

Enhancement Quality Learning Student in implementing Project Strengthening Profile Pancasila Students (5P) with Lifestyle Theme Continuing at Karya Pembangunan Baleendah High School

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Abstract

In the context of post-pandemic recovery of learning from Covid 19, the Ministry of Education and Culture 2022 will roll out the Independent Curriculum Implementation (IKM) program for the Independent pathway category which consists of 3 categories, namely Independent Learning IKM, Changing Independent IKM, and Independent Sharing IKM. Karya Pembangunan (KP) Baleendah High School is a school implementing the Independent Changing IKM category which must implement the Independent Curriculum in the 2022/2023 academic year for class X students, using teaching tools from the government or adapt them according to the conditions of Baleendah KP High School, as well as implementing the Cocurricular Strengthening Project Pancasila Student Profile (5P). In realizing the Pancasila student profile which acts as the main reference that directs educational policies including being a reference for educators in building the character and competence of students, the implementation is carried out through intracurricular, co-curricular activities (5P project), extracurriculars and school culture/climate. The form of community service carried out at KP Baleendah High School is a form of training in carrying out co-curricular activities of the Pancasila Student Profile Strengthening Project (5P) with the theme "Sustainable Lifestyle", through the topic "SMA KP BERHIAS" (SMA KP Clean, Green, Innovation, and Creation) which is the second choice of theme, which previously implemented the Bhineka Tunggal Ika theme. The 3 dimensions of the Pancasila Student Profile selected are the most relevant dimensions and are a priority scale as the goal of the Sustainable Lifestyle Project, namely (1) Faith, Fear of God Almighty and noble character; (2) Mutual Cooperation; and (3) Creative. This research method uses a qualitative approach to the type of descriptive research. This research was conducted using observation guidelines, interviews, and documentation with research sources, namely the school principal, teachers who served as coordinators, project facilitator teams, and class X students. The results stated that in the activities of the Pancasila Student Profile Strengthening Project (5P), which was carried out, the ability of teachers as coordinators and facilitators of the 5P project has increased compared to the implementation of the previous 5P Project, so this has a positive impact on student development in implementing the Pancasila Student Profile Strengthening Project shown by the emergence of student characters, namely morals in nature who realize themselves as part of the environment, have a responsibility, compassion, and care for the natural environment, realizing that as a human being, he has a duty to protect and preserve nature as God's creation. This made him realize the importance of caring for the environment as an element of the dimension of Faith, Fear of God Almighty, and noble character. Demonstrate the ability to cooperate, care for others, and the ability to share which are elements of Mutual Cooperation, and show creative abilities that are able to modify and produce something meaningful, useful, and impactful. The inhibiting factors for the Strengthening Pancasila Student Profile (5P) Project include the limited learning environment for the project because the learning environment between SMA and SMK students is still unified, there are also teachers in a team of facilitators who always rely on other teachers so that when the teacher they rely on cannot attend which sometimes lacks the provision of infrastructure, and still 5P project activities do not go according to the flow of project activities that have been prepared due to the teacher's lack of understanding of the 5P concept.

Keywords: Pancasila Student Profile Strengthening Project (5P), Sustainable Lifestyle, Decoration

INTRODUCTION

The Indonesian 1945 Constitution has put the foundation policy "education for all", which became the base policy that must deeply study the framework provision chance for the Public to get service education, p this poured in article 31 that every entitled citizen _ get an Education.

Education becomes means of an effort to educate the nation's life that has a correlation with the goal of the welfare of society. According to Amartya Sen (1999) in *Development as freedom* categorizes education and health as" (*social opportunities*) ' or opportunities social which possibly Public own stock enough to participate in various field life. prowess literacy And Numeracy, become stock _ education is the basic capital of individuals to access education and possible for wade life social, economic, and even politics.

Right now the world is struggling to restore education which has been exacerbated by the Covid-19 pandemic. The phenomenon of *learning loss* didn't just happen in Indonesia. The almost whole country in the world feels suffering the consequences of closing schools because of the pandemic (Engzell, Frey, and Verghan, 2021; Jonson et al., 2014). To catch up, respectively countries make policies for responding to the Covid-19 crisis. Of course, every country can adjust its policies respectively. However, a policy taken must be based on data and need, because if the government wrong takes policy so doom education consequences Covid-19 Becomes a threat real (UNESCO, 2021).

