



The Influence Of The Pancasila Student Profile Strengthening Project (P5) With The Theme Of Sustainable Lifestyle With The Waste Utilization Project On The Environmental Awareness

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ABSTRACT

This study aims to determine the effect of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle through the utilization of waste on students' environmental awareness at SMAN 1 Simpang Ulim . The research method used is a quantitative descriptive approach with a survey research type . The sample of this study was 80 grade XI students selected using purposive sampling techniques. In this study, the instrument used was a closed questionnaire using a Likert scale of 1-4, interviews. The data collection instrument was a Likert scale questionnaire that had been tested for validity and reliability. The results showed that in the very high category it had a frequency of 4% of respondents, in the high category it had a frequency of 31%, for the medium category it had a frequency of 35% of respondents, the low category had 21% of respondents, while in the very low category it had a frequency of 9% of respondents. From the results of the study, sustainable lifestyles with the utilization of waste were in the medium category with a percentage of 35% of 80 respondents, because this category had the highest percentage compared to other categories. The implementation of P5 had a positive impact on increasing students' environmental awareness , and the evaluation was carried out well.



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INTRODUCTION

The Indonesian education curriculum has undergone several changes to reflect the changing times and evolving student characteristics. These changes were made to improve the existing education system, thus finding the most effective system for achieving the national education goals. As a step to restore learning after the COVID-19 pandemic in Indonesia, the Ministry of Education, Culture, and Technology launched the Independent Curriculum, also known as the Prototype Curriculum. (Sholekah, 2020). Through the Pancasila Student Profile Strengthening Project (P5), it is hoped that the government's goal of establishing the Independent Curriculum can be achieved. The Pancasila Student Profile Strengthening Project (P5) is a project-based curricular activity aimed at strengthening competency and character development in accordance with the Pancasila Student Profile, as determined by the School Competency Standards. The Pancasila Student Profile Enhancement Project is designed separately from co-curricular activities (Irawati et al., 2022). P5 conducts activities with the theme of Sustainable Lifestyle. This activity aims to improve competency and character in accordance with the Pancasila student profile.

One of the topics discussed in P5 was the utilization of plastic waste. Plastic waste is a serious environmental problem. To address this, a sustainable lifestyle is key. Unfortunately, the utilization rate of plastic waste is still low, resulting in many plastic bags ending up in the ocean. However, there are many ways to reduce the amount of plastic waste polluting the environment (Kustanti et al., 2020). One possible solution is to adopt a sustainable, zero-waste lifestyle. This way, students learn how to process plastic waste into something useful and can help prevent environmental damage.

Plastic waste is one of the most pressing environmental challenges of the modern era. With the increase in plastic production, the amount of waste generated has also increased significantly, causing serious pollution in various ecosystems (Setiawan, 2023). In an educational context, utilizing plastic waste can be a means to teach students about sustainability and environmental responsibility. The Pancasila Student Profile Strengthening Project (P5) within the Independent Curriculum provides opportunities for students to engage in projects that not only educate but also contribute to reducing plastic waste (Ramdhani, 2023; Nurjatisari, 2023). This project allows students to research, find solutions, and make decisions. They work to create items or activities during school hours (Tri Sulistiyaningrum & Moh Fathurrahman, 2023).

Schools can be the primary vehicle for teaching and implementing a Sustainable Lifestyle to students through P5 activities. For example, by Integrating environmentally friendly practices into daily school activities, such as waste management, energy conservation, renewable resource use, and the introduction of urban farming, school gardens, and public transportation. Beyond a formal education program, P5 also promotes inclusive and equitable character education, encompassing critical thinking skills, problem-solving, and creativity (Wiyani, 2023). This aligns with the goal of producing students who are not only academically competent but also aware of the importance of contributing positively to the environment and surrounding community, especially as environmental conditions worsen.

