

The Implementation of Ecobrik Activities in Shaping the Character of Profil Pelajar Pancasila in Elementary Schools

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Abstrak

Pembentukan karakter profil pelajar pancasila menjadi suatu keharusan yang harus dilakukan guru dalam menerapkan pembelajaran kurikulum merdeka. Tujuan dibentuknya karakter profil pelajar pancasila adalah untuk mengembangkan generasi muda yang memiliki nilai-nilai pancasila, integritas moral, dan kepemimpinan yang beretika dalam rangka membangun masyarakat yang adil dan harmonis di Indonesia. Berbagai variasi pembelajaran dapat dilakukan untuk mewujudkan peserta didik dengan karakter profil pelajar pancasila, salah satunya yaitu dengan cara mengadakan kegiatan ecobrik sebagai proyek penguatan profil pelajar pancasila. Tujuan dari penelitian ini adalah untuk menganalisis kegiatan ecobrik sebagai proyek penguatan profil pelajar pancasila dalam membentuk karakter profil pelajar pancasila. Penelitian ini menggunakan jenis penelitian lapangan dengan pendekatan kualitatif. Metode pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Analisis data dilakukan dengan tahap reduksi data, *display* data, dan penarikan kesimpulan. Hasil dari penelitian ini memperlihatkan bahwa pelaksanaan ecobrik sebagai proyek penguatan profil pelajar pancasila berhasil membentuk enam dimensi yang harus dicapai dalam karakter profil pelajar pancasila berupa karakter Beriman bertakwa kepada Tuhan Yang Maha Esa, Mandiri, Bergotong royong, Kebinekaan global, Bernalar kritis, dan kreatif.

Kata Kunci: Kurikulum Merdeka, Profil Pelajar Pancasila, Ecobrik.

Abstract

The formation of the Pancasila student profile character is a necessity that teachers must undertake in implementing the merdeka curriculum learning. The purpose of shaping the Pancasila student profile character is to develop young generations with Pancasila values, moral integrity, and ethical leadership to build a just and harmonious society in Indonesia. Various teaching variations can be employed to realize students with the Pancasila student profile character, one of which is by organizing ecobrik activities as a project to strengthen the Pancasila student profile character. The aim of this research is to analyze ecobrik activities as a project to strengthen the Pancasila student profile character in shaping the Pancasila student profile character. This research employs a field research type with a qualitative approach. Data collection methods include interviews, observations, and documentation. Data analysis is conducted through data reduction, data display, and drawing conclusions. The results of this research demonstrate that the implementation of ecobrik as a project to strengthen the Pancasila student profile character successfully forms six dimensions that must be achieved in the Pancasila student profile character, which includes the characteristics of faith and devotion to the One and Only God, independence, mutual cooperation, global diversity, critical thinking, and creativity.

Keywords: Merdeka Curriculum, Pancasila Student Profile, Ecobrik.

INTRODUCTION

Character education has become an integral element in the educational process, particularly with the implementation of the Merdeka curriculum as the educational curriculum in Indonesia. In the context of education, shaping the

character profile of Pancasila students becomes an unavoidable task that must be carried out responsibly by teachers. The success of education is not solely measured by academic achievements but also involves the formation of moral dimensions and strong national values in each student (Wartoyo, 2022). Therefore, teachers play a central role in guiding and shaping the characters of students to reflect the rooted values of Pancasila in their daily lives. This task goes beyond imparting knowledge; it involves creating a learning environment that supports the development of attitudes, values, and skills aligned with the teachings and spirit of Pancasila (RAHAYUNINGSIH, 2022).

Teachers are expected not only to be information conveyors but also role models who inspire and guide students in applying virtues, tolerance, and mutual cooperation in their interactions with others and society at large (Kurniati et al., 2022). Thus, through the teacher's focus on character formation, it is hoped that students can grow into individuals who are not only intellectually intelligent but also possess strong moral integrity, becoming positive assets for the development of a society based on Pancasila values. This necessity arises as a social responsibility of teachers to assist in shaping individuals who possess not only intellectual competence but also moral integrity and ethical leadership (Hamzah et al., 2022). According to (Irawati et al., 2022), the primary goal of shaping the Pancasila student profile is to produce a young generation with a foundation of Pancasila values, enabling them to contribute to building a just and harmonious society in Indonesia.

Profil Pelajar Pancasila encompasses several essential dimensions shaping students' character and attitudes. (1) The dimension of faith and piety emphasizes the development of spirituality and religious values, (2) the self-reliance dimension refers to students' ability to be self-reliant in learning, critical thinking, and taking responsibility for themselves, (3) the mutual cooperation dimension emphasizes the attitudes of mutual cooperation, collaboration, and positive contributions to society, (4) the global diversity dimension involves understanding and appreciating cultural, religious, and ethnic diversity in Indonesia, (5) the critical thinking dimension includes analytical thinking skills, evaluative thinking, and the ability to make rational decisions, (6) the creative dimension reflects students' ability to think creatively, generate new ideas, and find innovative solutions (Ulandari & Dwi, 2023).

