



## THE EFFECT OF IMPLEMENTATION OF PANCASILA STUDENTS' PROFILE STRENGTHENING PROJECT IN SHAPING ENVIRONMENTAL CARE ATTITUDES FOR ELEMENTARY STUDENTS

Bagas Priatmojo<sup>1</sup>, Muhammad Abiyyu Maulana<sup>2</sup>, Yurniwati<sup>3</sup>, Yofita Sari<sup>4</sup>

<sup>1, 2, 3, 4</sup>PGSD Universitas Negeri Jakarta, Jakarta Selatan

<sup>1</sup>[BagasPriatmojo\\_1107620271@mhs.unj.ac.id](mailto:BagasPriatmojo_1107620271@mhs.unj.ac.id), <sup>2</sup>[abeeyoum@mhs.unj.ac.id](mailto:abeeyoum@mhs.unj.ac.id), <sup>3</sup>[yurniwati@unj.ac.id](mailto:yurniwati@unj.ac.id),

<sup>4</sup>[yofita.sari@unj.ac.id](mailto:yofita.sari@unj.ac.id)

### PENGARUH PENERAPAN PROJEK PENGUATAN PROFIL PELAJAR PANCASILA DALAM MEMBENTUK SIKAP PEDULI LINGKUNGAN PADA SISWA SEKOLAH DASAR

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#### ABSTRACT

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**Abstract:** Environmental care is a preventive measure against environmental damage and an effort to repair the damage that has occurred. The purpose of the research is to determine the effect of the implementation of the Pancasila Students' Profile Strengthening Project on environmental care attitudes for 4<sup>th</sup>-grade elementary students in Benda District. The experimental research uses Pretest-Posttest Control Group Design with a quantitative research approach. Data collection instrument on environmental care attitudes uses questionnaires. The data are processed using the paired T-Test test after ensuring that the data is normal and homogeneous. The paired T-Test test results indicate  $t = 2.505$  with  $p_{value} = 0.023$ . Thus, it is concluded that there was a significant effect from the implementation of Pancasila Students' Profile Strengthening Project learning on environmental care attitudes compared to conventional learning. In this paper, there is students' improvement in waste management and environmental cleanliness. With the existence of the Pancasila Students' Profile Strengthening Project, the teacher can make it alternative learning for students that is implemented at school in order to increase their environmental awareness.

**Keywords:** Pancasila students' profile strengthening project, environmental care attitude, elementary students

**Abstrak:** Sikap peduli lingkungan merupakan suatu tindakan pencegahan terhadap kerusakan lingkungan serta upaya dalam memperbaiki kerusakan yang sudah terjadi. Tujuan penelitian untuk mengetahui pengaruh penerapan Proyek Penguatan Profil Pelajar Pancasila terhadap sikap peduli lingkungan pada siswa kelas IV SD se Kecamatan Benda. Penelitian eksperimen ini menggunakan desain Pretest-Posttest Control Group Design dengan pendekatan penelitian kuantitatif. Instrumen pengumpulan data sikap peduli lingkungan menggunakan angket. Data diolah dengan menggunakan uji paired T-Test setelah dipastikan data normal dan homogen. Hasil uji uji paired T-Test diperoleh hasil  $t = 2,505$  dengan  $p_{value} = 0,023$ . Dengan demikian, disimpulkan terdapat pengaruh yang signifikan dari penerapan pembelajaran Proyek Penguatan Profil Pelajar Pancasila terhadap sikap peduli lingkungan dibandingkan dengan pembelajaran secara konvensional. Pada artikel ini, terdapat peningkatan oleh siswa dalam pengelolaan sampah dan kebersihan lingkungan. Adanya proyek pembelajaran penguatan profil pelajar pancasila, guru dapat menjadikan pembelajaran ini sebagai alternatif yang dapat diterapkan pada pembelajaran di sekolah untuk meningkatkan sikap kepedulian lingkungan siswa.

