

Strengthening Ecological Awareness through the Pancasila Student Profile Project: Evidence from a Private Senior High School in Medan

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ABSTRACT

This study investigates the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle at SMAS Budisatrya Medan. Rising waste accumulation and declining ecological awareness among students underscore the need for educational intervention. The research specifically aims to describe how P5 is carried out and how students, teachers, and the school perceive its impact. Using a qualitative approach through observation, interviews, and documentation, the study engaged students, teachers, and the principal as participants. The findings show that students actively participated in waste sorting, recycling, and reforestation, which nurtured ecological awareness and values of discipline, responsibility, and cooperation. Teachers highlighted that P5 was more effective than conventional classroom learning because it provided direct experiential engagement, although limited facilities, time constraints, and uneven motivation were noted as challenges. The principal emphasised that P5 aligned with the school's vision of fostering environmentally responsible characters but required family and community reinforcement. In conclusion, this study proves that P5 enhances ecological awareness and strengthens character formation through experiential learning, with sustainability hinging on wider stakeholder involvement.

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1. INTRODUCTION

Education is a strategic instrument for shaping young generations who are intellectually capable and equipped with strong character, social sensitivity, and ecological responsibility [1]. However, environmental challenges in urban areas—such as pollution, waste accumulation, flooding, and ecosystem degradation—show that students' ecological awareness remains limited [2]. Ecological awareness is understood as an individual's ability to recognise the reciprocal relationship between humans and nature, while fostering attitudes

of care, responsibility, and sustainability in daily life [3]. This gap between environmental crises and students' ecological behaviours demonstrates the urgency of strengthening ecological awareness through education.

To respond to this challenge, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the Profil Pelajar Pancasila (PPP) as a national vision of character education, consisting of six dimensions: faith and devotion to God Almighty with noble character, global diversity, cooperation, independence, critical reasoning, and creativity [4]. One of the key vehicles for achieving this vision is the *Projek Penguatan Profil Pelajar Pancasila* (P5), which integrates experiential learning with contextual issues, including ecological themes. Through P5, students are expected to learn and practice Pancasila values in real-world contexts [5].

At SMAS Budisatrya Medan, the P5 project has been directed toward strengthening ecological awareness to address specific urban issues such as inadequate waste management, high levels of air pollution, and the decline of green open spaces. Students actively engage in environment-based projects such as sorting waste, recycling into creative products, and promoting eco-friendly lifestyles. These practices align with the goals of national education to prepare graduates who are academically strong, morally grounded, and ecologically responsible.

Previous studies have shown that P5 can serve as a strategic platform for instilling character values. For instance, Pramono & Wulandari found that P5 fosters collaboration and critical thinking [6], while Rahmawati highlighted its role in promoting independence and creativity among learners. However, these studies tend to remain descriptive and centred on public schools. Farhana & Cholimah linked P5 to project-based learning (PjBL) but did not explicitly integrate Education for Sustainable Development (ESD), leaving the ecological dimension insufficiently addressed [7]. Internationally, studies such as Tilbury [8] and UNESCO confirm that PjBL can enhance environmental literacy, but their frameworks have rarely been applied in the specific context of Indonesia's P5 program. Thus, while P5 has been widely studied, few works directly examine its role in strengthening ecological awareness, particularly in private urban high schools facing unique environmental challenges [9].

Theoretically, this study draws upon the P5 framework, PjBL pedagogy, and ESD principles. The P5 framework provides a holistic character-based model, PjBL emphasises experiential and inquiry-based learning [10], and ESD highlights sustainability as a core value of education [11]. Integrating these three perspectives allows for a more comprehensive approach to developing ecological awareness encompassing knowledge, attitudes, intentions, and real-world actions.

Addressing this gap, the present study investigates the implementation of the P5 project at SMAS Budisatrya Medan by comprehensively measuring students' ecological awareness and linking it to the six dimensions of the Pancasila Student Profile. The novelty of this research lies in explicitly integrating PjBL with ESD principles within the P5 framework in a private urban high school setting.