Based on initial observations of the research location, it was revealed that the school had implemented the P5 theme of a sustainable lifestyle with a waste utilization project, but it was not yet known whether the implementation had run well or not. Therefore, the researcher examined the extent of the implementation of the P5 theme of a sustainable lifestyle with a waste utilization project. This study plays a role in determining the implementation of a sustainable lifestyle in students, as well as reflecting the school's commitment to forming environmentally conscious characters such as waste utilization in future generations. The importance of forming environmentally conscious characters in students, in the P5 program, does not only refer to academic achievement alone, but more to the development of deep moral and ethical values.

Based on previous research conducted by Achmad (2023), regarding the learning of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle in class XI of SMAN 1 Taman, the results obtained showed that the program's implementation was in the range of 79%, which is included in the good category. This was obtained through the results of interviews and observations aimed at students and teachers. Several things that serve as indicators for assessing this variable are preserving the environment, maintaining cleanliness, caring for animals, and caring for plants (Ahmad, 2023).

The implementation of P5 with the theme of Sustainable Lifestyle is not only aimed at students. Based on the description above, it is important to conduct research on the implementation of P5 with the theme of Sustainable Lifestyle with a waste utilization project in schools as an effort to determine the effect of P5 on student awareness at SMAN 1 Simpang Ulim, as the school where the research took place.

METHODS

This study employed a **quantitative descriptive survey method**, which aims to describe and interpret the current condition of students' environmental awareness as influenced by the Pancasila Student Profile Strengthening Project (P5) with the theme of "Sustainable Lifestyle through Waste Utilization." The survey design was chosen because it allows researchers to collect data directly from a

large group of respondents within a relatively short period. This method is appropriate for identifying trends, attitudes, and levels of awareness among students quantitatively and systematically.

The population in this study consisted of all students at SMA Negeri 1 Simpang Ulim, totaling 360 students. From this population, a sample of 80 students from class XI IPAS was selected as respondents. The sampling technique used was purposive sampling, which was determined based on the consideration that class XI students had been directly involved in the implementation of the P5 project with the sustainable lifestyle theme. This selection ensured that the respondents had sufficient experience and understanding of the project being evaluated.

Data were collected through two main techniques: questionnaires and interviews. The questionnaire served as the primary data collection instrument, containing statements designed to measure students' level of environmental awareness and sustainable behavior after participating in the P5 program. Each item was rated using a Likert scale to quantify responses. In addition to the questionnaire, interviews were conducted with selected students and teachers to obtain qualitative insights that complemented the quantitative findings. This combination allowed for deeper interpretation of the results.

The collected data were analyzed using descriptive statistical analysis. The analysis aimed to determine the level of implementation of the P5 project and the degree of students' environmental awareness related to waste utilization. Data from the questionnaire were tabulated and categorized into five levels, namely *very high*, *high*, *medium*, *low*, and *very low*. To calculate the percentage of respondents in each category, the following formula was used:

$$P = \frac{f}{N} \times 100\%$$

where P represents the percentage, f the frequency of respondents in each category, and N the total number of respondents. The results were then presented in frequency tables and diagrams to provide a clear visual representation of the findings.

The research procedure began with designing the questionnaire instrument, followed by validation through expert judgment to ensure content relevance and clarity. Afterward, data collection was carried out directly in the school environment by distributing printed questionnaires to students. The data obtained were checked for completeness, then processed using descriptive analysis to identify dominant categories. The final presentation of results included both numerical data and graphical visualization to facilitate interpretation. The entire process adhered to ethical research principles, ensuring respondent confidentiality and voluntary participation.

RESULTS AND DISCUSSION

SMAN 1 Simpang Ulim is one of the state high schools located in Simpang Ulim District, East Aceh Regency, Aceh. SMAN 1 Simpang Ulim was founded on January 1, 1970 with the Establishment Decree Number under the auspices of the Ministry of Education and Culture. In learning activities, this school which has 554 students is guided by 53 professional teachers in their fields. The complete address is Jalan Banda Aceh-Medan KM 399, RT 0, RW 0, Pucok Alue Barat Village . Astronomically, Simpang Ulim sub-district is located at 5 ° 2'40 "N - 5 ° 9'40 "N and 97 ° 30'40 "E - 97 ° 37'40 "E. Geographically, the boundaries of Simpang Ulim sub-district are as follows: North: Malacca Strait South: Madat Sub-district West: Julok Sub-district East: Pante Bidari Sub-district .