**Kata Kunci:** proyek penguatan profil pelajar pancasila, sikap peduli lingkungan, siswa sekolah dasar

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## **INTRODUCTION**

Education is something important and vital as a provision for achieving life goals. Education can build aspects of attitudes in children. The purpose of education is to create human beings with characters such as character, personality and dignity by instilling educational values in the next generation of the nation.

One of the characters developed in elementary school is a caring attitude, including caring for the environment (Lase, 2022). Caring for the environment is an attitude and action to prevent damage to the natural environment and develop efforts to repair natural damage that has occurred (Amirul, 2014). Caring for the environment will create a clean and comfortable environment. This is manifested from the willingness and self-awareness to maintain environmental quality.

Daryanto and Darmiatun (2013) explained the characteristics of environmental care, namely: (1) Disposing of waste in its place; (2) Select and distinguish organic waste and non-organic waste; (3) Clean the environment of both home and school with appropriate hygiene tools; (4) Recycle non-organic waste. In addition, the Ministry of Environment (2013) expressed concern for the environment, namely disposing of waste in its place, saving energy, utilizing water as needed and healthy living behavior.

Environmental conditions from time to time are increasingly concerning. Many natural disasters occur due to environmental damage, such as floods and landslides caused by garbage accumulation, illegal tree felling, and forest burning. Therefore, an attitude of environmental concern is needed for each individual, especially students. Low environmental concern attitudes are found in students who throw garbage out of place. During teaching and learning activities, non-organic waste was still found scattered in the classroom and graffiti on the classroom walls, on students' desks and chairs. This habit arises because the attitude of caring for the

environment in students is still low (Arofah, 2021). The low attitude of caring for the environment in students is also caused by the absence of self-intention and guidance from parents and teachers who have not optiman (Nasution, 2016).

Ramadhan (2022) stated that in his research, some students still throw garbage out of place, children's habits at home that are not accustomed by their parents, so these habits are carried over to school. The family becomes the first environment that teaches and guides children in attitude. Children tend to imitate every behavior of their parents. This is in accordance with research conducted by Kiraki (2016), parenting is very important in the formation of children's character and behavior, because children often imitate the habits and behaviors of their parents.

Laila (2015) suggests that there is a relationship between humans and their environment. There is a relationship between three parties in character formation, namely behavior, environment and personal factors. Children imitate what they see every day. Therefore, this awareness must be instilled from an early age with character education at school (Febriana, 2022).

Previously, research has been conducted in an effort to form a caring attitude towards the environment. Sajidan, et al. (2022) conducted a study using an outdoor learning model to foster environmental care attitudes in elementary school students. The research was conducted with a type of experiment using quasi experimental. The result of the study is that outdoor learning can form an attitude of care for the environment through the activities carried out and the experiences gained by students. These activities and experiences can provide knowledge and foster interest in caring for the environment, so that students are able to foster an attitude of caring for the environment. The thing that distinguishes this research from this study is the learning method used. In this study, the learning method used was an outdoor learning model, while what was used in this study was the learning of the

Pancasila Student Profile Strengthening Project.

Research on the application of the Pancasila Student Profile Strengthening Project in learning has also been carried out before. Annisa, et al. (2023) conducted research on the application of innovative learning through the Strengthening Pancasila Student Profile Project in shaping student character. The results of the study are with the Strengthening Pancasila Student Profile Project, students will be able to improve their character as active citizens, participate in active and continuous learning, improve skills, attitudes and knowledge needed in working on projects, hone problem-solving skills in various learning situations, show responsibility and concern for surrounding issues as a form of learning outcomes. The thing that distinguishes this research from this study is the focus of the research objectives. In this research, the focus of the research objective is to shape the character of students in general, while in this study is to increase environmental care attitudes and interest in waste processing.

Not many studies have been found that focus on efforts to shape environmental attitudes in elementary school students with the implementation of the Pancasila Student Profile Strengthening Project. This is what distinguishes this study from previous studies. Projects are designed so that students can conduct investigations to make decisions in solving problems. Learners work to produce a product or action.