In order to catch up due to the closure of schools and learning in a manner online, the Government of Indonesia seeks to implement policies for overcoming the learning lagging crisis (learning loss) and learning inequality (learning gap) during the pandemic and before the pandemic, besides other challenges in relation to educational outcomes. Indicated educational backwardness when difficult students _ for have mastered the competencies previously studied, they too no could finish level learning _ class. There is the view that The applicable curriculum in Indonesia is seen as rigid and focused on content material. Because the contents of the curriculum are also considered too theoretical, Thing this causes difficulties for teachers to translate it into a manner practical as well as operational Theory learning and activity class so this impressed the teacher facilitated student only finish Theory with no complete competency. therefore s wrong _ one change carried out in the policy of Independent Learn is happening in the curriculum category that emphasizes learning centered on students, which characteristic flexible, competency-based, focused on character and skill development soft, as well as accommodating to needs DU/DI.

Plate (2012) reveals failure something education, for one influenced by curricula that are not capable fulfill the demands of the times. Therefore, curriculum _ must always evaluate for then customized with development knowledge, progress technology, and market demands. Including learning loss due to Covid-19, the curriculum must also be perfected to could adapt to the condition system and method of learning post-pandemic.

because _ that for answer a number of challenges above, is required curriculum that: (1) Simple, easily understood, and implemented ; (2) Focus on the competence and character of all participant educate ; (3) Flexible ; (4) in harmony ; (5) Working together; and (6) pay attention results to study and feedback.

Portrait quality education in Indonesia which not yet leave a good thing this ignitevarious programs and policies at the national level, in an effort to improve the quality of education by establishing quality schools in various regions, among others International Standard School Pilot (RSBI) policy, School Zoning, Reference School, and Model School. The hope, is through the growth of quality schools in an area, can be an example for other schools in the vicinity, will but Thing this is not yet impacted _ wide and equally by many schools and areas.

To use continue and develop policy enhancement quality education so more equally to many schools and areas, the government has some policies like simplification curriculum, improving new curriculum, and the granting of freedom and discretion to the unit level education to use the curriculum deemed appropriate each level unit education. So in Indonesia now life three curricula that are Complete your 2013 Curriculum, simplified 2013 Curriculum, and Merdeka Curriculum.

in the year lesson 2021/2022, the Ministry of Education and Culture initiate the Program School mover as an effort to encourage schools to transform themselves in level internally to improve the quality o f implemented learning _ in a manner limited to 2,499 unit education participants of

the Mobilization School Program and 901 SMK from Program SMK Center Superiority (SMK PK), 75% of them are schools country and the rest private. This limited implementation conducted spread the quality of that school's diversity. Viewed from the category of his school, 6% of the school is Step I (*poor*), 50.77% is a school on Step II (*fair*), 25.1% is Step currently (*good*), and the rest 13.1% is in stage IV or (*excellent*) the next expected capable do offset to other schools to carry out the similar quality improvement. So this program is ongoing necessary _ efforts to create an ecosystem for improving the quality of education both at the National level, area, and educational unit. With exists driving schools are the government's effort to improve the quality and quantity of education in the country (Ritonga et al., 2022), Thus the driving school is expected to be able to become a forum and solution for school work programs that can support the development of strengthening the profile of Pancasila students (Rizal et al., 2022) ..

Furthermore, in 2022 through the 15th Merdeka Learning episode, the curriculum will be used in schools The initial mover called as Prototype curriculum set as Freedom Curriculum. Besides that Implementation program also rolled out Independent Curriculum (IKM). for education units that are not school movers through 3 categories namely IKM Mandiri Study, Independent Change and Independent Share with provision School implementers of IKM Mandiri Learn to Apply a number of parts and principles Merdeka Curriculum, without replace curriculum unit moderate education _ applied, for Independent IKM School Changed to implement the Independent Curriculum in grades 1, 4, 7 and 10 by using teaching tools that have been provided by the Government, while IKM Mandiri Share Implementing the Independent Curriculum by developing various teaching tools themselves.

Meanwhile, equity in the sense of "quality" means that every citizen country entitled get service education which quality. In quality context _ in this context contains meaning that the educational process should be able to improve learning outcomes which form competence cognitive nor non cognitive so that every learners capable competitive at the global level, but still bases its behavior on principles Pancasila. Learning outcomes which are the main objectives of this study are formulated as Profile Pancasila students (Curriculum Center and Bookkeeping, 2020).