According to (Setiyaningsih & Wiryanto, 2022), Profil Pelajar Pancasila aims not only to create students with balance in various aspects of life but also students who radiate high moral integrity and have the ability to apply Pancasila values concretely in their daily actions and decisions. The effective implementation of the curriculum and the execution of extracurricular/intracurricular activities in schools are key to developing these dimensions in learning practices (Rusnaini et al., 2021). By engaging students in holistic learning experiences, including practical approaches, ethical discussions, and character-oriented projects, schools can shape students into individuals who are not only academically competent but also have

strong personalities aligned with the noble values of Pancasila. Through this approach, it is hoped that every graduate will become a positive agent of change in society, contributing to fair, harmonious, and competitive development in Indonesia (Nuril Lubaba & Alfiansyah, 2022).

In the context of shaping the character profil pelajar Pancasila, appropriate strategies are needed to ensure that students' characters continue to reflect Pancasila values. By involving students in holistic learning experiences, including practical approaches, ethical discussions, and character-oriented projects, schools can shape students into individuals who are not only academically competent but also have strong personalities aligned with the noble values of Pancasila (LAGHUNG, 2023). It is also important to consider how to shape the character of Pancasila students without neglecting the cultural diversity in Indonesia. Recognition and respect for this diversity are key to achieving inclusive and sustainable character formation (Kurniawaty et al., 2022).

Kurikulum Merdeka, program, especially in the P5 aspect (Proyek Penguatan Profil Pelajar Pancasila), can be a concrete solution to address the challenges of shaping the character Profil Pelajar Pancasila faced in the current educational context. P5 can serve as a standardization platform for understanding and teaching Pancasila values. Various learning variations can be implemented in P5 as efforts to achieve these goals (Mery et al., 2022). Thus, teachers are free to implement various P5 activities in shaping the character Profil Pelajar Pancasila. As done by (Yuliastuti et al., 2022), their research details the implementation of P5 in the form of entrepreneurial activities that successfully apply the values of the Profil Pelajar Pancasila. Additionally, (Roihanah et al., 2022) also implemented P5 in the form of caring for biogeochemical cycles, successfully incorporating the six dimensions of the Profil Pelajar Pancasila. In the study by (Sari et al., 2022) it is explained that project-based learning activities using the Mayang Sukuarga media can shape the character Profil Pelajar Pancasila.

This research was conducted at MSI 14 Medono. One of the approaches used is through ecobrik activities, a project considered capable of strengthening the Profil Pelajar Pancasila. This ecobrik activity is a project that invites participants to collect and utilize used plastic bottles as material to form the edges of a garden, which will then be filled with soil and flowers to create a mini garden. Participants collect used plastic bottles as the main material. These bottles are then filled with other plastic materials (usually soft plastic) until they become solid, forming an "ecobrik." Participants can express their creativity by decorating or designing ecobriks. This involves coloring, adding patterns, or educational messages. The aim of this research is to analyze the extent to which ecobrik activities as a Proyek Penguatan Profil Pelajar Pancasila strengthening project can shape the six characters of Profil Pelajar Pancasila.

RESEARCH METHOD

This research employs a qualitative descriptive approach to explore and provide a detailed description of the formation of Profil Pelajar Pancasila character through ecobrik activities. The primary data sources in this study are the 4th-grade teacher, Mrs. Lailatul Fitri, S.Pd.; the 5th-grade teacher, Mr. M. Dayan Nola, S.Pd.; and the 6th-grade teacher, Mr. Syukron Makmun, S.Pd. Secondary data were obtained from the ecobrik activity schedule. Data collection techniques involve interviews, observations, and documentation. Data analysis is conducted through three stages: data reduction, data display, and conclusion drawing. Data reduction involves detailing, grouping, and categorizing information obtained from various sources. This research aims to provide a deep and comprehensive explanation of the contribution of ecobrik activities in shaping the character of the Profil Pelajar Pancasila.

RESULTS AND DISCUSSION

Results

Table 1. Results of Ecobrik Activities in Shaping the Pancasila Student Profile

| Ecobrik Activity Results | Dimension | Indicator |
|--------------------------|-------------------------------------|---|
| Profil Pelajar Pancasila | Believing, Devotion to the Almighty | Praying before Commencing Activities |
| | Independence | Responsibility in Completing Ecobrik Production |
| | Mutual Cooperation | Division of Roles and Responsibilities in Groups for Ecobrik Making |
| | Global Diversity | Reducing Environmental Damage Impact |
| | Critical Thinking | Building Environmental Awareness Logic |
| | Creative | Encouraging Design Variations and Innovation in Ecobrik Production |

Discussion

Praying before Commencing Activities

In the ecobrik activity at MSI 14 Medono, the dimension of faith and devotion to the Almighty is reflected through prayer and gratitude before initiating the project. Students are encouraged to recognize the values of spirituality and lay the

foundation of faith in every action. This activity creates a religious atmosphere that reinforces Pancasila values in the context of daily life.

