



The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

Nofi Fatmawati

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia
Jl. Mayor Sujadi No.46, Tulungagung, 66221
nofiwati05@gmail.com

Nur Isroatul Khusna*

UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia
Jl. Mayor Sujadi No.46, Tulungagung, 66221
ni.khusna26@uinsatu.ac.id

* Corresponding Author

Abstract

The current environmental conditions are very worrying and cause various problems. Environmental problems are caused by human greed and lack of concern and responsibility in utilizing nature. Efforts to overcome this problem are by implementing environmental education through the Strengthening Pancasila Students Profile (P5) Project activities with the theme of sustainable living. Because all levels of society must share a caring attitude towards the environment, including students, this research aims to determine how implementing the P5 theme of sustainable living increases students' environmental care attitudes. This research approach uses a quantitative associative type in the form of a cause-and-effect relationship. The research location at Gandusari Trenggalek Islamic Junior High School is in Melis Village, Gandusari District, Trenggalek Regency. The sampling technique used proportional random sampling with 44 respondents from all 123 class VIII students. Data collection uses interviews, questionnaires, and documentation. The research results show that implementing the P5 theme of sustainable living entitled "Hijau Tamanku Asri Sekolahku (my green garden, my beautiful school)" influences increasing students' environmental care attitudes by 35.4 percent. This research has implications for educational units that implement the P5 theme of sustainable living because it can increase students' environmental care attitudes to overcome environmental problems.

Keywords: *environmental care attitude; project for strengthening the profile of Pancasila students (P5); junior high school students*

Received: 01-04-2024; Accepted: 28-04-2024; Published: 30-04-2024.

INTRODUCTION

The environment plays an essential role in supporting the lives of every living creature in it (Wibowo, 2020). Humans have a role and obligation to protect and maintain the environment around them. According to Keraf in Astari (2019), he explains that environmental conditions nowadays are very worrying and environmental problems are emerging. Environmental problems have become widespread and spread to various places and are more serious globally due to human behavior. The occurrence of global warming and extreme climate change is one form of environmental problem resulting from human greed.

Based on BMKG analysis in September 2023, from 116 observation stations, there was an average increase of 0.4°C, which included the fourth-highest temperature deviation value during the observation period since 1981 (BMKG, 2023). Climate change is indeed occurring on Earth and within it. If the global average temperature increases by 1 °C, it will increase the occurrence of disasters on Earth (Ainurrohmah & Sudarti, 2022). Disasters can be natural or unnatural, resulting in casualties, environmental damage, material damage, and psychological trauma to a person (Wekke, 2021).

The National Disaster Management Agency recorded that from 2020 to April 2023, many natural disasters occurred in Indonesia. Disasters that frequently occurred were 2089 cases of landslides, 1906 cases of floods, 1630 cases of tornadoes, 442 cases of forest and land fires, 85 cases of floods and landslides, and 78 cases of abrasion (BNPB, 2023). One of the factors causing the rise of disasters is human behavior, which can damage the environment. Many people lack public awareness and knowledge to protect the environment. Apart from that, it is also due to the lack of a sense of responsibility for using nature that has not been instilled in humans.

This lack of environmental care is also found in the Gandusari Trenggalek Islamic Junior High School. Based on the preliminary interviews with one of the accompanying teachers for the P5 program on the theme of sustainable living, it is known that (1) Gandusari Trenggalek Islamic Junior High School has implemented the Merdeka Curriculum with P5 activities, namely getting students used to picketing, providing material related to global warming, and planting plants according to the geographical conditions of the environment as well as reforestation practices by planting ornamental plants and toga, (2) Gandusari Trenggalek Islamic Junior High School is not an Adiwiyata school, (3) many students throw rubbish under tables and next to the back windows of the school, (4) students do not care for the plants around the class, which is an obligation for each class, and (5) students have never practiced sustainable living, only getting it through social studies and natural sciences subject matter (Ni'matul, 2023). Learning that is only material means that students lack learning experience, so there is a need for practical activities (Suryantika & Aliyyah, 2023).