Therefore, this study examines how the P5 project, integrated with PjBL and ESD, enhances ecological awareness among students at SMAS Budisatrya Medan. The findings

are expected to theoretically contribute by enriching the discourse on P5 and ecological awareness, practically by offering a replicable model for schools, and socially by supporting the national education agenda to produce a generation of environmentally responsible citizens.

2. METHOD

This study employs a qualitative approach as it allows the researcher to explore educational phenomena in a deep, contextual, and naturalistic manner, particularly regarding the implementation of the *Projek Penguatan Profil Pelajar Pancasila (P5)* in enhancing students' ecological awareness [12].

The research subjects consist of the main informant 1 principal, key informant 4 teachers, 10 students, and supporting informant 1 administrative staff at SMAS Budisatrya Medan. Students were selected based on their active participation in the P5 project with the theme "Sustainable Lifestyle," while teachers and the principal were chosen for their direct involvement in planning, supervising, and evaluating the program. Informants were determined using purposive sampling by selecting participants most relevant to the research objectives.

Data were collected through three main techniques. First, in-depth interviews were conducted with students, teachers, and the principal to gather information about their experiences, challenges, and perceptions regarding P5 implementation. Second, participant observation was carried out during project activities, such as waste recycling, eco-friendly product creation, and school-based green practices, to observe student engagement directly. Third, document study complemented the data, including project reports, activity photos, lesson plans, and student portfolios [13]. Data was collected over three months, covering the entire Sustainable Lifestyle project theme cycle.

Data analysis followed the interactive model of Miles and Huberman [14], consisting of three stages: data reduction, data display, and conclusion drawing/verification. This process was conducted continuously and iteratively from the start of data collection until patterns were identified that explained the relationship between P5 implementation and the enhancement of students' ecological awareness [15].

To ensure data validity, triangulation was applied in three forms: source triangulation (comparing data from students, teachers, and documents), method triangulation (comparing interviews, observations, and documentation), and time triangulation (collecting data at different points throughout the project). This strategy strengthened the credibility and reliability of the findings [16].

Ethical considerations were strictly maintained throughout the study. Prior informed consent was obtained from all participants, including parental consent for students under 18 years old. Participant confidentiality and anonymity were assured by using pseudonyms and securing all research data. The school principal and relevant authorities formally approved the study at SMAS Budisatrya Medan.

Through this methodology, the study is expected to provide a comprehensive understanding of how P5 is implemented in a private urban high school context, how students respond to project-based ecological learning, and how the program enhances their

ecological awareness. The qualitative approach is appropriate as it emphasises the meaning, processes, and dynamics of Pancasila-based education in real educational settings.

3. RESULTS AND DISCUSSION

In this research, researchers use observation and interviews to collect data. Based on the interview results, the researcher found that the How Project Strengthening Profile Students Pancasila implemented in activity learning, as well as various challenges and opportunities in increasing awareness of ecological students at Budisatrya Senior High School, Medan.

3.1. Results

3.1.1 Implementation Activities

At SMAS Budisatrya Medan, implementing the Pancasila Student Profile Strengthening Project (P5) with the theme Sustainable Lifestyle was carried out through carefully planned activities that connected classroom learning with real-life ecological practices. Teachers began the process by contextualising environmental issues directly related to students' lives, such as the problem of plastic waste, the common practice of littering, and the gradual disappearance of green open spaces in Medan. These issues became entry points for group discussions, where students were encouraged to exchange ideas, identify local problems, and design small-scale ecological actions that could be realistically implemented.

The project was not limited to theoretical discussion but was translated into concrete practices. Students actively participated in sorting waste into categories, recycling used materials into creative and functional products, and planting trees and plants in the limited green areas available around the school. These activities were designed to embody the 3R principles—reduce, reuse, and recycle—through authentic experiences. A teacher (RHL) explained how the activities were received:

“Students made trash bins from used goods, collected waste at school, practised the 3R principles, and created useful products from waste. The students responded positively and showed improved environmental awareness, although not yet maximally.”