Responsibility in Completing Ecobrik Production

Students demonstrate independence by taking the initiative to collect used plastic bottles as the main material. They perform this task independently, showing a willingness to act autonomously. The process of forming ecobriks involves technical steps that participants must carry out independently. They fill plastic bottles with other plastic until compact, demonstrating skills and independent capabilities in executing physical tasks.

Independence is reflected when participants decorate and design ecobriks according to their own creativity. They make independent decisions regarding coloring, patterns, and messages to be conveyed through their ecobriks. Independence is also evident in arranging the mini garden after ecobriks are completed. Participants can make individual decisions or contribute independently in determining the location of the garden edge, adding soil, and planting flowers.

Division of Roles and Responsibilities in Groups for Ecobrik Making

Although students demonstrate independence in material collection, there is potential for collaboration. They can assist each other, share responsibilities, and work together in efforts to collect used plastic bottles. While there are individual tasks, there is room for cooperation. Participants can provide support or guidance to peers, creating a collaborative atmosphere in the formation of ecobriks.

Collaboration can occur in the exchange of ideas or assistance among participants as they decorate and design ecobriks. Joint initiatives can create richer and more varied outcomes. Mutual cooperation is evident in arranging the mini garden. Joint decisions about the location of the garden edge, addition of soil, and planting of flowers create a final result that reflects collective contributions.

Reducing Environmental Damage Impact

This activity creates awareness of global diversity through the collection and utilization of used plastic bottles as the main material. In this regard, students directly contribute to the global solution to reduce plastic waste, reflecting awareness of environmental responsibility at the global level. The ecobrik formation process, involving the use of used plastic and filling with soft plastic, emphasizes recycling practices and waste reduction. This aligns with global efforts to reduce negative environmental impacts, demonstrating concern for larger-scale global issues.

Through this activity, students indirectly engage in the global movement to preserve the sustainability of this planet. They become part of a joint effort to address environmental issues that are not only local but also relevant at the global level. Coloring, adding patterns, and educational messages on ecobriks may reflect global issues or universal values. Participants can convey messages that promote peace, justice, or sustainability, emphasizing their understanding of global values.

Building Environmental Awareness Logic

Students need to understand the environmental impact of using plastic bottles and recycling practices. By being aware of environmental consequences, they can develop critical thinking related to material choices and environmentally friendly solutions. Students can use critical thinking skills to reflect on the effectiveness of recycling practices in this project. Does recycling plastic bottles really reduce plastic waste? This creates an opportunity for analytical thinking.

In decorating and designing ecobriks, students need to make choices and justify their designs. This involves creative considerations along with rational analysis of the messages or patterns they add. If students include educational messages on ecobriks, this reflects critical thinking related to how information is conveyed and builds environmental awareness in society. Critical thinking can also be applied in the context of global impact. Students can contemplate how this project, although small in scale, can contribute to global solutions for plastic waste and sustainability.

Encouraging Design Variations and Innovation in Ecobrik Production

Students can showcase their creativity in collecting used plastic bottles with an innovative approach. New ideas or creative methods for collecting materials can create a creative dimension in the initial stages of the project. During the ecobrik formation process, students have the freedom to express their creativity. They can create unique designs, mix interesting colors, or even try innovative shapes, creating outcomes that are not only functional but also aesthetic.

In the decoration stage of ecobriks, students can incorporate artistic elements. This includes choosing vibrant colors, interesting patterns, and designs that reflect their creativity. If students include educational messages, this creates an opportunity to express ideas creatively. Word selection, typography design, or even the use of images can be forms of creative expression. Arranging the mini garden with ecobriks can be a platform for innovation.

Students can create unique concepts for arrangement, mixing and matching garden elements in a creative and engaging way. This activity invites students to think creatively as a whole. From the concept of material collection to the final result of the mini garden, each step is an opportunity to apply creative ideas.

CONCLUSION

The ecobrik activity at MSI 14 Medono has successfully shaped the character of Profil Pelajar Pancasila through six dimensions. Praying before starting creates a foundation of faith and strengthens Pancasila values. Students demonstrate independence and creativity in material collection and ecobrik production. There is collaboration and mutual cooperation in the process, creating a collective contribution to the arrangement of the mini garden. This activity also fosters awareness of global diversity by contributing to global solutions for plastic waste. Critical thinking emerges in the evaluation of environmental impact and the

effectiveness of recycling practices. Furthermore, this project encourages design variations and innovation, enriching students' experiences in creating ecobriks and arranging mini gardens. Overall, the ecobrik activity is not just a physical project but also an effective means of shaping the character of Profil Pelajar Pancasila by integrating values, independence, cooperation, global diversity, critical thinking, and creativity.

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