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Pancasila Student Profile: Integrating Environmentalism and Sustainable Lifestyles in Schools

Profil Pelajar Pancasila : Mengintegrasikan Cinta Lingkungan dan Gaya Hidup Berkelanjutan di Sekolah

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Abstrak

This study aims to analyse the implementation of the Pancasila Student Profile (P5) strengthening project with the theme 'Sustainable Lifestyle' to apply environmental love in the Merdeka Belajar Curriculum at SMP Negeri 1 Bulawa. The Merdeka Belajar curriculum implemented in this school aims to develop 21st-century competencies through a learning approach that focuses on students' interests and talents. P5 is part of this curriculum which is expected to shape the character of students in accordance with the values of Pancasila. One of the themes chosen for P5 implementation is 'Sustainable Lifestyle', which aims to raise students' awareness of the importance of protecting the environment and managing waste. This research used a qualitative method with a case study approach at SMP Negeri 1 Bulawa. Data was collected through observation, interviews with the principal, teachers and students, and documentation related to the implementation of the P5 project. The results showed that although procedurally, the P5 project has been implemented substantially, the implementation has not fully achieved the expected goals. Some of the problems found during the implementation of the project include the lack of student awareness of the importance of waste management, low student participation in providing creative ideas, and the existence of behaviours that do not reflect an environmentally friendly attitude, such as littering.

INTRODUCTION

Rapidly changing times, marked by advances in technology, globalisation and information, have affected almost every aspect of human life, including education. An increasingly digital and globally connected society requires a generation that is not only academically intelligent but also has the skills and character to face the challenges of an increasingly complex world. In the midst of these changes, education plays an important role in shaping individuals who are not only knowledgeable but also have a strong character based on the values of the nation's culture. One of the important efforts in Indonesia's current education system is the Merdeka Curriculum, which focuses on developing students' competencies and character to meet the challenges of the 21st century (Anggarini, 2022).

An important component of the Merdeka Curriculum is the strengthening of the Pancasila Learner Profile (P5), which is an effort to create a young generation with noble character, integrity and the ability to contribute positively to social and environmental life. The Pancasila Learner Profile is designed to develop students' competencies in six main dimensions, namely faith and piety in God Almighty, global diversity, gotong royong, independence, critical thinking and creativity (Anggara, 2024). Among these dimensions, there are aspects that are very relevant to contemporary issues, namely the dimensions of sustainability, environmentalism and wise management of natural resources.

Given the significant challenges facing the world today, such as climate change, environmental degradation and the plastic waste crisis, it is important that education not only prepares students with technical knowledge but also with attitudes and behaviours that reflect concern for the environment (Komala, 2023). Caring for the environment and sustainable lifestyles is not just an abstract concept but a responsibility that must be instilled at an early stage of schooling. In the midst of a deepening ecological crisis, the younger generation has a key role to play as agents of change who can bring solutions to existing environmental problems (Mujahidin, 2023). Therefore, education that integrates environmentalism and sustainable lifestyles is a strategic step to ensure that students not only master knowledge but are also able to behave in accordance with sustainability values.

Environmentalism refers to the awareness and responsibility to maintain and preserve nature by reducing negative impacts on the environment, using natural resources efficiently and keeping ecosystems in balance. However, caring for the environment is not just about being aware of the impact of damage to nature, but also taking action to reduce that damage. Therefore, it is important to involve students in various activities that instil these values, from simple things such as littering and reducing the use of plastic to more complex ones such as participating in environmental conservation projects.

Meanwhile, a sustainable lifestyle refers to a way of life that supports environmental and social sustainability by prioritising wise consumption patterns, efficient resource management and reducing waste (Nurazizah, 2024). Sustainable lifestyles are not just about making environmental choices but also about achieving more inclusive and equitable social and economic well-being. Living a sustainable lifestyle means thinking critically about the products we consume, how we interact with the environment and how we contribute to a better world. It is a lifestyle that considers the long-term implications of our choices, not only for ourselves but also for future generations.