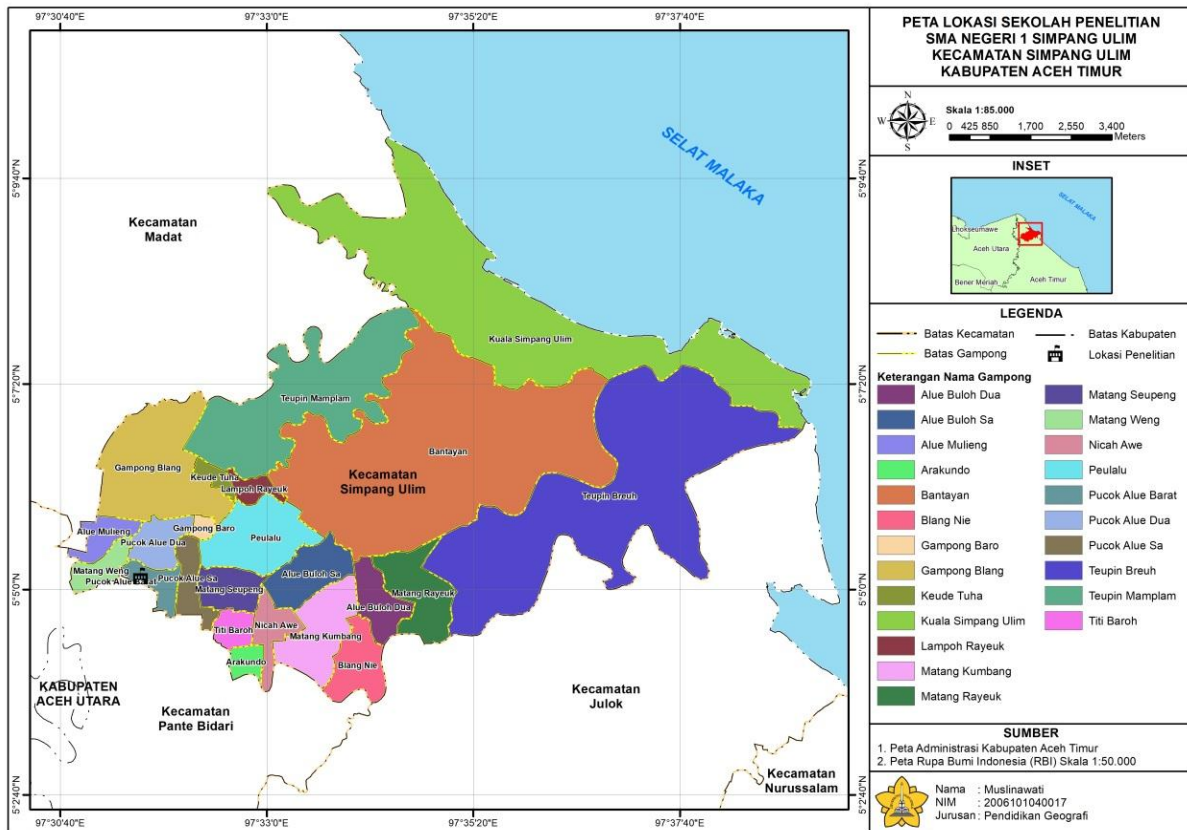


Figure 1. Location map of the Research School of SMA Negeri 1 Simpang Ulim

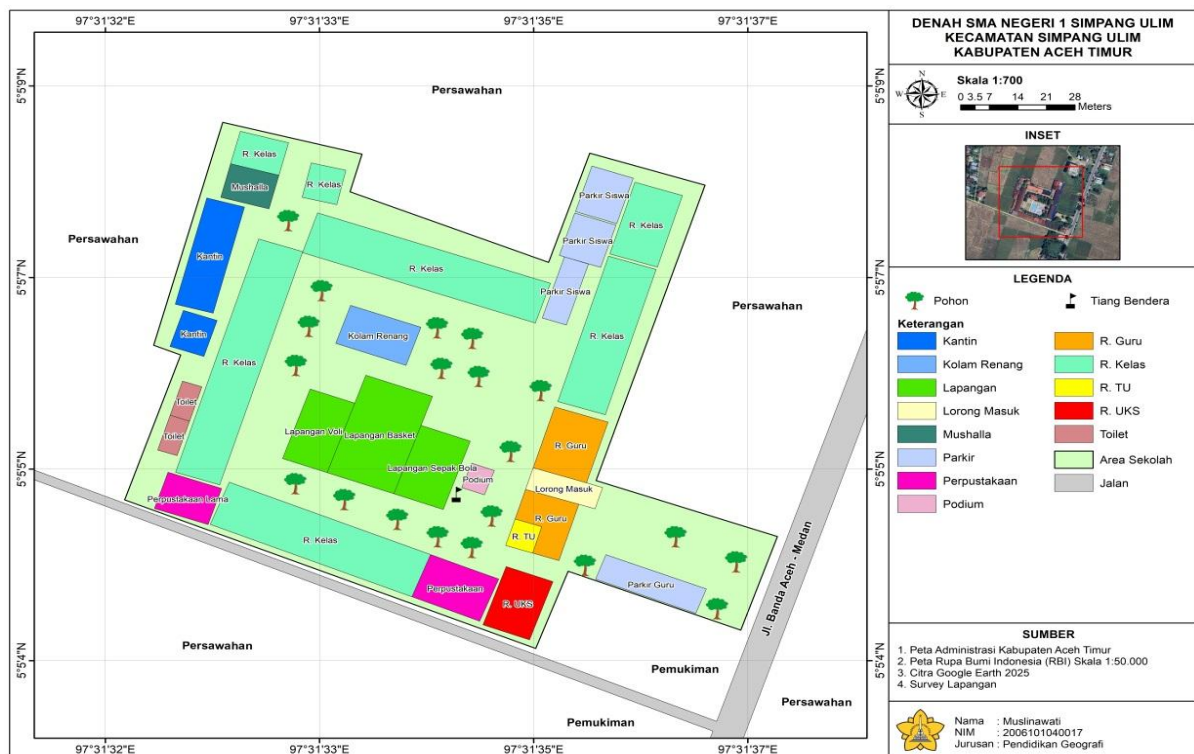


Figure 2. Map of Simpang Ulim 1 State Senior High School

As is known, the implementation of the Pancasila student profile is instilled in students through the Pancasila student profile strengthening project (P5). Student activities in the implementation of the Pancasila student profile strengthening project cannot be separated from all activities carried out to determine the influence of P5 on student awareness at SMAN 1 Simpang Ulim .

Based on the results of data processing, it shows that the implementation of the project to strengthen the profile of Pancasila students The theme of sustainable lifestyle with the utilization of waste towards environmental awareness of 52 students of SMAN 1 Simpang Ulim is in the moderate category with a percentage of 35% , in general they have understood and implemented the project activities to strengthen the profile of Pancasila students well.