The role of teachers extended beyond giving instructions. They acted as facilitators who motivated students, guided group work, and organised reflection sessions after every activity. These reflections created a space for students to share their experiences, evaluate their challenges, and identify the values of cooperation, independence, and responsibility that emerged during the project. Thus, P5 was an ecological project and a contextual learning process that internalised the core values of the Pancasila Student Profile.

3.1.2 Student Behavioural Changes

One of the most significant findings in implementing the P5 project was the gradual shift in students' behaviour toward greater ecological awareness. Data from interviews and observations revealed that students began to apply the lessons they learned from project activities into their daily school routines. Some students became more consistent in throwing trash into designated bins, while others took the initiative to remind their peers to maintain

cleanliness in the classroom and school yard. Though seemingly simple, these small actions reflected the beginnings of internalised ecological responsibility.

A student (JA) highlighted this change in his daily behaviour:

“Yes, I feel more concerned because I understand the environment must be protected. Now I am more diligent in throwing trash in its place.”

Another student (HA) described his engagement in various activities and expressed pride in the outcomes:

“During the project, I participated in planting trees, cleaning the school environment, and group discussions about environmental problems. I liked the waste management project the most, because I could learn to utilize waste into something useful.”

These accounts suggest that P5 provided not only knowledge but also an experiential platform where ecological values could be practised and reinforced. Students felt proud of their contributions, and this sense of achievement motivated them to adopt responsible habits. Over time, these practices contributed to an emerging ecological culture within the school, where students became more conscious of their surroundings and were willing to act collaboratively for environmental preservation.

3.1.3 Challenges in Implementation

Although the project demonstrated positive outcomes, several challenges that limited its effectiveness emerged. A major challenge concerned the uneven levels of student motivation. While some students showed strong enthusiasm and genuine interest, others approached the project with minimal engagement, perceiving it merely as a formal school obligation that had to be fulfilled. Teachers admitted that sustaining consistent student engagement was difficult, particularly for those less inclined toward non-academic or extracurricular activities. A teacher (MD) reflected on this issue:

“The main challenge is maintaining consistent student engagement, especially for those who are less enthusiastic in non-academic activities.”

Another challenge was the limitation of school facilities. The lack of adequate green spaces constrained reforestation projects, and the absence of a school waste bank made long-term recycling efforts difficult to sustain. Students also voiced concerns about limited tools and materials, which often hampered the smooth execution of projects. A student (MFR) mentioned the difficulty of balancing academic tasks with project activities:

“Sometimes it is difficult to divide time between schoolwork and P5 activities. The project materials are also limited—challenging for us.”

Moreover, observations indicated that ecological behaviour was inconsistent outside structured project sessions. While students often displayed responsibility during supervised activities, some still reverted to unsustainable habits, such as carelessly discarding trash or using resources excessively, when not monitored. The lack of external reinforcement from families and the community compounded this inconsistency. Without strong support outside the school environment, the values instilled during P5 risked being temporary rather than fully integrated into students’ daily lives.

3.1.4 Perceptions of Implementation

Despite these challenges, perceptions of the P5 project were overwhelmingly positive among students, teachers, and school leaders. The project was a new learning experience for students beyond traditional classroom methods. Some admitted that initially they saw the activities as burdensome, but over time they discovered meaning and pride in their participation. A student (AH) reflected on his personal experience:

“At first, I did not understand, but after making crafts from organic waste with my friends, I felt proud of the results. I realised that protecting the environment is important for keeping the school clean and beautiful.”