Phelia, et al. (2021) stated that project-based learning is a solution to improve the quality of students to acquire knowledge and skills and be able to solve the problems they face. The advantages of project-based learning models can develop basic skills such as creativity ability, thinking skills, problem-solving skills, decision-making skills and develop learners' self-confidence (Trinaldi, et al., 2022).

Quality improvement in the world of education continues to be carried out in order to produce human resources who are noble,

skilled, independent and intelligent. To strive for this, education providers continue to evaluate and improve. Most recently, as an effort to build the character and competence of students, the Head of the Education Standard, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology through Decree Number 009/H/KR/2022 stipulates the Dimensions, Elements, and Subelements of the Pancasila Student Profile in the Independent Curriculum as a guideline for the Strengthening the Pancasila Student Profile Project. The Pancasila profile acts as a basis for educators in building the character and competence of students.

The importance of a clean environment certainly depends on the attitude of concern for the environment. Environmental awareness needs to grow from the age of children and the school environment, especially principals and teachers need to instill it. The existence of the Pancasila Student Strengthening Profile is one of the efforts to form students in accordance with the contents of Pancasila values. The Pancasila Student Profile has dimensions that if applied can potentially grow and develop the moral character of students. The Pancasila Student Profile has six dimensions: 1) Faith, fear of God Almighty, and have a noble character; 2) Independent; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative. Of the six dimensions, it is expected to influence and shape the moral character of students for the better and there will be no deviations.

In this article, we will describe the influence of the implementation of the Pancasila Student Profile Strengthening Project to improve the environmental care attitude of elementary school students. Research findings are useful to increase teachers' insight into learning that can be applied to develop good character in elementary school students.

## LITERATURE REVIEW

### **Pancasila Student Profile Strengthening Project**

Rachmawati, et al. (2022) explained that the Pancasila Student Profile is a program in the Independent Curriculum as an effort to improve the quality of education with character education. This program is carried out on a project-based basis so that it is called the Pancasila Student Profile Strengthening Project. The Pancasila Student Profile Strengthening Project has been implemented in driving schools, namely at the elementary, junior high and high school levels through intracurricular and extracurricular learning, school culture and work culture. The Pancasila Student Profile Strengthening Project is expected to be applied to the nation's children as character building. This is in line with the opinion of Irawati, et al. (2022) that the Pancasila Student Profile is a capability, competence and character that needs to be possessed by 21st century Indonesian students. The Strengthening Pancasila Student Profile Project is expected to create a generation of people with character and acquire the necessary skills and strengthen the noble values of Pancasila (Syafi'i, 2022).

### **Environmental Care Attitude**

Yaumi (2014) explained that environmental care is an action or effort to prevent environmental damage and efforts to repair natural damage that occurs. Caring for the environment means preserving the function of the environment and efforts to prevent damage to the surrounding natural environment (Apriliyana, 2016).

Mar'at (2008) suggests that environmental care is built with three components, namely: 1) The component of cognition or consciousness, related to concepts, ideas and beliefs; 2) The component of affection or feeling, concerning one's emotional; and 3) Conation or behavioral component, tendencies in behavior. Success indicators that must be applied to the classroom according to Sulistyowati (Hidayati

& Putri, 2019) are throwing garbage in its place, maintaining classroom hygiene, behaving energy-efficient such as electricity and water.

## METHODS

This research is a quantitative research using experimental methods. The purpose of this study is to determine the influence of the Pancasila Student Profile Strengthening Project on the formation of environmental care attitudes in elementary school students.

The population of this study was all elementary school students in Benda sub-district. The study sample was selected using cluster random sampling technique. The study sample was grade 4 students at SDS Al-Istiqomah Benda for the 2023 school year. Participants consisted of 34 learners (17 learners in the experimental class, 17 learners in the control class). Learning in experimental classes using Project-based learning Strengthening Pancasila Student Profile and control classes using conventional methods. Research involves material on how to protect the environment to be free from waste with the introduction of types of waste and how to process waste. The research was conducted as many as 8 meetings.

The research instrument to be used is in the form of a non-test in the form of a questionnaire. The research instrument in the form of a questionnaire consists of 25 questions with 3 indicators, namely improving environmental health and hygiene, waste management, and the use of applied learning methods. This is used to measure and evaluate students' caring attitudes towards the environment with the application of the Pancasila Student Profile Strengthening Project to students.

