

## CHALLENGES IN IMPLEMENTING THE VALUES OF THE PANCASILA LEARNER PROFILE THEME SUSTAINABLE LIFESTYLE INDEPENDENT LEARNING CURRICULUM

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ARTICLE INFO	ABSTRACT
<b>Article History :</b> Received : Accepted :	<i>Implementation of the Independent Curriculum in elementary schools is still faced with many challenges and obstacles. Lack of resources such as books and technological devices is a significant challenge, lack of training for teachers and education personnel and limited learning time are also challenges in implementing the Pancasila profile of the Independent Curriculum. Therefore, the aim of this research is to analyze the challenges of implementing the values of the Pancasila student profile on the theme of a sustainable lifestyle in the independent learning curriculum. This research method uses a qualitative approach with a case study type of research. research conducted in Minasatene sub-district which focused on 2 schools, namely SDN 23 Japing-Japing and SDN 24 Kalibone with the challenges being the lack of motivation to learn from students who did not understand the P5 theme, the lack of students' understanding about the bad impact of waste or used plastic items on the environment, communication between students who are not good, lack of funds or funds to support P5 activities, lack of students' understanding of scientific vocabulary, teachers' insufficient understanding of the P5 theme, challenges in the form of innovations that will be carried out by the school involving teachers and students and challenges for student discipline in during the P5 activity.</i>
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## 1. INTRODUCTION

The background of the Pancasila student profile is the government's desire, especially the minister of education and culture, to shape Indonesian students to have basic competencies and behavior in accordance with the values of Pancasila. The Pancasila learner profile was launched as part of the ministry of education and culture's 2020-2024 strategic plan written in the regulation of the minister of education and culture number 22 of 2022, this is in line with the vision of Indonesian education to "realize an advanced Indonesia with students who are sovereign, independent and have a Pancasila personality".

The Ministry of Education and Culture aims to lead human resource development and improve the quality of education and culture in Indonesia. The Ministry's vision for 2020-2024 is to support the president's vision and mission to create Pancasila learners who are critical, creative, independent, faithful, pious, noble, cooperative, and have global diversity.

Pancasila learners are the realization of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila (kemendikbud, 2021). The Pancasila Learner Profile is a graduate profile for students who are expected to be able to show the character of a Pancasila millennial generation. (Rusnaini et al., 2021).

Based on the Ministry of Education and Culture's book "development guide: Project on Strengthening the Profile of Pancasila Students". There are 6 main themes of the independent curriculum P5 for elementary school, namely, (1) Sustainable lifestyle, (2) Local wisdom, (3) Bhinneka tunggal ika, (4) Build body and soul, (5) Engineering and technology, and (6) entrepreneurship. Of the 6 themes, 275 primary schools that have implemented the independent learning curriculum in Pangkep district can choose one of these themes to realize the values contained in the Pancasila student profile.

The implementation of the values of the Pancasila learner profile is loaded in intracurricular activities loaded in learning and activities to strengthen the Pancasila learner project. The Pancasila Student Profile strengthening project is a project-based learning that has goals and dimensions to realize the Pancasila Student Profile. Through these activities, education units can apply certain themes that are determined according to the needs and abilities of the school. The implementation of these project activities can be carried out through habituation or practice-based learning activities in which the values of the Pancasila learner profile are applied, such as (1) faith, devotion to God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity.

Based on the results of data obtained by researchers obtained on the website (medcom.id) that in Pangkep district, data were obtained that of the 304 elementary schools in Pangkep district, approximately 90% of elementary schools have implemented an independent learning curriculum and including SDN 23 Japing-Japing and SDN 24 Kalibone, which means that the school has implemented the values of the Pancasila student profile or the project to strengthen the Pancasila student profile (P5). The lack of resources such as books and technological devices is a significant challenge, the lack of training for teachers and education personnel and the limited learning time are also challenges in implementing the Pancasila profile of the Merdeka Curriculum.

This research is also reinforced by previous relevant research in 2024 by Nimatul Hidayah and Erna Zumrotun entitled "*Utilization of Plastic Waste in the Theme of Sustainable Lifestyle in the Project of Strengthening the Profile of Pancasila Students in Elementary Schools*" said that during the project implementation process, of course teachers and students experience challenges and obstacles. Therefore, the purpose of this study is to analyze the challenges of implementing the values of the Pancasila student profile on the theme of sustainable lifestyles in the independent learning curriculum.