The solution that can be taken to create a healthy living environment that maintains its sustainability is to instill an attitude of caring about the environment in a person from childhood. The process of changing human attitudes can be carried out with the help of

The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

education because education plays an essential role in advancing in various fields (Khusna, 2018). Following *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (2003), article 3 relates to the role of education in the national education system. The Strengthening the Pancasila Student Profile (P5) project initiated by the Ministry of Education and Culture is a further step in implementing the Merdeka Curriculum in education to develop superior human resources (HR) skills and be in line with the Pancasila student profile (Khusna et al., 2022). Based on the name, P5 is implemented through Project Based Learning. The Pancasila Student Profile character values are strengthened by providing opportunities for students to gain learning experiences from a more active, interactive, and contextual environment. The hope is that from this activity, students can apply the knowledge they have gained at school daily (Robi & Khabibah, 2023).

Sustainable living is one of the themes studied in the Merdeka Curriculum at the junior high school level in class VII. Sustainable living is a habit of paying attention to the environment and being aware of the consequences of actions to be taken. Through this sustainable lifestyle, it is hoped that humans will be able to minimize negative activities that can damage the environment (Saraswati & Anityasari, 2012). A sustainable lifestyle includes essential values from the Pancasila student profile, including a noble attitude towards nature. This theme helps students understand the consequences of human behavior, both in the short and long term, on survival in the world. Therefore, students can increase their awareness of the importance of caring for the environment and understanding the potential sustainability crisis around them. This will help students face these challenges and reduce the risks (Maulida & Tampati, 2023).

Based on research by Astuti (2018), Maulida & Tampati (2023), Mauliyana et al. (2023), and Robi & Khabibah (2023), it is known that efforts to overcome the problem of a lack of environmental care attitudes are reasonable through implementing environmental education through implementing project-based activities like P5. Implementing P5 has been proven to significantly influence the shaping of student character following the Pancasila Student Profile. P5 improved students' critical reasoning character. Therefore, this research aims to analyze the effect of implementing P5 on increasing students' environmental care attitudes at Gandusari Trenggalek Islamic Junior High School with themes, types, and activities different from previous research (Rahmawati et al., 2023). Based on this, further research is needed to determine the effect of implementing the P5 theme of sustainable living, which will increase students' attitudes toward environmental caring. Implementing the P5 theme of sustainable living is believed to overcome existing problems. The implications of this research include various analyses closely related to implementing the P5 theme of sustainable living. This allows researchers to recommend further development of the implementation of the P5 program in educational units in the future based on the variables that have been studied. The aim is to overcome environmental problems effectively through a targeted and measurable educational approach.

METHOD

This research approach uses quantitative associative types in the form of casual relationships. Associative type to test a hypothesis that the variable used has a significant influence or relationship with other variables (Sugiyono, 2019). The research was conducted by surveying a sample that represents the student population. This research uses two variables, namely the independent variable and the dependent variable. The independent variables from this research are the variables used in the project to strengthen the profile of Pancasila students, namely holistic, contextual learning, and exploratory student-centered learning (Aditomo et al., 2022). Next, the dependent variable used is the environmental care attitude variable, which was adopted from several studies by Arselia (2023), Astari (2019), and Riskina & Listyaningsih (2019). The environmental care attitude consists of preserving the surrounding environment, managing waste, maintaining the school environment, and getting used to saving energy.

This research was carried out on January 9-27, 2024. The research location at Gandusari Trenggalek Islamic Junior High School was in Melis Village, Gandusari District, Trenggalek Regency. The population of this study was all class VIII students, with a total of 123 students. Researchers only used a sample of 44 students as research respondents, following the theory by Sugiyono (2019) that around 30 to 500 people were taking research samples. Sampling was adjusted to the population proportion, so the sampling technique used was proportional random sampling.

Data collection techniques in this research used interviews, questionnaires, and documentation. Before distributing the questionnaire to students, the research instrument was tested for validity and reliability. The instrument used in this research was a closed questionnaire with 36 statements. Closed questionnaires provide answers with certain conditions to be filled in by respondents, such as strongly agree, agree, disagree, and strongly disagree. The answer choices for each statement can be measured using a Likert scale. This Likert scale measures respondents' answers based on the level of agreement or disagreement with the statements given (Purwanto & Sulistyastuti, 2017).