Implementation in the experimental class goes through several stages. The first stage, the delivery of material. The mechanism for delivering material caring for the environment so that it is free from waste, consists of; observe pictures of clean and dirty environments, understanding waste, types of

waste, adverse effects of waste and managing waste using the 3R method (reduce, reuse, recycle). During the learning process, learners are not informed that they are under research. During the learning process, students carry out activities such as drawing, making posters, and doing games. After learning completed several meetings, students were given questionnaire tests. The questions used were in the form of questionnaires about environmental care attitudes. In the control class, the difference is in methods and activities. The learning process takes place according to a predetermined schedule, then at the end of learning, the control class is also given a questionnaire.

Data analysis using statistical analysis tests. The tests carried out are: 1) testing the requirements of normality data analysis with Shapiro-Wilk, F-Test Two-Sample for Variances homogeneity test; 2) test the hypothesis with Paired samples T-Test. Test the analysis using JASP 0.17.1 and Microsoft Excel.

## RESULTS AND DISCUSSION

### Data Description

The pretest and posttest of the caring attitudes of the experimental and control groups are described in Table 1.

**Table 1. Pretest and Posttest groups**

	Mean	Std. Deviation	Variance	Range	Min	Max
<i>Pretest Exp</i>	71.824	71.824	72.904	29.000	52.000	81.000
<i>Pretest Ko</i>	71.647	5.303	28.118	18.000	60.000	78.000
<i>Posttest Exp</i>	85.824	8.465	71.654	31.000	65.000	96.000
<i>Posttest Ko</i>	79.765	2.773	7.691	8.000	77.000	85.000

Based on Table 1, it is known that there is no significant difference between the pretest data in the experimental group and the control group. P there were posttest data, the mean of the experimental group (mean = 85,824) was greater than the mean of the posttest of the control group (mean = 79,765). Descriptively it can be stated that the

experimental group had higher results than the control group.

### Normality Test

Next test the data analysis requirements. First, test normality, to test the normal level of data distribution (Table 2).

**Table 2. Posttest Data Normality Test**

	W	p
<i>Posttest Exp</i> - <i>Posttest Ko</i>	0.905	0.083

The results of the posttest normality test of the experimental group and the control group obtained  $W = 0.905$  and  $pvalue = 0.083 > 0.05$ . This proves that the data of this study are normally distributed.

### Homogeneity Test

Second, homogeneity test were performed using the F-test Two Sample For Variance (Table 3).

**Table 3. Homogeneity Test**

			$F_{count}$	$P(F \leq f)$ one-tail	$F_{table}$
<i>Posttest Exp</i>	-	<i>Posttest Ko</i>	0,107337	2,675656	0,428543

The results of the posttest homogeneity test of the experimental group and the control group obtained the results of  $F_{count} = 0.1073 < F_{table} = 0.428$ . So it is concluded that this research data has homogeneous variances.

### Hypothesis Test

After the data were normally distributed and homogeneous, a hypothesis test was carried out with a Paired Sample T-Test (Table. 4).

**Table 4. Paired Sample T-Test Hypothesis Test**

			t	df	p
<i>Posttest Exp</i>	-	<i>Posttest Ko</i>	2.505	16	0.023

Table 4 shows that the hypothesis test against the posttest experimental group and the control group obtained the result  $t = 2.505$  with  $pvalue = 0.023$ . So it can be stated that the hypothesis test  $H_0$  is rejected and  $H_a$  is accepted. Thus, the Pancasila Student Profile Strengthening Project has an effect in improving environmental care attitudes in elementary school students.

## DISCUSSION

### Learning Process in Control Classroom

Conventional methods are used in the learning process in control classes. Learning is carried out by lectures, discussions, and working on knowledge problems. The class used as a control class is class IV-A.

In the first stage, researchers provide a pretest in the form of a questionnaire. This pretest is given with the aim of knowing the knowledge, interests and attitudes of students before being given treatment. Results 3 obtained by students get an average score of 71.6.