## 2. METHOD

This research method uses a qualitative approach because researchers want to know what challenges the school, teachers and students experience in implementing the Pancasila Student Profile Values on the theme of sustainable lifestyles in the independent learning curriculum. Qualitative research is an approach in conducting research that is oriented towards natural phenomena or symptoms

(Abdussamad, 2021). Meanwhile, the type of research used is a case study because the process of collecting data and information is carried out in depth so that researchers are able to find out what challenges are experienced by teachers in implementing the Pancasila Student Profile Values in the theme of lifestyle in the independent learning curriculum. Case studies are conducted on a unified system that can be a program, activity, event, or group of individuals that exist in certain circumstances or conditions. (Sugiyono, 2014).

Data collection techniques in this study used observation, interview and documentation techniques. The instruments developed or used are interviews and documentation in the form of audio recordings addressed to all subjects and informants in this study which include 2 principals, 2 fourth grade teachers and 4 students taken from 2 schools in the Minasatene sub-district of Pangkep district, namely SDN 23 Japing-Japing and SDN 24 Kalibone using random sampling techniques, the 2 schools are located at Jln. Karaeng barasa kalibone, Kel. Bonto langkasa, Kec. Minasatene, Kab. Pangkep, South Sulawesi Province. This research was conducted for 3 days at different times in each school. So that the time needed for this research is 6 days for the 2 schools using data analysis techniques consisting of data reduction, data presentation and conclusion drawing.

### **3. RESULTS AND DISCUSSION**

This research is located in two schools that implement the independent learning curriculum on the theme of sustainable lifestyles in Minasatene District, Pangkep Regency, namely SDN 23 Japing- Japing and SDN 24 Kalibone, which were selected using random sampling techniques. The interview subjects were the principal, the fourth grade teacher and 2 students in 1 school who were willing to be interviewed. Thus, 8 key sources from 2 schools were ready to be interviewed 3 times on different days.

The first school to be interviewed was SDN 23 Japing-Japing, which was initially interviewed on July 8, 2024 from 9:00 to 10:30, then the second interview was conducted on July 12, 2024 from 10:00 to 11:00 and the third interview was conducted on July 19, 2024 from 11:00 to 12:00. After SDN 23 Japing-Japing, the interviews continued at the second school, SDN 24 Kalibone, where the initial interview was conducted on July 22, 2024 at 09.00 to 10.00, then the second interview was conducted on July 27, 2024 at 10.00 to 11.00 and the third interview was conducted on August 03, 2024 at 11.00 pm to 12.00 pm each school took the activity of Utilizing Used Goods on the theme of Sustainable Lifestyle.

#### **A. Values of P5 activities on Utilization of Used Goods for Sustainable Lifestyle ThemeSDN 23 Japing-Japing**

In the value of Believing, Fearing God, and Having Noble Character about how the school understands and introduces the concept of cause and effect on environmental pollution caused by plastic waste to students. According to NP, the way the school understands and introduces this is by giving students an understanding that plastic waste that is scattered and polluting the environment can be empowered and become useful goods and have economic value. NP also provides an understanding to students that waste is not their enemy but can also be a "friend" that has use value for students. HA also added that students prevent the bad impact caused by waste by burning dry waste and making a special place for wet waste. This is in line with previous research in 2024 by zainab nurazizah with the title "educational analysis of the implementation of the project to strengthen the profile of Pancasila students on the theme of sustainable lifestyles" which says that disposing of waste according to the type of waste, such as organic waste disposed of to loseda and plastic waste is put into ecobricks to be turned into economically valuable items.

The value of Gotong Royong focuses on collaboration which refers to cooperation and social coordination between students and teachers. NP as the principal said that the teachers and the school agreed to create a school community called the learning community. The purpose is to communicate with each other about the steps that will be taken to overcome the plastic waste in the school environment. While the collaboration between students and teachers is to have good communication between students and teachers, explaining the stages of making and utilizing used goods regularly so

that students can really understand how to work on the P5 project. This is in line with previous research in 2024 by rizani putri and zaka hadikusuma Ramadan entitled "teacher strategies in implementing P5 sustainable lifestyle theme grade 1 in elementary school" which says that sustainable lifestyles are not only important for preserving the environment, but also as a means of educating Pancasila values such as mutual cooperation, mutual respect and social responsibility.