Data management in this research used the SPSS 25.0 (Statistics for Social Science) assistance program. Before carrying out data analysis, researchers first carried out normality tests and linearity tests. The data analysis technique was carried out using a simple linear regression test. This was done to analyze whether the Project for Strengthening the Pancasila Student Profile (P5) with the theme of sustainable living influenced students' environmental care attitudes. The research hypothesis is as follows:

H_0 : The Project for Strengthening the Profile of Pancasila Students (P5) has no influence on the theme of sustainable living and increasing the environmental care attitude of Gandusari Trenggalek Islamic Junior High School students.

H_a : The Project for Strengthening the Profile of Pancasila Students (P5) influences the theme of sustainable living and increases the environmental care attitude of Gandusari Trenggalek Islamic Junior High School students.

The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

The stages of this research are explained in chart one below.

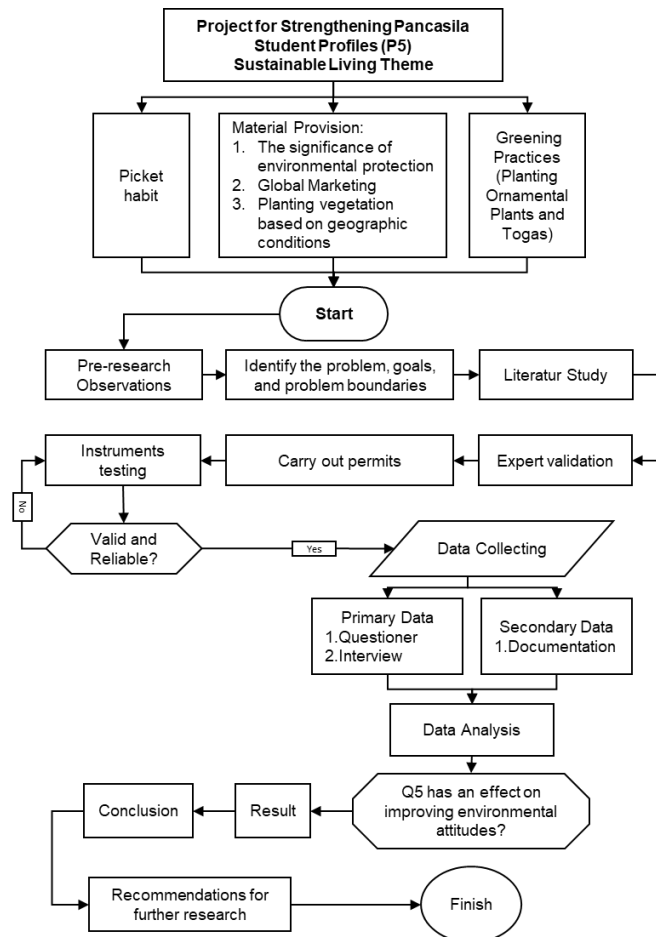


Figure 1. Research Procedure

RESULTS AND DISCUSSION

Result

The questionnaire was used to measure the effect of implementing the P5 theme of sustainable living on increasing students' environmental care attitudes at Gandusari Trenggalek Islamic Junior High School. The following are the results of data acquisition based on research that has been carried out in the field:

Instruments Testing

1) *Validity test*

Based on testing on 31 students and a significance level of 5%, the r-table value obtained is 0.355. The results of data acquisition showed that $r\text{-count} > 0.355$. Therefore, it can be concluded that this research instrument is valid and can be used effectively in data collection.

2) *Reliability test*

Based on testing, the Cronbach Alpha value in the P5 aspect of the sustainable living theme was 0.873, and the aspect of caring for the environment was 0.856. Thus, the data obtained

shows a Cronbach Alpha value > 0.60. Therefore, it can be concluded that this instrument data is very reliable (concrete).

Analysis Prerequisite Test

1) *Normality test*

Normality testing uses the Lilliefors Test method; the significance value obtained is 0.200. Based on the results, the significance value is greater than the predetermined significance level, namely $0.200 > 0.05$, it can be concluded that the data is categorized as having a normal distribution.

2) *Linearity test*

The linearity test in data processing shows a significance value for Deviation from Linearity of 0.758, which is greater than the significance level set at 0.05, namely $(0.758 > 0.05)$. Therefore, it can be concluded that the data has a linear relationship. The results of the linearity test calculations are in Table 1 below.