The integration of environmentalism and sustainable lifestyles into school learning, primarily through the Pancasila Learner Profile, is essential in shaping the character of students who care and are responsible for the environment (Nurjanah, 2024). This attitude can be seen through students' active participation in reducing waste, using energy efficiently, and choosing environmentally friendly products. In addition, this character development can also be seen in students' ability to think critically about existing environmental problems and find creative and innovative solutions. Through the implementation of sustainable lifestyles, students are expected not only to understand the theory but also to apply the principles in their daily lives. However, although the curriculum and the Pancasila Learner Profile Strengthening Project offer excellent opportunities to develop students' character in terms of environmentalism and sustainable lifestyles, the challenges of implementation cannot be ignored (Nursafitri, 2024). Many students may already understand the importance of protecting the environment but have not fully applied this

understanding in their lives. Therefore, measuring whether a student has developed the character of environmental love and sustainable lifestyle is not only seen in their knowledge but also the actual behaviour reflected in daily life.

The leading indicator that a student has developed this character is a high level of environmental awareness, characterised by a proactive attitude to maintaining cleanliness, reducing waste and saving energy. In addition, environmentally friendly behaviours such as choosing environmentally friendly means of transport, recycling waste and participating in greening activities are strong indicators that students understand and implement the principles of sustainability (Piesesa et al.; C., 2023). In addition, creativity in finding environmental solutions, such as the development of eco-friendly products or innovative ideas in resource management, is also a sign that students not only have environmental knowledge but also the ability to act. Collaboration in environmental projects and active participation in social activities to maintain the sustainability of nature also shows that a student has developed a strong environmental character.

Therefore, strengthening environmentalism and sustainable lifestyles in the Pancasila Student Profile is a strategic step in preparing a young generation that is not only academically competent but also aware of the importance of protecting and caring for the environment. An education that integrates these aspects will not only produce intellectually competent individuals but also a character who cares about the future of the planet. Therefore, it is important for education in Indonesia to continue to focus on character development based on the values of Pancasila, with special attention to environmental sustainability and its application in everyday life.

RESEARCH METHODOLOGY

This research uses a qualitative approach to explore the implementation of love for the environment and sustainable lifestyles at SMP Negeri 1 Bulawa, with the aim of understanding in depth how sustainability values are applied in the context of education at school. The qualitative approach was chosen because this research focuses on the experiences and perceptions of the research subjects, as

well as the changes that occur through the implementation of environmental education programmes. This approach also allows researchers to explore richer and more holistic data through direct interaction with participants.

The research subjects consisted of students, teachers, head teachers and parents, as well as government representatives involved in environmental education policies and programmes in schools. The selection of subjects was based on their role in supporting and implementing sustainability principles, as well as their perceived impact on the implementation of sustainable lifestyles in the school environment. The study also involved other stakeholders who play a role in providing policy support for environmental programmes at local and national levels.

The researcher used two main methods to collect data, namely observation and in-depth interviews. The observation was used to directly observe the activities of students and teachers related to sustainability practices in the school, such as how they manage waste, maintain the school garden, and engage in recycling and greening projects. The researcher observed students' behaviour and social interactions that reflected environmental awareness, both inside and outside the classroom. Through this observation, the researcher also saw how the school cultivates the principles of sustainability in the daily lives of the students. In addition to the observations, in-depth interviews were conducted to obtain more detailed information about the understanding and experiences of students, teachers, principals, parents and community leaders in relation to the implementation of sustainable lifestyles and environmental love in the school. The interviews aimed to explore each party's perspective on the challenges, barriers and successes in integrating these values into school life. The data from the interviews were also used to explore recommendations on how to improve the implementation of sustainability in education programmes in the future.

After collecting data through observation and interviews, the next step was to verify and validate the data. Researchers triangulated the data to ensure consistency and accuracy of information by comparing the results of observations, interviews and existing documentation. Data validity was also tested by cross-

checking between multiple sources and by confirming with participants to ensure that the research findings accurately reflected their experiences.

The verified data was then presented in the form of descriptive narratives that describe how the concept of environmental love and sustainable lifestyle is implemented at SMP Negeri 1 Bulawa, as well as the factors that support or hinder its implementation. The presentation of this data aims to provide a comprehensive picture of how sustainability-based programmes can influence changes in the behaviour of students and the school community, as well as provide insights for the further development of environmental education programmes in other schools.