Meanwhile, the Critical Reasoning value focuses on asking questions, identifying, clarifying and processing information. NP as the principal said that in asking questions students are less able to express or communicate their ideas due to their lack of vocabulary. This is reinforced by HA as the fourth grade teacher who said that the challenge of students when asking questions is due to the lack of standard vocabulary that they do not understand so students ask what the meaning or meaning of the word is.

### **1. SDN 24 Kalibone**

In the values of Faith, Fear of God, and Noble Character on how the school understands and introduces the concept of cause and effect on environmental pollution caused by plastic waste to students. According to MH as the principal of SDN 24 Kalibone, the beginning of this school taking Utilization activities and the theme of Sustainable Lifestyle started from the large amount of plastic waste that resulted in the pollution of the school environment so that all stakeholders of SDN 24 Kalibone agreed to implement the theme and activities. SA, as the class teacher, said that students prevent the adverse effects caused by waste and preserve the surrounding environment by applying the LISA culture, but before disposing of it, students are directed to choose plastic waste that can be recycled so that students can be more creative and easier to work with.

The value of Working together focuses on collaboration which refers to cooperation and social coordination between students and teachers. So the collaboration taken by MH and the school is that teachers accompany students in P5 project activities and direct students in realizing the project ideas they choose. SA as the homeroom teacher also reinforced this by saying that the teacher accompanied and provided direction on the project that would be made by students on the utilization of plastic scrap. After that, students themselves continue to make crafts or works that students have determined themselves according to the theme of sustainable lifestyles on the utilization of plastic scrap.

Meanwhile, the Critical Reasoning value focuses on asking questions, identifying, clarifying and processing information. MH as the principal said that in asking questions the school does not have any problems because teachers, principals, share knowledge and understanding of the P5 Sustainable Lifestyle theme and teachers also continue to develop themselves and learn independently through the PMM platform. However, SA said that the challenge for students is when they ask something that they want to know but the teacher does not know well about it. As for analyzing according to SA, students are able to analyze what they will make before working on the plastic waste craft.

## **B. Challenge P5 of the Utilization of Secondhand Goods activity on the theme of Sustainable Lifestyle**

### **1. SDN 23 Japing-Japing**

As has been said by NP as the principal that the challenge faced by schools in implementing P5 Sustainable Lifestyle Theme is the lack of motivation to learn students who do not fully understand the P5 theme, especially the utilization of used goods. HA also said that students did not understand the meaning of what was explained by HA as the student's homeroom teacher due to the lack of vocabulary or vocabulary owned by students. This is in line with previous relevant research in 2024 by Nimatul Hidayah and Erna Zumrotun entitled "*Utilization of Plastic Waste in Sustainable Lifestyle Themes in the Pancasila Student Profile Strengthening Project in Elementary Schools*" said that during the project implementation process, of course teachers and students experience challenges and obstacles. One of them is the lack of understanding about the adverse effects of plastic waste on the environment. NP also said that the biggest obstacle experienced by students is not fully understanding the impact of plastic waste on the surrounding environment.

HA also added that the obstacles experienced by students when carrying out used goods utilization activities on the theme of sustainable lifestyles are the lack of costs or funds that students and schools have to buy materials and tools so that students have to make these crafts with limited tools and materials. This is reinforced by previous relevant research in 2023 by Lilis Suriani DKK entitled "Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Sustainable Lifestyle in Elementary Schools" said the implementation of the P5 project had several challenges, one of which was the lack of facilities and infrastructure, such as equipment needed to carry out the project. HA also added that the challenges experienced by students were poor communication between students during the Utilization of Used Goods for Sustainable Lifestyle Theme. SH as a student also feels the same way where he also has difficulty understanding the questions or explanations given by his teacher. In addition, according to Tayibu (2019), it shows that teachers play a role in the implementation of effective learning methods so that this learning program cannot be separated from the role of teachers and their active contribution.