Table 1. Linearity test results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Attitude of Caring for the Environment * Project for Strengthening the Profile of Pancasila Students (P5) Sustainable Living Theme	Between Groups	(Combined)	820,917	16	51,307	1,947	,061
		Linearity	542,036	1	542,036	20,574	,000
		Deviation from Linearity	278,881	15	18,592	,706	,758
	Within Groups		711,333	27	26,346		
Total		1532,250	43				

Source: research data analysis (2024)

Hipotesis test

1) *Simple Linear Regression Analysis*

Table 2. Simple linear Analysis test results

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14,778	9,200		1,606	,116
P5 Sustainable Living Theme	,729	,152	,595	4,795	,000

a. Dependent Variable: environmental care attitude

Source: research data analysis (2024)

Based on the analysis from Table 2 above, the significance value of the test results is 0.00, with a significance level of 0.05. This indicates $0.00 < 0.05$, so the hypothesis H_0 is rejected, and H_a is accepted. Furthermore, based on the analysis of the count and stable values, the count value was 4.795, and the table value was 2.01808. The count value is greater than the table

The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

value, $4.795 > 2.01808$, so the H_a hypothesis is accepted. Thus, it can be concluded that H_a means that the independent variable (P5 theme of sustainable living) influences the dependent variable (environmental care attitude).

2) *Correlation Coefficient Test*

Table 3. Correlation coefficient test result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 ^a	0,354	0,338	4,856
a. Predictors: (Constant), P5 Sustainable Living Theme				
b. Dependent Variable: environmental care attitude				

Source: research data analysis (2024)

Based on Table 3, the results of the correlation coefficient test above show that the correlation coefficient (R) value is 0.595, indicating a positive relationship between the P5 variable with the theme of sustainable living and the environmental care attitude variable. The correlation value is between 0.40 and 0.599, indicating that the relationship between the two variables can be categorized as moderate. Thus, it can be concluded that the relationship between the variable P5 theme of sustainable living and the environmental care attitude variable is classified as moderate. This shows that the P5 ema of sustainable living significantly influences environmental care attitudes at Gandusari Trenggalek Islamic Junior High School.

3) *Determination Coefficient Test*

Table 4. Determination coefficient test result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.595 ^a	0,354	0,338	4,856
a. Predictors: (Constant), P5 Sustainable Living Theme				
b. Dependent Variable: environmental care attitude				

Source: research data analysis (2024)

Table 4 shows the results of the coefficient of determination test, and the R Square value is 0.354. This indicates that around 35.4% of the independent variable (P5 sustainable living theme) influences the dependent variable (Environmental Care Attitude). Furthermore, 64.9% is influenced by other factors not included in the variables studied.

Discussion

Based on the results of the research that has been carried out, P5, with the theme of sustainable living, has had a significant and positive influence on increasing students' environmental care attitudes at Gandusari Trenggalek Islamic Junior High School for the

2022/2023 academic year. The magnitude of the influence is 35.4%, which is included in the medium category with the title "*Hijau Tamanku Asri Sekolahku (My Green Garden, My Beautiful School)*". P5 sustainable living theme helps students to improve environmental care attitudes such as cleaning the school environment, recognizing the importance and ways of protecting the environment, using organic waste to become fertilizer, recognizing plants that suit the geographical conditions of their environment, and greening practices by planting ornamental plants and toga to continue on care and process of growing plants and saving energy. After carrying out this activity, the school environment became more beautiful and cooler. This project can be implemented well because it encourages students to be more active, interactive with others, confident, independent, creative, innovative, work together, and think holistically. Students who are active in following the P5 theme of sustainable living can enable students to have learning experiences so that later they can be put into practice again in their respective home environments.

P5 is effective in increasing environmental care because it teaches students to understand the impact of human behavior on the survival of the world and the surrounding environment, both in the short and long term. It also helps to build awareness of being environmentally friendly, learning about sustainability risks that may occur in the surrounding environment, and attitudes to mitigate these risks (Aditomo et al., 2022). Learning through P5 involves students observing the school environment and encourages them to find solutions to existing problems. Students are actively involved in all project stages, starting from the planning process, implementation, and work performance. This allows students to develop their skills and increase their sense of belonging to the school environment (Mauliyana et al., 2023). Thus, implementing the P5 theme of sustainable living at Gandusari Trenggalek Islamic Junior High School aims to educate students about environmental issues and to form proactive attitudes and behaviors in maintaining environmental sustainability.