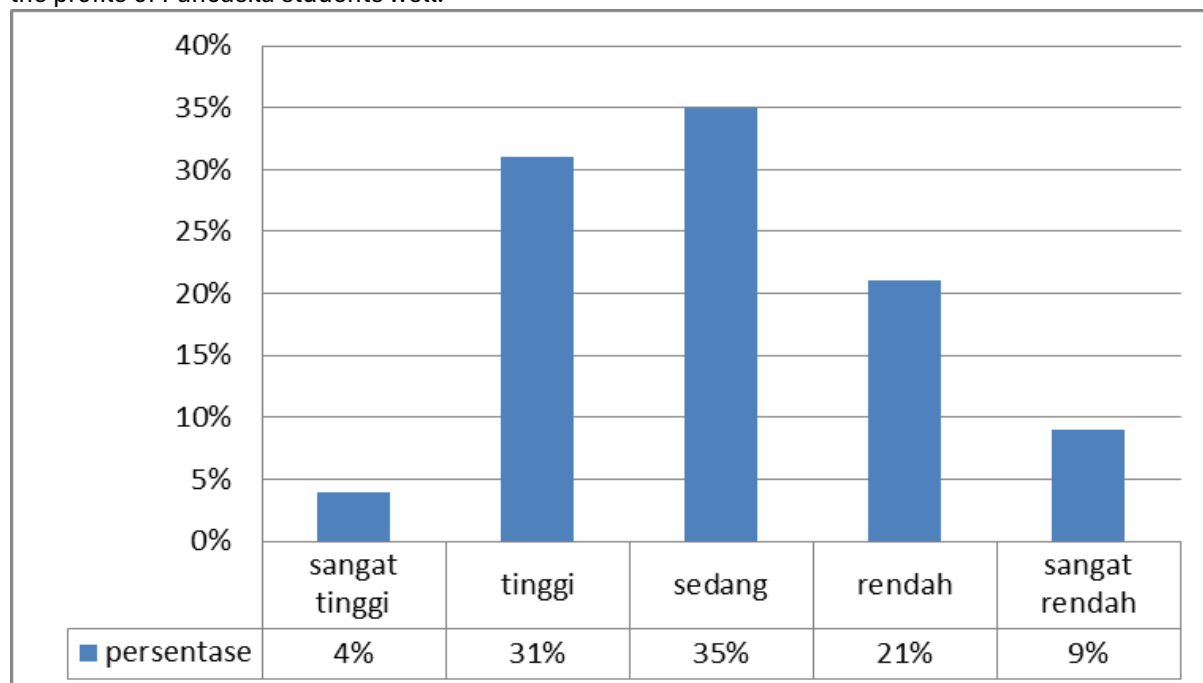


Figure 2. Graph of research results on the influence of the implementation of the Pancasila student profile project on the theme of sustainable lifestyles with the utilization of waste on environmental awareness.

Based on Figure 2, it can be seen that the distribution of sustainable lifestyle categories among respondents varies quite significantly. The results show that the very high category has a frequency of 4% of respondents, while the high category reaches 31%. The medium category dominates with 35% of respondents, followed by the low category with 21%, and the very low category with 9%. This distribution illustrates that most students are in the medium category in terms of sustainable lifestyle practices, especially those related to waste utilization. These findings provide an overview of students' awareness levels regarding environmentally responsible behaviors.

The dominance of the medium category with a percentage of 35% indicates that the sustainable lifestyle behavior of students, especially in the aspect of waste utilization, is relatively moderate. This means that although there is awareness and practice of sustainability, it has not yet reached the optimal level expected in educational outcomes. However, the fact that the medium category shows the highest percentage compared to others is a positive indicator that environmental awareness is already growing among students. This can serve as a foundation for schools to strengthen programs that encourage a shift toward higher sustainability practices.

Based on the results of the research conducted, the average level of students' environmental awareness, as measured through a questionnaire, also falls into the moderate category with a proportion of 35%. This shows that the Pancasila Student Profile Strengthening Project (P5) with the theme of sustainable lifestyle through waste utilization has a positive influence on students' awareness. The

implementation of this program has contributed to shaping students' character and habits to become more environmentally responsible. The combination of project-based learning and real environmental practice appears to foster greater reflection and behavioral change among learners.

This finding aligns with previous research conducted by Achmad (2023), who examined the implementation of the Pancasila Student Profile Strengthening Project (P5) with a similar theme at SMAN 1 Taman. The results of that study showed that the implementation of the program reached 79%, which falls within the "good" category. The evaluation process involved both interviews and observations conducted among students and teachers. This strengthens the notion that P5 projects can be a powerful educational approach to promote sustainable lifestyles and environmental awareness within the school context.

