



Internalizing the Character Value of Caring for the Environment Through the Project to Strengthen the Profile of Pancasila Students in Elementary Schools

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ABSTRACT

Objective: Finding appropriate ways to internalize the character values of caring for the environment in elementary schools through a project to strengthen the profile of Pancasila students in terms of civic behavior, skills, and attitude. **Method:** This research is mixed research with quasi-experiment, with a population of 500 students from 5 elementary schools and a sample of 128 students from 3 elementary schools. **Results:** The internalization of environmentally caring character values carried out through the project to strengthen the Pancasila student profile in elementary school students is quite effective with the final score of the experimental class; Elementary School 1 Jampiroso scored 82.0% civic behavior, civic skill 80% and civic attitude 81.0%, while Elementary School 2 Jampiroso scored civic behavior 81.0%, civic skill 80.0% and civic attitude 80.0% and Elementary School Shekinah civic behavior 83.0%, civic skill 80.0% and civic attitude 82.0%. **Novelty:** This research is a study of further experimental development related to the development of civic behavior, skills, and attitudes in elementary schools

INTRODUCTION

The Merdeka Curriculum has characteristics and programs that differ from the previous curriculum; namely, there is a Project for Strengthening the Pancasila Student Profile. This project supports intracurricular activities with the ultimate goal of increasing competence and building and improving students' character as a Pancasila Student Profile through projects that raise issues or problems in the surrounding environment. One of the essential characteristics to develop is the character of caring for the environment. Through the Ministry of Education, Culture, Research and Technology, Indonesia has a Vision for Indonesian Education, namely realizing an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila Students (Dasmana et al., 2022; Marsaulina et al., 2023; Mauliddina & Irianto, 2023; Muji et al., 2021; Sudarsana et al., 2020; Zainuri, 2022). This vision is realized in the form of the Independent Curriculum policy. One of the characteristics of the Merdeka curriculum is that there is a project to strengthen the profile of Pancasila. The Merdeka Curriculum focuses on efforts to form national character through a Pancasila student profile for each student in the education unit (Sari et al., 2022).

The Pancasila student profile is a character that students must have, covering six dimensions in the Pancasila student profile, namely: 1) Faith, devotion to God Almighty and noble character; 2) independence; 3) Working together; 4) Global diversity; 5) Critical reasoning; 6) Creative. Extracurricular activities projects to strengthen the Pancasila student profile (co-curricular) and extracurricular Pancasila student profile (co-curricular) and extracurricular activities are needed. Several related studies

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