In the second stage, researchers provide material on the imposition of a clean and dirty environment. Learning activities are carried out by providing reading materials about the condition of a dirty environment and

followed by lectures and assignments. Several obstacles are faced by researchers when applying this method. Students look bored, so some look less excited and chat with their friends. When doing questions and answers, students are less active in interacting.

The third stage, researchers provide material on the types of waste and their processing. The treatment given to students by providing reading materials about the types of waste and how to process it and continued with discussions and assignments. Obstacles in the second stage are also faced by researchers in the third stage. Students look bored, so some look less excited and chat with their friends. Students are less active in interacting with researchers.

In the final stage of the study, namely the fourth meeting, researchers provide posttests to students as an evaluation to find out the knowledge, interests and attitudes of students after being given treatment. The control class obtained an average score of 79.7 with a difference between pretest and posttest results of 8.1.

### Learning Process in Experimental Classroom

Researchers apply learning with the Strengthening Pancasila Student Profile Project in developing environmental care attitudes and waste management in students in the experimental group. The theme of the Pancasila Student Profile is Sustainable Lifestyle by running a project on waste. Activities related to environmental care and waste management attitudes sourced from the guidebook for the Strengthening the Profile of Pancasila Students. The class used as an experimental class is class IV-B

In the first stage, researchers provide a pretest in the form of a questionnaire. This pretest is given with the aim of knowing the knowledge, interests and attitudes of students before being given treatment. The pretest results obtained by students get an average score of 71.8. The results showed no difference from the results of the control class pretest.

In the second stage, researchers provide an understanding of clean and dirty environments. Learning activities involve more students (student center) and researchers only as facilitators. Students analyze videos and photos about clean and dirty environments in order to better recognize concrete conditions. The activity continued by drawing environmental conditions in each house and arguing about the conditions in their home environment and the environmental conditions of their friends' homes. At this stage, students are seen to be active in activities such as opinions, questions and answers, and completing work. This is in agreement with Maulida (2023) that the existence of an Independent Curriculum containing the Pancasila Student Profile makes students more passionate in learning activities.

The third stage, researchers provide material on the types of waste and their processing. At this meeting, students interact more directly with waste. Students are introduced to the types of waste by looking directly at the waste based on its grouping. The treatment in the third stage is not much different from the second stage, but learners are made more active by moving a lot.

Students do games that require putting garbage in its place based on its type. After that, students carry out a project by making works from used paper and bottles as a real action so that students get meaningful experience and learning, so that they can foster students' interest in processing waste. This is in agreement with Erisa (2021) that project-based learning makes students more creative, interesting, active and makes learning more meaningful.

In the final stage of the study, namely the fourth meeting, researchers provide posttests to students as an evaluation to find out the knowledge, interests and attitudes of students after being given treatment. The experimental class obtained an average score of 85.8 with a difference between pretest and posttest results of 14.

The results showed that experimental classes that received treatment with the Pancasila Student Profile Strengthening Project obtained better results than control classes that received conventional treatment. It can be concluded that the implementation of the Pancasila Student Profile Strengthening Project can improve environmental care attitudes in elementary school students.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the study, there is a significant positive influence in the implementation of the Pancasila Student Profile Strengthening Project to shape environmental care and waste management attitudes. This strategy is well executed. Students show a good response because the implementation of this strategy involves students to be active directly. Students' understanding of waste and its management in the form of protecting the environment continues to develop at every stage. This can be seen from the results of the analysis which showed an increase from the average pretest to posttest experimental group was higher, namely with a range of 14 than the average pretest to posttest control group with a range of

8. Based on the results of the above research, it can be concluded that there is a significant positive influence on the Implementation of the Pancasila Student Profile Strengthening Project in shaping environmental care attitudes in elementary school students.

Further research is recommended to combine two or more themes in the application of learning for the Pancasila Student Profile Strengthening Project so that in one learning students gain skill experience from two or more themes at once. The focus of this research is only one theme and it is hoped that further research can be carried out with two interrelated themes.

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