Several key indicators were used to assess the effectiveness of this variable, including environmental preservation and cleanliness maintenance. These indicators represent core components of sustainability education and are consistent with the values promoted by the Pancasila Student Profile. Through structured project activities, students are encouraged not only to understand the importance of waste management but also to take practical action to reduce waste and maintain the cleanliness of their surroundings. In this sense, the P5 project bridges theoretical understanding and behavioral practice.

The theme of a sustainable lifestyle through waste utilization has proven to be highly effective in cultivating environmentally conscious habits among students. This theme encourages learners to engage directly in managing the waste they produce, thereby reducing environmental pollution. The hands-on experience helps them understand the environmental impact of waste mismanagement and develop responsible behaviors. The application of this theme also has a positive ripple effect on the school environment, creating a cleaner, healthier, and more pleasant learning atmosphere.

Waste recycling itself refers to the process of reprocessing organic and inorganic materials into new, useful forms. In schools, recycling activities can become an integral part of environmental education programs. By engaging in such activities, students not only learn about environmental protection in theory but also experience the process firsthand. This experiential learning approach enhances students' comprehension and builds their sense of responsibility toward the environment. It also promotes active participation and teamwork among students.

Schools that integrate recycling projects into their curriculum also benefit in terms of hygiene, aesthetics, and sustainability. Waste reduction initiatives contribute to a cleaner and more organized school environment, which supports the well-being of all students and staff. In addition, these activities often stimulate creativity, particularly in subjects such as science, art, and entrepreneurship. Students learn to view waste not as a problem but as a resource that can be transformed into valuable products. This mindset shift is crucial in developing future citizens who are innovative and environmentally responsible.

Recycling and waste utilization also provide opportunities for students to develop problem-solving and critical thinking skills. When students are challenged to create useful products from waste, they engage in higher-order thinking processes such as analyzing, designing, and evaluating. These competencies align with 21st-century learning objectives and the goals of the Pancasila Student Profile, which emphasize creativity, collaboration, and responsibility. In addition, such projects foster social and emotional learning, as students collaborate and reflect on their shared responsibility toward the

The overall findings support the view that the Pancasila Student Profile Strengthening Project (P5) is not merely about producing tangible projects but about fostering sustainable character and long-term behavioral change. As emphasized by Kustanti et al. (2020) and Sulastri et al. (2022), efforts such as disposing of waste properly and utilizing waste for crafts or art are essential in building environmentally conscious communities. Therefore, continuous implementation, reflection, and improvement of P5 activities are necessary to ensure that sustainability values are internalized deeply by students. This ongoing process will eventually contribute to broader environmental resilience and national character development.

CONCLUSIONS

The results of this study indicate that the Implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle through the Waste Utilization Project has an effect on increasing the Environmental Awareness of Students at SMAN 1 Simpang Ulim. The level of students' environmental awareness is generally in the moderate category, with the highest percentage being 35%. This indicates that although the program has run well, it still needs strengthening in its implementation. The waste utilization project has proven effective in teaching the values of environmental care, creativity, and responsibility. Students demonstrate active involvement and enthusiasm in environmentally oriented activities. The collaboration between teachers and students in project activities supports the formation of student character in accordance with the dimensions of the Pancasila Student Profile, especially in the aspects of mutual cooperation, independence, and sustainability.

Based on the above conclusions, the researcher suggests: For schools: It is hoped that the implementation of P5 with the theme of sustainable lifestyles will continue to be developed and provided with intensive guidance so that students' environmental awareness can increase from the moderate category to high or even very high. For teachers: It is necessary to continue to innovate in project-based learning methods that are relevant to environmental issues so that students are more motivated and able to apply the values of sustainability in their daily lives. For students: It is hoped that they will not only participate in project activities as school assignments, but will be able to internalize environmental values into their daily habits, such as managing waste and saving natural resources. For further researchers: It is recommended to conduct further research with a wider range of variables or using mixed methods in order to gain a deeper understanding of the impact of the P5 project on students' character.

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