Based on decision Head of BSKAP N0 009 /H/KR/2022, concerning Dimensions, Elements and Sub Elements Profile Pancasila students. Profile student Pancasila is shape translation purpose education national. The Pancasila student profile serves as the main reference direct policies education including Becomes reference for educators in building the character and competence of participants educate. Pancasila student profiles must be understood by all stakeholders interest because of their important role, in terms of general there is six Dimensions of Profile Pancasila students namely (1) have faith, fear God Almighty, and have a noble character, (2) be diverse global, (3) independent, (4) mutual cooperation, (5) critical reasoning, and (6) creative. These dimensions show that the profile of Pancasila students does not only focus on cognitive abilities but also attitudes and behavior according to their identity as Indonesians as well as citizens of the world. The six dimensions of the Pancasila student profile need to be seen as a whole one unit so that each individual can become a lifelong learner who is competent, have character, and behave according to Pancasila values.

To quote writing Mutiara et al., (2022) in (Nurasiah et al., 2022) , that through education, a person can develop knowledge, insight, values and character even though some are inherited from culture, which is poured in implementation of school programs, in in order to improve student learning outcomes both in terms of cognitive competence (literacy and computing) and non-cognitive (character) to achieve the Pancasila Student Profile. The Pancasila Student Profile Strengthening Project makes learning centered on students because it is carried out with a micro-learning approach planned according to students' abilities as well as various activities to make students comfortable and happy when studying at school (Mariana, 2021). According to Nadiem Anwar Makarim, strengthening student character education will be manifested by the Ministry of Education and Culture through various strategies centered on efforts to realize Pancasila Students (Ismail et al., 2021). as poured in the Project Guide Strengthening Profile Pancasila 5P students that The Pancasila student profile is designed to answer one big question, namely students with

what kind of profile (competence) the Indonesian education system wants to produce. In this context, the Pancasila student profile has a competency formula that complements the focus on achieving Graduate Competency Standards at every level of the education unit in terms of cultivating character in accordance with Pancasila values. The competence of the Pancasila student profile pays attention to internal factors related to the identity, ideology and aspirations of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st Century which is currently facing the industrial revolution 4.0. Indonesian students are expected to have the competence to become democratic citizens and become superior and productive human beings in the 21st Century. Therefore, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges

A number of study disclose implementation project strengthening the profile of Pancasila students (5P) who have done, among others is (Nugraheni Rachmawati 2022) who reveals The Pancasila Student Strengthening Project creates a new nuance in education in Indonesia today, whereby the allocation of separate time makes teachers more able to innovate in planning projects according to the selection of dimensions and characteristics of students. In addition, it provides flexibility for educators to carry out a project-oriented learning process. A directed and measurable system will assist teachers in implementing Pancasila student strengthening projects. However, it is undeniable that this new curriculum change requires cooperation, strong commitment, seriousness and real implementation from all parties, so that the profile of Pancasila students can be embedded in students. Research conducted _ Diah Ayu et.al. concluded that P5 's activities held with 2 stages among them stages conceptual and stages contextual. At stages conceptual, the teacher gives lietarur and LKPD as source study as well as give instruction theme to covering students _ style life continuous, sound democracy, engineering and tech for building the Unitary State of the Republic of Indonesia, wake up body and soul, diversity single ika, wisdom local, and entrepreneurship. Then on stages contextual, students do activity appropriate field _ with theme. to strengthen the character of students who refer to the profile of Pancasila students there are 3 strategies implemented at UPT SD Negeri 47 Gresik that is Differentiated Learning, Learning with Projects and Habits. With the strategy implemented by the teacher, it is hoped that students will become individuals who fit the Pancasila student profile, especially in protecting the environment. Where this is in accordance with the theme of sustainable living and the main characteristics of the Pancasila student profile. The project to strengthen Pancasila student profiles, as a means of achieving Pancasila student profiles, provides opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from their surroundings. Next (Jufri, 2022) put forward that " learning projects such as the Bhinneka Tunggal Ika Project in the prototype curriculum of driving schools are very appropriate to realize strengthening the profile of Pancasila students because students and educators are given ample and meaningful space to see directly (contextually) the reality of community life which is the object of educational study at school ”.

The Ministry of Education and Culture determines the theme for each profile project implemented in an education unit. Starting in the 2021/2022 school year, there are four themes for the PAUD level and eight themes for SD-SMK and equivalent which are developed based on priority issues in the 2020-2035 National Education Roadmap, Sustainable Development Goals, and other relevant documents. There are 8 themes the is Sustainable Lifestyle, Wisdom Local, Unity in Diversity, Wake Up Their Soul and Body, Voice of Democracy, Engineering and Technology, Entrepreneurship, and Employment (SMK).

