



Implementation of The Pancasila Student Profile Strengthening Project in Developing Environmental Caring Character in Early Childhood in Kindergarten

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ABSTRACT

Instilling environmental awareness from an early age is a crucial step in shaping a generation that is responsible for nature. This study aims to improve children's understanding and skills in distinguishing organic and inorganic waste through the use of educational video media and practical activities. This study also aims to develop teacher competencies in implementing the Pancasila Strengthening Student Profile Project (P5) at Hidayatul Mubtadiin Kindergarten. The method used is descriptive qualitative with a field study approach. Data were collected through observation, interviews, and documentation of project activities. The project implementation included the delivery of educational videos on waste awareness, the impact of littering, and how to dispose of organic and inorganic waste. Twenty-two Kindergarten B children participated in a waste sorting activity based on the color of their bins. The results showed that 19 children successfully sorted their waste accurately, while three children experienced difficulties in the learning process. The study concluded that the learning method through educational videos on waste and hands-on practice was effective in improving children's understanding and skills regarding waste and waste management, and supporting the development of environmentally conscious character in early childhood.

INTRODUCTION

Indonesia a country with abundant natural resources, faces serious challenges in the form of environmental damage caused by human activities and natural factors. Therefore, efforts to instill a caring character from an early age are crucial as a foundation for developing values, attitudes, and habits that are responsible for the environment (Loho & Christianty, 2023). Early childhood, also known as the golden age, is a crucial period in brain development as well as children's cognitive, social, emotional, and moral abilities. Therefore, character education must begin at this stage for optimal results (Fadilah, 2025).

Character education in early childhood aims to develop spiritual aspects; personality, self-control, honesty, and responsibility, as well as a caring attitude in daily life in society and the environment (Salam, Ikhwanuddin, & Sri Jamilah, 2022). The educational approach must be adapted to the stages of moral development according to Piaget and Kohlberg, which emphasizes the gradual learning of good and bad values through social experiences and the

introduction of moral rules (Safitri & M. Hajar Dewantoro, 2025). This approach is important to implement to build a strong foundation of character that can be applied in everyday life.

Environmental education integrated with character education plays a crucial role in fostering ecoliteracy, the ability to recognize, understand, and act responsibly towards the environment (Sofni Indah Arifa Lubis, Zannatun Nisya, & Yuliana Lubis, 2024). Participatory approaches, experiential learning (outdoor learning), and eco-friendly school programs (adiwiyata schools) are effective in increasing environmental awareness and behavior (Commons, 2025). In this learning, multimedia learning media, particularly educational videos, so that with this activity we can develop curiosity, knowledge and the ability to process waste and develop a character of concern for the environment in early childhood (Jihan Fadilah, Eko Maulana Syaputra, Sukhriyatun Fitriyah, & Siti Pangarsi Dyah Kusuma Wardani, 2024).

Pancasila values play a crucial role in shaping the character of Indonesian students. The Pancasila Student Profile Strengthening Project (P5) is designed as a project-based approach to strengthen the internalization of Pancasila values, including environmental awareness (Nanda, 2025). At the Kindergarten (TK) level, P5 serves as an effective means to develop critical, creative, and collaborative thinking skills through exploratory activities focused on environmental issues such as waste sorting, waste management, and the reuse of used materials (Ira, 2024).

Although P5 has been incorporated into the curriculum with the aim of developing children's character and competencies through a holistic and contextual approach development through the P5 project, especially in Kindergarten, is still very limited. Previous research shows that the implementation of the Pancasila Student Profile Strengthening Project (P5) in Kindergarten and elementary schools still faces challenges in connecting philosophical and pedagogical understanding with real-world practices, particularly in terms of developing environmentally conscious character (Scholar, Merdeka, Merdeka, & Karakter, 2025).

Kindergartens, as the first formal educational institution, play a strategic role in shaping the character of early childhood through a conducive learning environment, programs fostering positive attitudes, and engaging learning methods based on play and exploration (SINAMBELA, 2025). The use of Educational Play Equipment (APE) is an effective medium for stimulating children's cognitive, social, and creative aspects, making learning meaningful and reinforcing environmentally conscious behavior (Panggabean, 2020).

