the impacts of waste and how to overcome the impacts of this waste.

The third stage is the contextual stage, namely students communicate information that supports project completion. The contextual stage in P5 learning focuses on linking learning activities with students' daily experiences, with the aim being that students can understand and find various relevant sources to apply in P5 project activities (Halimah Stephany Putrie et al., 2023:2482). In this activity, students make direct observations of the rubbish bins in each class and final monitoring of the rubbish in the school and record the results of their observations. The aim of this activity is so that students can observe and relate their understanding to the conditions of their environment. At this stage the teacher directs students to work on the LKPD in groups and present it in front of the class. This is done in groups with the aim of building collaboration, cooperation and helping each other.

The fourth stage is the real action stage, namely real action taken to achieve goals or solve problems. Each group applies the knowledge they have to plan and formulate solutions to environmental problems. This concrete action can instill sustainability values by building awareness of the importance of small actions in daily life that can contribute to the environment. This real action also prepares a generation that cares about the environment, namely preparing students to become a generation that cares about and is responsible for environmental problems in the future. The concrete action stage "My waste is my responsibility" is the culmination of P5 on the theme of sustainable lifestyle by processing inorganic waste from used bottle caps. This real action process involves creativity, cooperation and mutual cooperation. Students process used bottle caps into a product that has useful value as a wall decoration. Projects are carried out in groups. The activity starts with collecting used bottle caps, washing used bottle caps, drying them, designing patterns on canvas, and sticking bottle caps on the patterned canvas. When the product creation took place, the students were very enthusiastic and enthusiastic. Group learning helps students become more active and increases curiosity and fosters cooperation and respect for each other. With this, students' activeness can be seen from their involvement in group activities (Adinda et al., 2023:125)

### Evaluation Stage

At the introduction stage the teacher asks short questions and observes as a diagnostic assessment. Diagnostic assessments are carried out to check students' initial understanding and attitudes. Teachers must carry out an initial diagnostic assessment to identify students' abilities, strengths and weaknesses, so they can design appropriate learning (Azis & Lubis, 2023:20).

Formative assessments are carried out by teachers during project activities to continuously check the progress and learning outcomes of students. Evaluation is carried out through written test assignments, questions and answers in class, and various other forms of evaluation. With formative assessments carried out during the learning process, teachers can obtain information about the development of students' competency mastery at each learning stage (Yahya et al, 2023: 157). The teacher carries out a formative assessment using LKPD containing descriptive questions. One type of assessment that evaluates the process and provides feedback to improve the teaching and learning process is formative assessment.

Summative assessments are carried out by teachers at the end of activities to check the achievement of learning objectives and as evaluation material during learning activities. Summative assessments are designed systematically to record students' overall learning achievements. This assessment focuses on summarizing students' work results and is used for reporting at the end of the study program (Magdalena et al., 2020:397).

At the end of the project the teacher reflects with the students. The results of the reflection are used as material for joint evaluation and the results are used as follow-up. Follow-up to the evaluation of learning outcomes is a very important process to fulfill curriculum criteria, so an educational policy that involves teachers is needed (Nugrahani et al., 2022:338). continuation of the theme project that has been implemented. Follow-up actions are carried out with the aim of strengthening the projects that have been implemented.

## Conclusions

Based on the research obtained, it is known that the implementation of the P5 sustainable lifestyle theme in class V of SDN 04 Bungaraya has been carried out systematically according to the stages starting from the planning, implementation and evaluation stages. Implementation of the P5 sustainable lifestyle theme is carried out through 3 stages, namely the planning stage, implementation stage and evaluation stage. 1) The planning stage includes preparing the student learning ecosystem, designing P5 such as designing activities to be implemented, designing modules by adjusting the dimensions that will be integrated, and preparing facilities and infrastructure; 2) The implementation stage includes project introduction, conceptual, contextual and project action; 3) The evaluation stage includes diagnostic assessment, formal assessment, summative assessment, and follow-up. The implementation of the P5 sustainable lifestyle theme at SDN 04 Bungaraya has a positive impact on preparing students to face future challenges and have sustainable behavior towards the environment. With P5 activities, students can develop an attitude of concern for the environment. It is hoped that the P5 team can design a maximum time duration so that the implementation of P5 can run more effectively and efficiently. Apart from that, it is necessary to strengthen the maximum capacity of educators, so that educators can have broader insight into the implementation of P5.

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