Teachers viewed the project as an effective medium for internalising the values of the Pancasila Student Profile while simultaneously fostering ecological awareness. They acknowledged the challenges of limited facilities and inconsistent motivation but recognised real changes in students’ attitudes and behaviours. Meanwhile, school leadership assessed the project as being in line with the institution’s vision of producing graduates who are academically capable, socially responsible, and environmentally conscious. A headmaster (MA) expressed this perspective:

“I see real change. Students are more disciplined, caring, and responsible for maintaining the school environment. This project aligns with our school’s vision.”

Overall, the P5 project was perceived as a valuable innovation that enriched students’ learning experiences and brought the school community closer to its long-term goals. However, for the project to be sustainable, it requires stronger collaboration with external stakeholders, greater resource support, and continued innovation to maintain student enthusiasm.

3.2 DISCUSSION

Implementation of the Pancasila Student Profile Strengthening Project (P5) in Increasing Students’ Ecological Awareness

The implementation of the Pancasila Student Profile Strengthening Project (P5) at Budisatrya Senior High School in Medan aims to develop environmentally conscious students capable of preserving nature and cultivating a sustainable lifestyle. As part of the Independent Curriculum, P5 emphasises project-based learning that provides students with real-world experiences addressing environmental issues.

Theoretically, this approach is aligned with Thomas Lickona’s Character Education Theory [17], which emphasises three key aspects: *knowing the good* (moral knowing), *desiring the good* (moral feeling), and *doing the good* (moral behaviour). In an ecological context, P5 fosters cognitive understanding of environmental preservation, affective concern, and habitual environmentally friendly actions. This strengthens the notion that education must bridge cognition and behaviour to create sustainable ecological practices.

In addition, the concept of human ecology underscores the reciprocal relationship between humans and the environment [18]. Through P5, students are guided to recognise that small actions—such as reducing plastic use, planting greenery, and recycling—can significantly impact ecosystem sustainability. This human-environment perspective lets

students experience firsthand the interdependence between their actions and environmental outcomes.

Findings at Budisatrya Senior High School indicate that the P5 theme *Sustainable Lifestyle* has enhanced ecological awareness through student participation in practical projects like reforestation, recycling, and waste sorting. These activities confirm earlier research [19], showing that Pis is a transformative medium that shapes students' values, attitudes, and behaviours. Moreover, related studies, Komala et al. [20] and Fauzi and Sari [21] highlight how project-based ecological activities foster critical thinking, cooperation, and social responsibility. Teacher facilitation—encouraging discussion, reflection, and independent project design—further aligns with student-centred learning principles [22],

Interestingly, some students initially lacked enthusiasm toward ecological projects, treating them as formal requirements rather than meaningful experiences. This echoes findings by Eviana and Susilo [23] who argue that intrinsic motivation is critical for environmental education success. However, as students witnessed tangible outcomes, such as creating useful products from recycled waste, pride and ownership gradually developed, indicating that experiential learning can stimulate internal motivation over time [24].

Thus, P5 at SMAS Budisatrya Medan illustrates how integrating character education, human ecology, and collaborative project-based learning produces a holistic model for building ecological awareness, extending beyond knowledge acquisition to forming sustainable habits.

Challenges in Implementing the P5 Project

While the P5 project shows promise, several challenges emerged during implementation. First, student motivation was uneven. While some students eagerly engaged in reforestation and waste management, others displayed minimal interest. This reflects student psychology, where motivation is shaped by values and factors such as academic workload, extracurricular commitments, and peer influence. Puspitasari & Rachmadtullah highlight that intrinsic motivation is a decisive factor in sustaining engagement; hence, schools must adopt strategies such as gamification, rewards, or integration with students' daily lives to sustain participation [25].

Second, facility limitations posed significant obstacles. The lack of adequate waste bins, green space, and recycling media hindered innovation. This resonates with resource-based education theories (which stress that material resources are integral to effective experiential learning. Without sufficient infrastructure, students cannot translate ecological concepts into practice [26].

Third, inconsistent ecological behaviour was noted. Some students reverted to old habits, such as littering, once outside formal project contexts. This reflects Lyesmaya & Uswatun's findings that ecological awareness requires long-term habituation, role modelling, and repeated practice to ensure continuity [27].