This finding aligns with Maulida & Tampati (2023), which shows that through P5, students can develop awareness to care for the environment and understand potential sustainability crises that may occur in the surrounding environment. Environmental concern is the main factor in making environmentally friendly decisions or behavior. The level of environmental concern can be thought of as knowing or paying attention to the dangerous influence of irresponsible human behavior on the natural environment, which plays an essential role in human life (Han, 2021). This emphasizes the vital role of P5 in forming pro-environmental attitudes and behavior in students following the goals of sustainability education. Therefore, students are prepared to face and make every effort to reduce the risks that will occur. The sustainable lifestyle implemented at school can be controlled at home by collaborating with the student's parents.

This is what differentiates P5 learning from project-based learning activities in extracurricular activities. P5 learning aims to achieve Pancasila Student Profile competencies, especially in this research, namely noble morals towards nature, while project-based learning

The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

aims only to achieve learning outcomes. Through this approach, students can be more active, interact, and experience the context realistically (Robi & Khabibah, 2023). This allows them to strengthen their personality in line with the principles of Pancasila based on direct experience in the surrounding environment.

CONCLUSION

Implementing the P5 theme of sustainable living influenced the increase in environmental care attitudes of Gandusari Trenggalek Islamic Junior High School students by 35.4% and was included in the medium category. This indicates that implementing P5 has significantly impacted increasing students' attitudes toward environmental care. This shows that the P5 approach to the theme of sustainable living at Gandusari Trenggalek Islamic Junior High School effectively achieves environmental education goals. P5's advantages in learning encourage students to be more active, interactive with others, confident, independent, creative, and innovative, work together and think holistically. In this way, students actively following the P5 theme of sustainable living can have learning experiences that can later be put into practice in their respective home environments.

The researcher provides recommendations for the research conducted to future researchers and educational units that the implementation of environmental education through the P5 theme of sustainable living has had a good effect in increasing the Pancasila Student Profile, namely having a noble character towards nature, manifested by a caring attitude towards the environment. Therefore, it is possible to carry out further research related to P5. Apart from that, the head of the education unit, researchers also recommend further development of the implementation of the P5 program in the future as a form of effort to overcome environmental problems with more varied types of activities so that they can obtain maximum results.

REFERENCES

- Aditomo, A., Anggraena, Y., Ginanto, D., Felicia, N., Andiarti, A., Herutami, I., Alhapip, L., Iswoyo, S., Hartini, Y., & Mahardika, R. Li. (2022). *Panduan Pembelajaran dan Asesmen Pendidikan Anak Usia Dini, Pendidikan Dasar, dan Menengah*. Badan Standar, Kurikulum, dan Asesmen Pendidikan.
- Ainurrohmah, S., & Sudarti, S. (2022). Analisis Perubahan Iklim dan Global Warming yang Terjadi sebagai Fase Kritis. *Phi: Jurnal Pendidikan Fisika dan Terapan*, 8(1), 1-10. <https://doi.org/10.22373/p-jpft.v3i3.13359>.
- Arselia, S. C. (2023). *Pengaruh Penerapan Program Sekolah Adiwiyata Terhadap Sikap Peduli Lingkungan Peserta Didik Di SMP Negeri 14 Tangerang Selatan* [Bachelor Thesis, FITK UIN Syarif Hidayatullah Jakarta].
- Astari, T. (2019). *Sikap Kepedulian Lingkungan Siswa Kelas VII SMPN 4 Siak Hulu Melalui Program Adiwiyata Tahun Ajaran 2018/2019* [Bachelor Thesis, Universitas Islam Riau].