As for the Planning Flow project strengthening the student profile of Pancasila (5P) based on module guide Ministry of Education and Culture year 2022 *first*, Chief School form team facilitator Project ; *second*, head School and team facilitator identify level readiness unit education ; *third*, team facilitator designing dimensions, themes, and allocations time project ; *fourth*, team facilitator arrange module project ; *fifth*, team facilitator designing strategy reporting results project. For Description implementation The project to strengthen the Pancasila student profile that activity The 5P project is cross-disciplinary learning in observing and thinking about solutions to problems

in the surrounding environment to strengthen various competencies in the Pancasila Student Profile as poured in Ministry of Education and Culture Decree No.56 /M/2022, the project to strengthen the profile of Pancasila students is a project-based co-curricular activity designed to strengthen efforts to achieve competence and character in accordance with the profile of Pancasila students which is compiled based on Graduate Competency Standards. Implementation of the project to strengthen the Pancasila student profile is carried out flexibly in terms of content, activities, and time of implementation. The project to strengthen the profile of Pancasila students is designed separately from intracurricular activities. Objectives, content, and project learning activities do not have to be related to intracurricular objectives and subject matter. Education units can involve the community and/or the world of work to design and organize projects to strengthen the profile of Pancasila students. Whereas for Assessment Project Profile need notice the diversity of student conditions, the purpose of achieving a profile project, the making of sub-development indicators interphase elements at the start of the project, establishing linkages between formative (early and throughout the project profile) and summative assessments, and explain the purpose of the assessment and involve students in the assessment process. Assessment formative carried out at the beginning of planning (if you make your own profile project module) or in determining dimensions, elements, and sub-elements (if using an existing profile project module) Then it is carried out periodically, continuously during the profile project, assessment formative carried out at the beginning of the profile project by educators. during the profile project carried out by educators, students personally (self assessment), fellow students (peer assessment), education unit partners in profile projects (for example: parents, resource persons) with shape assessment Rubrics, feedback (from educators and fellow students) both orally and in writing, observations, discussions, presentations, journals, reflections, essays. Whereas assessment summative is usually done at the end of a profile project, can be done at the end of the activity phase if needed (especially in profile projects with a long period of time, assessment only assessed by educators form Rubrics, presentations, posters, dioramas, technology or art products, essays, collages, plays.

one _ implementing school _ project strengthening project profile Pancasila students are SMA Karya Pembangunan Baleendah who chose Lifestyle theme _ Sustainable with topic "SMA KP BERHIAS (Clean, Green, Innovative and Creative) as theme second of 3 themes selected project _ for year lesson 2022/2023. Through project activities with the theme Lifestyle Sustainable it is expected that students will understand the impact of human activities, both short and long term, on the continuity of life in the world and the surrounding environment. Students also build awareness to behave and behave environmentally friendly, study the potential for a sustainability crisis that occurs in the surrounding environment and develop readiness to face and mitigate it.

According to **Djamilah Sudjana**, One of the sustainable lifestyles that must be considered and implemented in the world of education, starting from the pre-school level to tertiary education, which is most dominant in our environment, is the problem of waste management. We hope that through education we will change people's mindset to be able to manage waste into products that can be reused by the environment to restore natural ecosystems to be maintained and maintained. Sustainable lifestyles have recently become a boom campaign in our country. Social media also helps the public to introduce and care for the lifestyle. will make the choice that has the least negative potential. This is not just caring about the environment but also involves thinking in the long term, because almost all the actions we take have an impact on the environment and other people, the thought process also includes health and well-being, education and community development, not just money and possessions..

Based on results analysis condition Baleendah KP High School environment which is located in Baleendah District which is an area that is never free from problems flood, s morphologically most of the Baleendah District is at the bottom of the Bandung Basin. This condition causes Baleendah District to be vulnerable to flooding. As for reason other because lack of public awareness to dispose of garbage in its place so happen stack pen rubbish which is blocked under the bridge of the Cisangkuy River, a tributary of the Citarum river, Baleendah. Because of the piles of garbage, the flow of water is now stagnant under the bridge. This is what it becomes

reasons for SMA KP Baleendah choose Lifestyle theme _ sustainable with the topic "SMA KP BERHIAS (Clean, Green, Innovation and Creativity). The topic "DENIAS" is intended how KP Baleendah High School students create Clean and green school environment (importance of cleanliness and greenery in the school environment) innovation and creation participant educate own power create, own ability for creating that which is update (creation new) i.e. through processing rubbish into products that can be reused or succeed To use is part of the thought process to come up with ideas and solutions. student Of course, this is the dream of all school members. In order for that dream to come true, it is necessary to campaign,

