

Implementation P5 Based Green Innovation For Increase Attitude Care Environment

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ABSTRACT

This study aims to improve students' attitudes of care for the environment through the implementation of green innovation based on the Pancasila Student Profile Strengthening Project (P5) at Sidamukti 03 Patimuan Elementary School, Cilacap. The research employed a Classroom Action Research (CAR) method conducted in three cycles, each consisting of planning, implementation, observation, and reflection. The study involved 20 third-grade students participating in green innovation activities such as creating a classroom mini garden, a creative recycling program, and weekly Green Day actions. The results demonstrated a significant increase in students' environmental awareness, rising from 35% in the pre-cycle to 90% by the end of the third cycle. These findings suggest that integrating green innovation within the P5 framework effectively enhances students' attitudes of care toward the environment in a sustainable and meaningful way.

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1. INTRODUCTION

Change climate and damage an increasingly environment real demand attention Serious from various parties, including the world of education. School base as level education beginning own role strategic in to plant values concern to environment to participant educate.

Character building care environment is one of effort For to form conscious generation will importance guard sustainability nature. Character building need prepared since early, start from level school basic. Students who have character care environment will impact on conditions future environment . This is show that planting values environment must started since age early For create impact term long¹.

However, the facts on the ground show that Still Lots students who are lacking own awareness to importance guard environment. The low understanding and awareness man to importance guard environment impact to the difficulty created cleanliness environment. Conditions This demand existence innovation in approach education For increase attitude care environment on students².

¹ Dewi Mariana Sulaiha, Mertika, 'Formation of Students' Environmentally Concerned Character through the Adiwiyata Program', *Scientific Journal of Elementary Education* , 24.7 (2024), pp. 28–42.

² Yustiza Dindiany, 'Implementation of Character Education on Elementary School Environmental Awareness Attitudes', *Scientific Journal of Teacher Professional Education* , 6.January (2023), pp. 1–71.

Independent Curriculum implemented in Indonesia provides room for development character through Project Strengthening Profile Pancasila Students (P5). P5 is designed For to form profile students who have character in accordance with the values of Pancasila, including concern to environment. Implementation of this p5, students have opportunity For to pursue themes or issues so that student Can carry out action real in respond issues the ³.

One of theme in the relevant P5 with issue environment is a Sustainable Lifestyle. Through theme this, students invited For understand and apply principles sustainability in life daily. Implementation P5 project theme Sustainable Lifestyle can to form character caring students environment through activity real like management waste and save energy ⁴.

Innovation green in context education can interpreted as implementation approaches and methods conservation - oriented learning environment. Introduction culture school insightful environment need integrated planning, implementation and evaluation , as well as support from various parties to succeed in guard environment school and form character friendly students environment ⁵.

Integration of innovation green in P5 gives opportunity for school base For develop programs that support formation attitude care environment. The theme that has been selected For One year teachings determined by the unit learning with connecting teachers, parents, students, and residents located in the school area . This is show importance collaboration in implementation of environmental programs in schools.

Character building care environment at age early must applied to students school basis for concern environment can help in to form habit positive like throw away trash in its place, save energy and love nature. Although various programs have been applied, challenges in increase attitude care environment on students Still still there is. Therefore that, is needed a more approach holistic and integrated, such as combine P5 with innovation green, for reach optimal results. With existence innovation program green p5 based expected can to form character care environment on students.

2. METHOD

This research use method action class with three cycle. Classroom Action Research (CAR) model Kemmis and McTaggart which consists of from four stage, namely planning, implementation, observation and reflection are carried out repetitive in three cycle ⁶.

This research implemented at Sidamukti State Elementary School 03 Patimuan, with subject study is student class III consisting of 20 students. The selection class This based on needs For to plant mark character since early, especially concern to environment. Students at the level This is at in stage development concrete operational, so that learning contextual based on very appropriate activity For applied in to form attitude positive to environment.