To date, several shortcomings remain in environmental character education programs in kindergartens. While most research focuses on fostering behavioral habits such as proper waste disposal and planting, it has not yet optimally integrated multimedia learning media such as educational videos that can strengthen children's interest and understanding (Pratiwi, 2025). Direct practice in character learning, such as contextual waste sorting as part of a P5-based program, is also still lacking in focus. Many studies still rely on theoretical approaches or general activities that underemphasize exploratory experiences that can foster holistic character internalization (Susanto et al., 2024).

Limited teacher training and supporting facilities, including innovative learning media, are obstacles to optimizing environmental character education (Sukarno et al., 2025).

Furthermore, limited collaboration between schools, families, and the community also reduces the sustainability of this program. The limited research examining the integration of educational video media with waste sorting practices in the context of strengthening Pancasila student profiles in kindergarten is a key focus of this study. This approach is believed to enhance children's cognitive, social, and emotional aspects in an integrated and contextual manner. The research findings are expected to make a tangible contribution to strengthening technology-based and hands-on environmental character education in Kindergarten.

This study offers a solution by integrating the P5 project, based on educational videos, with hands-on waste sorting practices as a holistic approach to developing environmental character in kindergarten. This approach not only strengthens the internalization of Pancasila values but also increases children's motivation and understanding through age-appropriate interactive media and engaging learning strategies. Through this strategy, it is hoped that environmental character development can be optimally and sustainably developed.

METHODS

The research used a qualitative descriptive approach with a field study approach. This was used to gain an in-depth understanding of the process and outcomes of instilling environmental awareness in early childhood through learning videos and hands-on practice at Hidayatul Mubtadiin Kindergarten. This approach allows the research to describe phenomena systematically, factually, and accurately, reflecting the actual context (Waruwu, 2024).

The subjects of the study were 22 children from grade B of Hidayatul Mubtadiin Kindergarten. The primary data were obtained through direct observation of learning activities and waste sorting practices, interviews with teachers as facilitators, and documentation of environmental character strengthening project activities in accordance with the Pancasila Student Profile Strengthening Project. The study was conducted for 2 weeks at Hidayatul Mubtadiin Kindergarten involving 22 children from Kindergarten B, their class teachers, and their assistants.

Data collection techniques included participant observation, which observed behavior or activities involving class teachers and children of Kindergarten B in the classroom and school environment as a source of data on the implementation of project activities. This was then followed by semi-structured interviews aimed at the principal and class teachers to obtain information regarding the learning process of caring for the environment character in children. Documentation in the form of photos, videos, and activity notes also supported the validity of the data.

Data analysis was conducted qualitatively using data reduction, data presentation, and inductive conclusion drawing techniques (Sugiyono, 2016). Data reduction where researchers chose to focus research on the sorting of organic and inorganic waste and the impact of littering. Data presentation in the form of research results by describing the implementation of the P5 project that integrates educational video media and waste sorting practices in Kindergarten, analyzing the effect of the use of educational video media on children's interest and understanding in learning environmentally conscious characters, and examining the contribution of the P5 holistic approach in forming environmentally conscious characters in

early childhood cognitively, socially, and emotionally. Finally, the conclusion drawing begins with the results of observations where the level of understanding of observations where the level of understanding of teachers and children about organic and inorganic waste is still lacking. And after the project activities were implemented, it was found that 19 children were able to distinguish organic and inorganic waste while 3 children still experienced difficulties.

Data validity is strengthened through source triangulation, namely comparing data from observations, interviews, and documentation so that the research results can be trusted and describe real conditions (Prof. Dr. H. Mudjia Rahardjo, 2010). This research activity demonstrates the learning process using educational video media and hands-on practice that can develop children's knowledge and skills in classifying organic and inorganic waste, and foster a caring attitude in early childhood.