Therefore, this research aims to analyze quality learning student in implement Pancasila Student Profile Strengthening Project with Lifestyle theme _ Continuously so that students build awareness to act and behave in an environmentally friendly manner that is manifested with creation KP SMA environment is clean, and green through innovation and creation student in manage rubbish Becomes products that can be reused and succeed use, so participant educate capable realize dimensions profile Have faith, fear of God Almighty, and have noble character, work together, and be creative as purpose Project profile in his daily life.

Purpose from writing article this is for describe in a manner conceptual importance application project strengthening profile Pancasila students in develop character participant educate for build awareness in behave and behave friendly environment on the theme of Lifestyle Sustainable with the topic "SMA KP BERHIAS (Clean, Green, Innovation and Creativity) Participant educate class X SMA KP Baleendah

METHOD

This study uses a qualitative approach to the method descriptive (Sugiyono, 2016, 2019). This research method was chosen because the researcher wanted to obtain descriptive data enhancement quality learning in implement project profile in the formation of the character of students for build awareness in behaving and behaving environmentally friendly in real terms in research. Qualitative research describes the results of observations felt by researchers (Kurniawaty et al., 2022). The location of this research is SMA KP Baleendah Grand Duke Street N0.32. Researchers collect data by observation and interviews. Source of data from this research is The head of the Karya Pembangunan Foundation is called the code (X 1), the school principal with code (X2), Superintendent with code (X3), Teacher with code (X4), and then the researcher triangulated the data with 6 (six) students _ representative from 6 rhombs in this study the informant is called the code (X5). At the observation stage the researcher is directly involved with the daily activities of the object being observed. Observations are carried out directly both inside and outside the classroom. The data from the interviews were then analyzed by the authors through data reduction, data presentation or *display* and conclusion.

RESULTS AND DISCUSSION

Activity devotion To the Community (PKM) implemented start October 19th _ until by December 10, 2022. Activities observation / analysis situation and identification problem held the 19th sd. October 25, 2022, from results observation and identification problem from Data sources include academic representatives field curriculum, teacher, head School and Superintendent of Trustees obtained information that SMA KP Baleendah feel difficulty in implement project strengthening profile student Pancasila (P5), which is activity main in implementation Independent Curriculum so agreed PKM activities carried out form training and mentoring related implementation project strengthening profile Pancasila students (P5) with theme style life results - based sustainability _ analysis need participant educate.

Participant assistance which consists from the deputy head field curriculum and all class X teachers who are the Facilitator Team Project given *pre-test* in shape distributed *goggle* forms past *whatsapp groups*. From the answers to the pre-test could is known how understanding participant to material to be given During training and mentoring. For he explained results recapitulation answer could seen in table 1. Pre -test results in table 1 shows that ability participant

training / mentoring still not enough maximum is at under range of 70%. Thing this happen because still lack of understanding they related Theory about implementation of P5 and Implementation Freedom Curriculum.

Table 1. Pre-Test Recapitulation

No	Question Items	Percentage
1.	Purpose and characteristics Freedom Curriculum	56.2 5 %
2.	Implementation Freedom Curriculum	4 4, 55 %
3.	Profile Pancasila students	4 6, 63%
4.	Preparation P5 module	68.6 0 % _
5	P5 implementation	62.25%
5.	Implementation and Arrange reflection P5	66.55 %



Figure 1. Observation / analysis situation and identification problem

On October 27 2022 it will be held signing cooperation and stages execution IN-1 training. Signing Cooperation between UNINUS Bandung and KP Baleendah High School representative from UNINUS namely Mr. Sobari as Head of Bureau of UNINUS meanwhile from SMA KP represented by the Chairman of the Karya Pembangunan Foundation, namely Mother Hj Atty, SE. and all KP high school teachers as participant role training _ as coordinator and Team Facilitator Project P5.



Figure 2. The signing of the MOU between UNINUS and SMA KP Baleendah



Figure 3. IN-1 Activities / Implementation Training

IN-1 activity is part Step implementation initial training _ with socialization and introduction of training / mentoring programs, continued with exposure Theory training with source person Iis Suryani, S.Pd., M.Pd. _ which is the Development Team Curriculum Provincial Education Office West Java and also is Instructor National covers Theory socialization Independent Curriculum, Profile Pancasila student, project strengthening profile Pancasila students (P5), as well distribution project coordinator and team work facilitator project. Which consists of 16 teachers, 2 teachers were given Duty as coordinator project 14 teachers play a role as team facilitator distributed projects _ for 6 rum class X, so there are 2 clusters class get 3 facilitators, 4 groups 2 facilitators each.