## **2. SDN 24 Kalibone**

Similar to the challenges faced by SDN 23 Japing-Japing, the challenges faced by SDN 24 Kalibone are the lack of funds to purchase materials and tools. As said by MH as the principal of SDN 24 Kalibone, the lack of equipment is due to the lack of funds, so it requires a strategy so that it can be implemented without burdening parents. SA as the fourth grade teacher also said that the average student's parents are middle to lower class. The challenges faced by SA as a teacher and mentor are not only a matter of cost but a lack of understanding that SA does not know when students ask questions so SA has to get information from the internet. This is also the same as previous relevant research conducted in 2024 by Adinda Salsabila, et al, entitled "*Implementation of the Pancasila Student Profile Strengthening Project on the Theme of Ecoprint-Based Sustainable Lifestyle Towards the Creative Dimension of Grade IV Students of SD Negeri 5 Banda Aceh*" which says the implementation of P5 is faced with challenges such as limited resources and lack of understanding and time management. The challenges are in the form of innovations that will be carried out by schools involving teachers and students and the challenge of student discipline during P5 activities on the theme of sustainable lifestyles as conveyed by SA during the interview session.

So the conclusion is from the discussion in this study to answer the focus of research conducted in the minasatene sub-district centered on 2 schools, namely sdn 23 japing-japing and sdn 24 kalibone about the challenges of implementing the values of the Pancasila student profile on the theme of sustainable lifestyles in the independent learning curriculum. The challenges are the lack of motivation to learn students who do not fully understand the theme of p5, especially the activities of utilizing used goods for the theme of this sustainable lifestyle, understanding students who still do not fully understand the adverse effects of garbage or plastic used goods on the surrounding environment, poor communication between students when the activities of utilizing used goods for the theme of sustainable lifestyle take place, lack of costs or funds to support the activities of utilizing used goods for the theme of this sustainable lifestyle, lack of student understanding or lack of vocabulary owned by students on the explanation of their class teacher about the activities of utilizing used goods with the theme of sustainable lifestyles, not much knowledge of the class teacher about the activities of utilizing used goods with the theme of sustainable lifestyles, challenges in the form of innovations that will be carried out by the school involving teachers and students and challenges to student discipline during P5 activities with the theme of sustainable lifestyles.

## **4. CONCLUSION AND SUGGESTIONS**

Based on the results of the research and discussion that has been presented about the Analysis of the Challenges of Implementing the Pancasila Student Profile Values on the Theme of Sustainable Lifestyle in the Merdeka Belajar Curriculum in Minasatene District, researchers can conclude that there are the same challenges experienced by 2 schools, namely SDN 23 Japing-Japing and SDN 24 Kalibone, namely: (1) Lack of motivation to learn students who do not fully understand the P5 theme, especially the utilization of used goods for this sustainable lifestyle theme. (2) Understanding students who still do

not fully understand the adverse effects of waste or plastic used goods on the surrounding environment. (3) Poor communication between students during the utilization of used goods activities on the theme of sustainable lifestyles. (4) Lack of costs or funds to support the utilization of used goods for this sustainable lifestyle theme. (5) Lack of student understanding or lack of scientific words known by students to their homeroom teacher's explanation of the activities of utilizing used goods on the theme of sustainable lifestyles. (6) There is not much knowledge of the homeroom teacher about the utilization of used goods for this sustainable lifestyle theme. (7) Challenges in the form of innovations that will be carried out by the school involving teachers and students. (8) The challenge of student discipline during P5 activities on the theme of sustainable lifestyles. For schools, it is hoped that the results of this study can be used as a form of evaluation so that the implementation of the P5 project on the theme of sustainable lifestyles in the future can be even better, for teachers to be able to provide a better understanding or explanation using vocabulary that is easy to understand about the P5 project on the theme of sustainable lifestyles well to students, for students it is hoped that they will be more enthusiastic in carrying out the P5 project.

The theme of sustainable lifestyle and trying to build a harmonious cooperative relationship with teachers or fellow students and for researchers it is hoped that the results of this research can be used as new experiences and insights to be used as provisions as prospective educators in the future.

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