RESULTS AND DISCUSSION

The implementation of environmental principles and sustainable lifestyles at SMP Negeri 1 Bulawa has become an important part of the student's character building in accordance with the Pancasila Student Profile (P5). The environmental education programmes implemented at this school aim to produce students who are not only academically intelligent but also care about the environment and can apply environmentally friendly lifestyles in their daily lives. Based on observations of school activities and in-depth interviews, this study found that SMP Negeri 1 Bulawa has successfully integrated sustainability values into school life through various environment-based programmes.

To understand the importance of environmentalism and sustainable lifestyles, we need to refer to some theories that underlie both. Environmental love is not only a feeling of affection for nature but also a form of responsibility and real action to maintain and preserve the ecosystem. According to Roihanah S (2022), environmental love is a positive emotional connection between individuals and nature, followed by actions to protect and care for it. In other words, environmental love is not just a feeling but also a behaviour that reflects an individual's commitment to preserving nature. In the context of education, love for the environment can be instilled by directly involving students in activities that involve nature, such as planting trees, tending school gardens or managing waste.

On the other hand, a sustainable lifestyle prioritises the wise use of natural resources, waste reduction and the maintenance of ecosystems to ensure that the needs of the present generation can be met without compromising the ability of future generations to meet their needs. According to Mujahidin (2023), sustainability is "meeting the needs of the present without compromising the ability of future generations to meet their own needs". A sustainable lifestyle encompasses a wide range of actions that can be taken to reduce carbon footprints, conserve energy and reduce the consumption of disposable goods, all of which contribute to the preservation of the earth.

Through the understanding and application of these two concepts, SMP Negeri 1 Bulawa strives to develop students who not only understand the importance of sustainability but can also implement sustainable lifestyles in their daily lives. Teaching environmentalism and sustainable lifestyles is an important foundation for creating a greener generation, one that cares for nature and is responsible for the preservation of the planet.

At SMP Negeri 1 Bulawa, the principle of environmentalism is implemented through various programmes that directly involve students in nature-related activities. One of the main activities is waste management, where students are involved in sorting waste by type, namely organic, inorganic and plastic waste. Each class in this school is equipped with separate waste bins to facilitate the students in sorting waste. This is one way of implementing the value of waste reduction, which is an integral part of the school's activities. This waste segregation not only teaches students how to manage waste but also increases their understanding of the impact of waste on the environment, especially plastic waste, which is difficult to decompose.

A prominent example is the plastic waste recycling programme. This programme transforms plastic waste collected at the school into valuable products such as reusable bags, wallets and pencil cases. Figure 1 shows students actively processing plastic waste into valuable products. By being directly involved in this process, students not only learn how to reduce waste but also gain skills in transforming waste into valuable items while developing an attitude of environmental responsibility.

Furthermore, the greening programme is also crucial in instilling the value of environmental love in students. Every year, all students plant trees and maintain parks around the school area. Through this activity, students learn about the role of trees in absorbing carbon, filtering air, and keeping the balance of the ecosystem. In addition, greening activities also aim to create a healthier and more comfortable school environment, improving air quality and beautifying the school environment.

In addition to instilling the value of loving the environment, SMP Negeri 1 Bulawa teaches students about sustainable lifestyles, which involve wiser and more environmentally friendly consumption patterns and efficient energy management. One of the key initiatives in implementing a sustainable lifestyle is the school's plastic reduction campaign. Students are encouraged to bring cloth bags, refillable water bottles and reusable food containers, reducing dependence on single-use plastic products. The programme aims to change students' consumption patterns to be more environmentally conscious, e.g. students carrying cloth bags and personal drinking bottles, which illustrates the new habit introduced by the school. With this habit, students are expected to reduce the use of plastic outside of school and apply it in their daily lives. In addition, through the waste recycling programme, students learn to reduce waste and process waste into valuable products, such as bags, wallets and other handicrafts. These products are used at school and can be sold as a form of student participation in the circular economy that supports sustainability.

The character of environmental love and sustainable lifestyles must be formed early on because ecological problems are currently increasingly complex and affect human life globally (Pertwi, 2023). Climate change, deforestation, plastic pollution, and other natural damage require serious attention from all parties. As the future successors, the younger generation must be involved in these efforts, and education is an effective means to instil awareness about sustainability.