- Astuti, T. (2018). *Pengaruh Metode Proyek Terhadap Karakter Peduli Lingkungan Anak Usia 5-6 Tahun di TK Aisyiyah Bustanul Atfhal 05 Kepulauan Dadap Kota Medan* [Universitas Negeri Medan].
- BMKG. (2023). *Informasi Parameter Iklim*. BMKG (Badan Meteorologi, Klimatologi, dan Geofisika).
- BNPB. (2023). *Data Informasi Bencana Indonesia (DIBI)*. Badan Nasional Penanggulangan Bencana.
- Han, H. (2021). Consumer behavior and environmental Sustainability in Tourism and Hospitality: A Review of Theories, Concepts, and Latest Research. *Journal of Sustainable Tourism*, 29(7), 1021–1042. <https://doi.org/10.1080/09669582.2021.1903019>.
- Khusna, N. I. (2018). Karakteristik Demografi, Sosial dan Ekonomi Tenaga Kerja Wanita (TKW) Kecamatan Sendang Kabupaten Tulungagung. *Martabat: Jurnal Perempuan Dan Anak*, 2(1), 27–51.
- Khusna, N. I., Sumarmi, Bachri, S., Astina, I. K., Nurhayati, D. A. W., & Shresthai, R. P. (2022). New Technologies for Project-Based Empathy Learning in Merdeka Belajar (Freedom to Learn): The Use of inaRISK Application and Biopore Technology. *International Journal of Interactive Mobile Technologies (iJIM)*, 16(22), 94-110. <https://doi.org/10.3991/ijim.v16i22.36153>.
- Maulida, U., & Tampati, R. (2023). Gaya Hidup Berkelanjutan Melalui Proyek Penguatan Profil Pelajar Pancasila. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 6(1), 14-21. <https://doi.org/10.51476/dirasah.v6i1.453>.
- Mauliyana, T., Fatima, Y. D., Dinina, S., Lestari, W. P. I., Astuti, T., Sari, S. P. M., Ulfa, E., As, D. O., Kurniasari, F., Sanda, G. D., & Hudaidah, H. (2023). Implementasi Proyek Pengelolaan Sampah Untuk Menumbuhkan Nilai Profil Pelajar Pancasila pada Peserta Didik di SD Negeri 149 Palembang. *Martabe: Jurnal Pengabdian Kepada Masyarakat*, 6(5), 1636-1648. <https://doi.org/10.31604/jpm.v6i5.1636-1648>.
- Ni'matul, S. R. (2023). *Wawancara dengan Guru Pendamping P5 tema Kehidupan Berkelanjutan*.
- Purwanto, E. A., & Sulistyastuti, D. R. (2017). *Metode Penelitian Kuantitatif Untuk Administrasi Publik dan Masalah-Masalah Sosial*. Gava Media.
- Rahmawati, E., Wardhani, N. A., & Ummah, S. M. (2023). Pengaruh Proyek Profil Pelajar Pancasila terhadap Karakter Bernalar Kritis Peserta Didik. *Jurnal Educatio FKIP UNMA*, 9(2), 614-622. <https://doi.org/10.31949/educatio.v9i2.4718>.
- Riskina, M. D., & Listyaningsih. (2019). Studi Deskriptif Tentang Sikap Peduli Lingkungan Melalui Program Sekolah Adiwiyata di SMAN 2 Pamekasan. *Kajian Moral Dan Kewarganegaraan*, 7(1), 1–15.

The influence of the project for strengthening the profile of Pancasila Students on increasing Students' environmental care attitudes at SMP Islam Gandusari, Trenggalek

- Robi, M., & Khabibah, T. (2023). Implementasi pendidikan karakter mandiri dalam P5 Gaya Hidup Berkelanjutan kelas X di SMA Negeri 1 Parung. *LOGOS Jurnal Ilmiah Pendidikan Dan Ilmu Sosial*, 2(01), 29–33.
- Saraswati, M. I. N. P., & Anityasari, M. (2012). Analisis Gaya Hidup Berkelanjutan (Sustainable Lifestyle) Siswa-Siswi SMA di Surabaya dan Upaya Perbaikannya. *Jurnal Teknik ITS*, 1(1), 561–566.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Suryantika, I., & Aliyyah, R. R. (2023). Implementasi Kurikulum Merdeka: Strategi Pembelajaran di Luar Kelas pada Sekolah Dasar. *Karimah Tauhid*, 2(6), 3103–3134.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. (2003).
- Wekke, I. S. (2021). *Mitigasi Bencana*. Penerbit Adab.
- Wibowo, E. W. (2020). Analisis Pendidikan Karakter Religius, Peduli Sosial dan Peduli Lingkungan Terhadap Kedisiplinan (Studi Kasus Mahasiswa Administrasi Perkantoran Politeknik LP3I Jakarta). *Jurnal Lentera Bisnis*, 9(2), 31-38. <https://doi.org/10.34127/jrlab.v9i2.379>