Fourth, external support from families and communities was limited. Although students engaged in ecological activities at school, many did not receive reinforcement at home. Utami argues that school-based environmental education is more effective when

parents and communities reinforce ecological habits, as children learn best through imitation and consistency across contexts [28].

Practical implications emerge from these findings. Schools can overcome motivational gaps by integrating ecological activities with students' interests (e.g., technology, arts, entrepreneurship) and offering recognition for sustained participation. Facility gaps may be addressed through collaboration with local governments and NGOs for funding or resource provision. Schools should implement long-term ecological campaigns embedded in daily routines to ensure behavioural consistency, rather than one-off projects. Finally, engaging parents through workshops, community clean-up events, or eco-friendly home practices can create synergy between school and home environments.

Perceptions of Students, Teachers, and the School

The study shows that students perceive P5 as both a learning task and a character-building process. Many students reported increased awareness of cleanliness and waste management, but some still saw P5 activities as mere assignments. This indicates the need for consistent reinforcement and deeper integration into their identities. Mualifa & Wardhani argue that hands-on experiences, as provided in P5, are more effective in transforming behaviour than conventional classroom methods [29].

Teachers perceived P5 as a strategic tool for instilling ecological values, although time constraints and fluctuating student motivation were acknowledged as barriers. This is consistent with Mujahidin, Sarmini, and Setyawan, who emphasise the need for administrative and managerial support to strengthen P5. Teachers in this study also saw themselves as facilitators and mentors, not just instructors, highlighting a paradigm shift in pedagogy [30].

From the school leadership perspective, the principal affirmed that P5 aligns with the vision of character-based ecological education. Notable improvements in student discipline and awareness were observed, but the principal also emphasised that external collaboration with families and communities is crucial. Khoirunnisa et al. [31] reinforce that character education is most effective when embedded in a broader ecological culture beyond the school.

This study contributes to the literature in several ways. First, it expands the understanding of P5 beyond public schools by analysing its application in a private urban high school, where environmental challenges differ due to limited green spaces and higher pollution levels. Second, it integrates character education theory, human ecology, and PjBL with ESD principles, offering a multidimensional framework for ecological awareness development. Third, it highlights student perceptions and behavioural inconsistencies, revealing the gap between knowledge and practice. Finally, it provides practical strategies for schools to strengthen ecological education through motivation, facilities, and community involvement. Thus, the novelty of this research lies in showing how P5, when implemented with contextual adjustments, can serve as an effective ecological education model for private schools in urban Indonesia, bridging gaps in theory and practice.

4. CONCLUSION

Implementing the Pancasila Student Profile Strengthening Project (P5) with the theme of Sustainable Lifestyle at SMAS Budisatrya Medan has effectively fostered students' ecological awareness. Through real activities such as planting, waste sorting, and recycling, students gain knowledge of environmental protection and develop key character values, including responsibility, discipline, care, and cooperation. Teachers play a vital role as facilitators of contextual learning, while the school provides full support in line with its vision of nurturing a generation that is both environmentally conscious and of strong character.

Despite these positive outcomes, the project still faces several challenges. Student participation remains uneven, with some demonstrating high enthusiasm while others view the program merely as a formality. Limitations in facilities, such as the availability of green spaces and recycling media, further hinder the optimal implementation of activities. Moreover, inconsistent ecological behaviour outside the school environment and the lack of strong support from families and the community highlight the need for broader reinforcement beyond the classroom.

Based on these findings, it is recommended that future research adopt mixed-method approaches to provide a more comprehensive picture of ecological attitude changes among students. Expanding the study to other schools, integrating digital technology, and promoting cross-subject collaboration could help enhance motivation and sustain ecological practices. Most importantly, involving families and communities as stakeholders is essential to ensure that ecological values developed in schools are not only internalised by students but also consistently practised in their daily lives.

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