For support the data collection process, researchers use a number of instrument research consisting of from sheet observation attitude care environment, journal reflection students , and documentation Photo activities. Observation sheet used For take notes behavior and attitude student to environment during activity ongoing. Journal reflection give room for student For express understanding and experience they to activity environment, while documentation Photo become visual evidence of implementation innovation green.

Data obtained analyzed use analysis descriptive qualitative and quantitative simple. Analysis qualitative used For describe behavior and response student in a way narrative based on observation and reflection, while quantitative data used For measure improvement attitude care environment based on score observation from every cycle. Usage analysis combinative This aims for results study can give description whole and deep about the process and impact from the action given.

As for the activities innovation green applied in study This covering three main programs : creation mini class garden, recycling program repeat creative, And action *Green Day* every week . Activities This designed For involving student in a way active in guard environment, strengthening learning based on project in P5, as well as to plant habit sustainable through experience directly. These three programs be the core of action in every cycle , which is evaluated and refined in a way sustainable through the process of reflection.

Result of study This expected No only looks in improvement score observation, but also from transformation behavior students who reflect internalization values concern environment in daily life they. This

³ Bagus Handoko, Ali Mustadi, and Yeyen Febrilia, 'Implementation of the Pancasila Student Profile Strengthening Project (P5) of SD Negeri 1 Bantul', *Jurnal Obsesi: Journal of Early Childhood Education* , 8.5 (2024), pp. 876–92, doi:10.31004/obsesi.v8i5.6126.

⁴ Nurindah Adelia and Ainur Rosyid, 'Implementation of the Pancasila Student Profile Strengthening Project for Elementary School Students', *Pedagogia: Scientific Journal of Education* , 16.1 (2024), pp. 43–46, doi:10.55215/pedagogia.v16i1.9884.

⁵ Miftahul Baiha and Mu'jizatin Fadiana, 'Environmental Character Education with the Implementation of Environmentally Conscious School Culture', *Jurnal Basicedu* , 8.3 (2024), pp. 1700–1710, doi:10.31004/basicedu.v8i3.7455.

⁶ Nurlaeli and others, 'Creativity of Driving Teachers in Developing Learning Interests of Class V Elementary School Students', *MIMBAR PGSD Undiksha* , 11.2 (2023), pp. 324–34, doi:10.23887/jpgsd.v11i2.61615.

is become important Because character care the environment that is formed in a way real and sustainable will give contribution big to creation culture friendly school environment as well as support objective education holistic character as launched in Independence Curriculum and Profile Pancasila Students.

3. RESULTS AND DISCUSSION

a. Cycle 1

At the stage beginning research , conducted observation to attitude care environment student Class III of Sidamukti 03 Patimuan Elementary School . Observation results pre cycle show that only around 35% or as many as 7 out of 20 students showed attitude care to environment. Observed indicators covering habit throw away trash in its place, care for it plants, as well as guard cleanliness room class and page school. This figure show that part big student Still not enough show attention and involvement in guard environment school they.

Entering cycle First, researchers carry out two activity main that is socialization about importance guard environment and implementation project making Mini class garden. Socialization done through discussion classes, educational video screenings, and Q&A answer interactive about impact damaged environment as well as benefit guard sustainability. Activities This aiming grow awareness beginning student to importance preservation environment life as well as give understanding base about innovation green.

Next, the project making mini class garden implemented in a way in groups. Students invited bring plant from home, using recycled pots re-do, and decorate the garden area together. Although activity This designed For involving student in a way active and creative experience directly, but results observation show that only 45% of students or about 9 children who are really show involvement and attitude care environment.

A number of student looks enthusiastic, but part other Not yet understand meaning activity the as part from effort guard environment. Results reflection show existence a number of obstacle in implementation cycle First This. Obstacles main is lack of understanding deep from student about draft innovation green and its relevance with life daily them. In addition, the method delivery information that is still nature one direction also becomes constraint in grow interest student in a way comprehensive.