Activity next from October 28 sd. November 3 is ON-1 activities for team facilitator project for prepare activity Project Strengthening Profile Pancasila students (P5) namely determine topic from theme style life sustainable and designing activity upcoming project _ arranged in module project, as well determination allocation time implementation project. On activities this participant guided live by resource persons and PKM groups. In choose topic to be made sample project team facilitator project time discuss enough tough because must choose topic from theme style life customized sustainability _ with results analysis need participant educate. In the end agreed topic _ is SMA KP BERHIAS (Clean, Green, Innovation and Creation) with allocation 90 Learning Hours (JP).



Figure 4. Selection process topic and prepare P5 Module design

On November 4th it was held IN-2 activities / training second that is exposure Theory related Preparation module and Assessment project. The discussion went on for a long time designing stages which project divided to in 5 stages project that is Step introduction, stage contextualization, stage action, stage reflection and stage follow go on and on determine allocation 90 JP time for every activity project in every the stages.



Figure 5. P5 Module Arrangement

When finished compiling _ P5 module, team of coordinators and facilitators guide whole participant educate in activity project corresponding stages activities that have designed in module project. Activity project held 10 JP each week so that project this could held in range 9 weeks' time. every week team PKM group _ alternate monitor and monitor implementation activity project and every week conducted reflection with team coordinator and facilitator project. Description from activity project this, students



Figure 6. Implementation Projects and Reflections

As described above either _ _ reasons for SMA KP Baleendah choose theme the based on results analysis condition KP Baleendah High School environment which is not once regardless from problem flood, because lack of awareness Public for throw away trash in place so that happen stack pen rubbish clogged below _ _ Cisankuy River bridge, son river Citarum, Baleendah. From the reasons for the election theme the could made one _ reject measuring success learning P5 project at KP Baleendah High School that in general it turned out that all the participating teachers role training _ as coordinator and team facilitator project carry out stages with very well proven _ of 5 stages activity projects carried out by students show that Project strengthening profile Pancasila students with theme style life sustainable with the topic "SMA KP BERHIAS (Clean Green, Innovation and Creation give chance to participant educate to " experience knowledge " as a reinforcement process character at a time chance for study from environment around, got inspire participant educate for contribute for environment surrounding so that participant educate could do action real in answer problem the corresponding with stages learning and needs. Which is wrong one means achievement profile Pancasila students, Strengthening project profile Pancasila students can Becomes optimal means within push participant educate Becomes student throughout competent life, character, and behavior corresponding with Pancasila values.

CONCLUSIONS AND RECOMMENDATIONS

Activity implementation project strengthening profile Pancasila students at KP Baleendah High School has walk corresponding guide implementation curriculum 5P project independent. After executing Project Strengthening Profile Pancasila students (5P) through Lifestyle theme _ Sustainability, participants _ educate show style conscious life _ will environment and aware consequence on choices made, awareness _ for behave and behave friendly environment, with civilize throw away waste in its place, participants educate obtain experience with change pattern think Public for could manage rubbish Becomes product that can utilized returned by the environment for return ecosystem natural for Keep going maintained and maintained, so Thing this will Becomes habituation style life sustainable, and on endeavored exists enhancement awareness guard cleanliness environment, awareness throw away trash all over the place waste

in the environment _ school for whole inhabitant KP Baleendah High School, for creation environment clean school, aside _ that participant educate show ability cooperate with diverse creativity. _ However must there is strengthening return so activity project strengthening maximum Pancasila profile held so that create participant character education _ corresponding with Pancasila values. As for factor supports and inhibitors from implementation project strengthening profile Pancasila students at KP Baleendah High School is high support _ from the Karya Pembangunan Foundation, role Superintendent of Trustees, solid cooperation between coordinator project and team facilitator project, support Environment (external) as portrait real impact from activity man Whereas factor the inhibitor that is environment Studying SMA and SMK KP Baleendah still United, still there is part small teachers who rely on other teachers in one team facilitator, So school demanded for more enterprising facilitating teachers through supervised construction _ builder as well as follow training related project strengthening profile Pancasila students as capable effort _ support knowledge and skills of teachers in schools.

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