As Musyayadah (2023) states, environmental education aims to make students aware of environmental conditions and encourage them to take concrete actions

to protect nature. Students with an environmentalist character will be more likely to act consciously in managing natural resources, reducing waste, saving energy, and minimising their carbon footprint.

In addition, students with a sustainable lifestyle character can be seen from their involvement in environment-based projects held at school, such as recycling and greening projects, and their ability to think critically and create practical environmental solutions. They will also be able to demonstrate efficient habits in using energy and natural resources, both at school and at home.

The stages in P5 related to love for the environment and sustainable lifestyles align with developing the independent, gotong royong, and creative dimensions (Piesesa et al., C. (2023). Through various sustainability-based activities, students are trained to be independent individuals in waste and resource management and work together in teams in greening and recycling activities (Hidayah, N. M, 2023). Students' success in managing waste and implementing a sustainable lifestyle shows their creativity in finding sustainable environment-based solutions.

Overall, SMP Negeri 1 Bulawa has successfully created an environment that supports the character-building of students who care for nature and are committed to sustainability. Although challenges in its application outside of school still exist, this study shows that implementing environmental love and sustainable lifestyles in schools is a very important step in creating a generation that is not only intelligent but also responsible for the environment and the future of the earth.

Merdeka Curriculum allows students to choose activities that suit their interests, including those related to sustainability. In this case, the Pancasila Student Profile becomes a reference to develop the character of students who are not only brilliant in academics but also have empathy and awareness of the environment. At SMP Negeri 1 Bulawa, this curriculum has enabled students to be directly involved in various environment-based projects, which teach them the importance of taking care of nature and applying sustainability principles in their daily lives.

However, despite significant progress, challenges still need to be addressed in the more thorough integration of sustainability concepts within each subject. Some teachers still feel unfamiliar with integrating environmental issues into their learning, especially for subjects not directly related to environmental topics. This shows that although the Merdeka Curriculum provides freedom for teachers and students, further training is still needed to ensure that all teachers can relate sustainability principles to the material being taught.

Teachers and principals support sustainability-based education at SMP Negeri 1 Bulawa. The principal actively supports the environment-based programmes by providing facilities that support their implementation and ensuring that sustainability values are consistently applied in school activities. Teachers also play an essential role in delivering knowledge and skills related to sustainability through various approaches that engage students in practical activities.

However, there are still challenges regarding teacher professional development, especially regarding a deeper understanding of sustainability and more creative ways to teach it. Therefore, more training is needed for teachers so that they can more effectively teach sustainability principles with more interesting and applicable methods. One of the biggest challenges in implementing a sustainable lifestyle at SMP Negeri 1 Bulawa is the need for environmentally friendly habits outside of school. Although students are enthusiastic about participating in environmental-based activities at school, they sometimes need help implementing the principles at home or in their surrounding communities. Some students are still used to using single-use plastics and only sometimes manage household waste properly.

In addition, the lack of family support is one of the obstacles. Students accustomed to environmentally friendly habits at school often do not get the same encouragement from their parents at home. Therefore, the role of parents in supporting sustainability-based education at home is vital.

Based on the findings of this study, several recommendations can be made to improve the sustainability-based education programme at SMP Negeri 1 Bulawa. Further training for teachers is needed so that they can integrate environmental

issues more effectively into each subject. Strengthening the role of parents in supporting sustainable lifestyles at home through eco-friendly family campaigns. Collaboration with the government and environmental organisations must be strengthened to provide fantastic support for sustainability-based programmes regarding policies and facilities.

Conclusion

Overall, implementing environmental love and sustainable lifestyles at SMP Negeri 1 Bulawa has created a generation of students who are more concerned about the sustainability of nature. With the support of the principal, teachers and all other school members, this school has created an environment that supports sustainability-based education. While challenges in applying these principles outside of school still exist, the steps taken by the school to increase family and community involvement are essential to ensure that the values of environmentalism and sustainable lifestyles are widely applied at home, at school and in the community. Adopting these character traits in the younger generation is critical to creating a more environmentally friendly and sustainable future.

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