Activities socialization of a nature informative need improved to be more communicative, interesting, and appropriate with characteristics age student school base. Through discussion together with teachers and observers, it was agreed that approach education on cycle next must enriched with method more learning fun and contextual. The use of more visual media interesting , game educational , as well as involvement direct in activity real like management rubbish or campaign environment become alternatives that will applied to the cycle second. This strategy expected capable increase understanding students and form attitude care a more environment strong.

In general, implementation cycle First This give description beginning about effectiveness approach innovation green based on P5 in to form character students. Although improvement from pre cycle to cycle First only by 10%, this This show existence response beginning from part students who start show change attitude. This is become base For do strategy improvement on cycle furthermore.

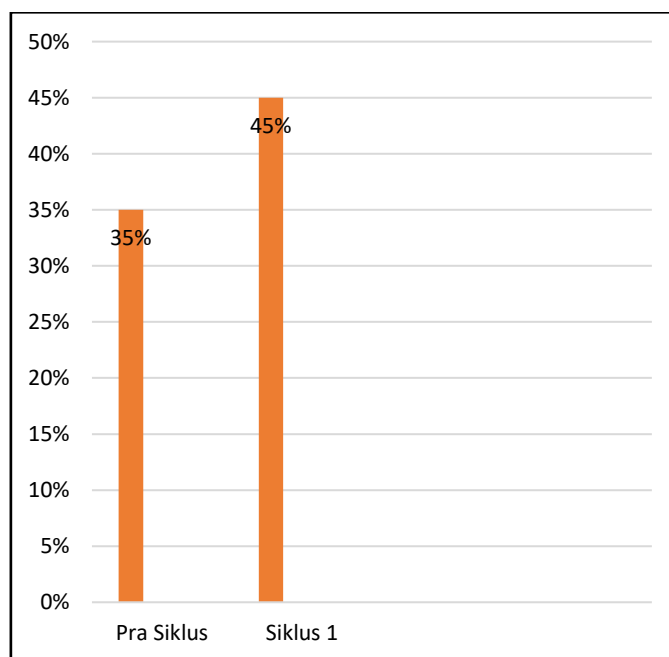


Figure 1. Comparison Attitude Care Environment In Pre Cycle and Cycle 1

b. Cycle 2

On cycle second, researchers do modification approach with implementing a recycling program repeat creative as part from innovation green P5 based. Activities This involving student in a way active in utilise rubbish plastic become work art or object useful, such as plant pots, hangers key, or decoration wall class.

Activity started with explanation interactive about importance management waste and the 3R principle (Reduce, Reuse, Recycle), then to be continued with practice direct in group small. Activity This designed No only For give understanding, but also for to form experience concrete fun as well as grow concern to environment.

Response student to activity This is very positive. It happens. improvement participation active student to 70% or 14 out of 20 students who showed involvement tall in activity recycle repeat. They looks enthusiastic gather material used from House and also environment school and start realize that goods considered rubbish it turns out Still Can utilized. The creative process involves discussion group, work same, and responsibility answer together participate support formation character care environment in a way No directly. Even a number of student start show initiative with bring design ideas myself and offer help to a friend in trouble in progress.

From the results teacher observation and notes reflection, occurs improvement understanding student to draft a more environment wide. They No only understand that throw away rubbish haphazard it's wrong, but also understand that every action small like sorting rubbish or reduce use plastic impact big for sustainability earth. This understanding start looks in habit student everyday, such as bring place Eat alone, reduce use plastic very use, and active guard cleanliness class and page school.

Change behavior positive this is also visible from initiative student in guard environment in a way voluntary. Some student start water plant in a way independent, cleaning corner class without ordered, even remind his friend If violate rule cleanliness. This shows existence development in aspect affective, where the attitude care environment No Again just teacher's instructions, but has become part from awareness and responsibility answer personal. Teacher reflection also shows that student looks more believe self-motivated, creative and self-motivated Because activities carried out feel real and fun.

In general, cycle second show quite an improvement significant compared to cycle first, well from aspect understanding, attitude, and skills student in guard environment. This is confirm that activity based on project and direct touch with reality very effective environment in to form character students.

Although the result Enough satisfying, reflection from cycle This show the need improvement variation activities to be more stimulate involvement student others who have not maximum. Therefore that, on the cycle third will designed more activities collaborative and personal collective For strengthen the sense of responsibility answer together in guard environment school.

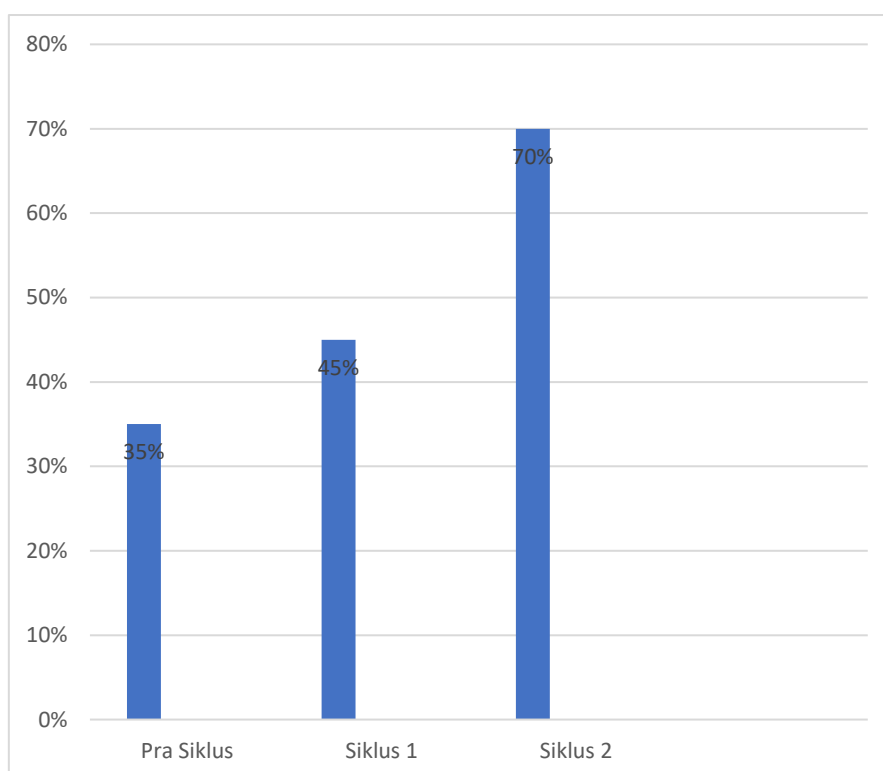


Figure 2. Comparison Attitude Care Environment In Pre Cycle, Cycle 1 and Cycle 2

c. Cycle 3

On cycle Third, researchers develop activity innovation green through implementation of themed programs *Green Day*, which was held in a way routine every Friday. In the activity this, all student invited For do activity outside a room that focuses on greenery simple, like plant plant decorate in the yard school, watering plants, as well as cleaning the garden area.

Activity This designed For give experience real at a time create atmosphere learning that is fun and memorable. *Green Day* also becomes means For involving all over element class in action collective that reflects concern to environment in a way direct and concrete.

Observation results during implementation of the program shows existence improvement significant in participation students, namely reached 90% or 18 out of 20 students involved active in activities. Students looks more enthusiastic and not Again need motivated in a way intensively by the teacher. They work the same in group small, mutual help moment plant, and show a sense of pride to results work they. Some student even request for bring plant from home and in general voluntary nurse plant the every day. This is show that experience direct in activity greening own impact big in to form behavior and attitude student to environment.

From the results reflection students, revealed existence change positive attitude to habit care environment. Many students are starting to get used to self bring the tumbler to school than buy drink in packaging plastic. In addition, some big students also reduce use pocket plastic with bring box supplies and bags cloth from home. Habits small This become indicator that the innovation program green no only impact on behavior student during activities, but also start carried away to in life daily they, both in the environment school or at home.

Activity *Green Day* also succeeded create atmosphere fun and constructive learning togetherness among students, teachers and the environment school. Attitude of mutual cooperation and responsibility answer social looks the more develop along with routine that is carried out together. Students No only become more care to cleanliness and beauty environment, but also more sensitive to actions that can be damage nature.

In general overall, the result is that approach innovation green done in a way consistent and based experience real very effective in increase character care environment student school basic. Improvement participation students, changes more habits friendly environment, as well as emergence awareness collective show that learning based on project in P5 able to plant values character in a way deep and sustainable. With results this, can concluded that activity innovative like *Green Day* worthy For recommended as a habituation program in learning thematic and reinforcement education character at level school base.

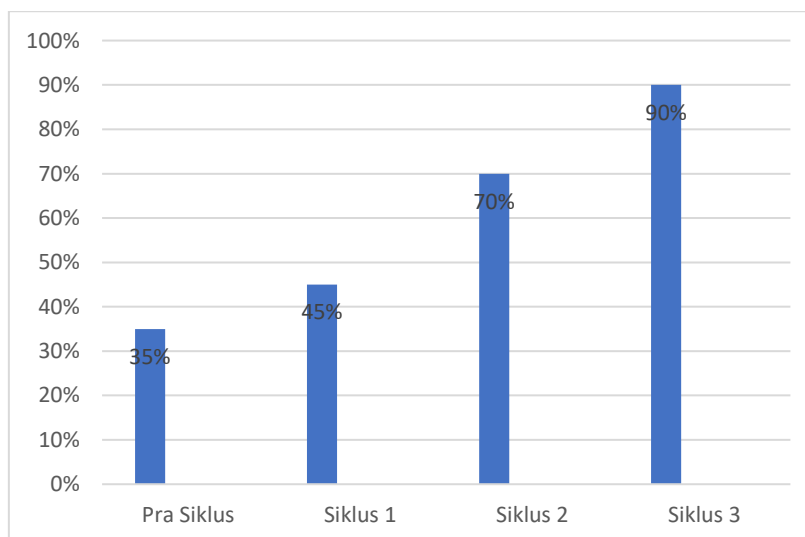


Figure 2. Comparison Attitude Care Environment In Pre Cycle, Cycle 1, Cycle 2, and Cycle 3

4. CONCLUSION

Based on the results of the classroom action research that has been carried out three times cycle, it can be concluded that the implementation innovation green P5 based can increase attitude care environment student school basic. Improvement significant This reflected in participation active student from cycle to cycle, as well as change behavior real ongoing no only during activity ongoing, but also carried over in life daily they.

Activities designed with approach contextual, fun, and based experience direct proven capable build awareness and responsibility answer student to issues environment in a way sustainable. Through activity based on collaborative and fun project, students No only understand importance guard environment, but also involved

in action real. Learning become more meaningful Because student feel own contribution to repair environment around they.

In general overall, percentage improvement from pre-cycle to cycle III shows a very positive trend, namely from 35% to 90%, or experience increase by 55 points percentage . This is become indicator that approach innovation structured and P5- based green is effective in to form attitude care environment. Strengthening values Profile Pancasila students were also seen internalized in daily life student through collaborative, fun, and relevant activities with life real they.

With Thus, it can concluded that innovation green P5 based is effective and applicable approach in to form character care environment student school basis. The success of this program show that learning contextual involving experience direct more capable to plant values and attitudes compared to approach conventional. Therefore that, innovation green like this is highly recommended for integrated to in independent curriculum in general sustainable as part from educational strategy character and education environment life.

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