RESULT

This study examines the development of environmentally conscious character from an early age through the implementation of a project to strengthen the Pancasila Student Profile at Hidayatul Mubtadiin Kindergarten. The results showed that of the 22 Kindergarten B students who participated, 19 successfully differentiated and correctly sorted organic and inorganic waste after participating in educational videos and hands-on practice. Meanwhile, three children still experienced difficulty sorting waste according to type. This data indicates an increase in children's understanding and skills in waste management after being provided with instruction supported by videos and practical activities.

Based on previous observations and interviews, direct field observations to observe students' actual learning activities, and interviews with the principal and class teachers regarding children's environmental awareness, the observations revealed that children were still not fully able to separate organic and inorganic waste. This was evident in the children's habit of throwing their waste in the same bin after eating snacks.

Furthermore, interviews with the principal revealed that the school has not yet provided separate trash bins for organic and inorganic waste. The use of these facilities is not yet optimal, as further familiarization and guidance are still needed. The principal also stated, "We continue to strive to motivate teachers and students through outreach and training programs to increase environmental awareness. However, the main challenges are the lack of trash bins, the habit of throwing trash at home, and limited learning time."

Teachers currently tend to be passive in implementing the Pancasila student profile strengthening learning project, particularly in environmental stewardship. The lack of interactive and challenging learning methods also hinders the internalization of environmentally conscious behavior. A classroom teacher stated, "We have limited time and resources to take a more active approach, so children tend to follow along without deep understanding."

Data from interviews and observations support the quantitative findings that although waste sorting skills have improved, consistent implementation of environmental stewardship among children still requires reinforcement. Therefore, more engaging and interactive learning strategies are needed, along with the involvement of all parties, including parents, to

ensure optimal and sustainable achievement of environmental stewardship through P5 (Pancasila Student Profil Strengthening Project).

DISCUSSION

This research examines the development of environmentally conscious character from an early age through a project to strengthen students' Pancasila profiles at Hidayatul Mubtadiin Kindergarten. The project involved video lessons about waste and waste sorting. P5 emphasizes strengthening various character dimensions, one of which is environmental concern. To foster environmental awareness in early childhood, the project is creatively designed to be easily understood by children.



Picture 1. Learning With Videos About Garbage and Waste Sorting

The first activity begins with an animated educational video explaining the definition of waste, the benefits of littering, and the separation of organic and inorganic waste. Before the screening, children are introduced to what waste is. They can generally answer that it includes their snack wrappers and leaves. When discussing the impact of littering, they answer that it causes flooding and a dirty environment, indicating that the children already understand the consequences of littering. To differentiate between types of waste, they are still able to identify trash cans by color (organic waste is green and inorganic waste is yellow). To facilitate children's understanding of waste, the research encourages children to tap and hold trash to maintain cleanliness. This activity has been shown to develop children's ability to recognize waste.



Picture 2. Direct Introduction to Waste

The next activity the following day was a hands-on introduction to organic and inorganic waste bins and the types of waste. In this activity, children were reacquainted with waste by asking them if they remembered how many types there were. Some of the children still remembered. This activity was designed to be very engaging, inviting our children to play while introducing them to waste.

The children were encouraged to find their own trash. This activity taught them to care for the environment. They searched for trash around the classroom. Before the activity, the researchers placed several pieces of trash at various locations to encourage the children to pick it up. Once they found the trash, they stored it.



Picture 3. Classifying Organic and Inorganic Waste

The activity involved grouping the collected trash. Students began by coming forward one by one and presenting their findings to the trash bin. During this activity, many children were already able to separate their trash according to type. During this activity, researchers encountered challenges due to the limited time available, which made the activity less than optimal.



Picture 4. Telling the Image Results

In the final week of the activity, children were re-introduced to the concept of organic and inorganic waste. Researchers also inspected the trash bins placed in the classroom to see if the children were disposing of their trash properly. In this activity, children were seen helping each other when there were children who were still confused about throwing trash in the correct trash can. This activity is in accordance with learning in kindergarten where children will draw the results of today's activity about trash. As many as 23 children were able to draw trash and trash cans. There were still some whose drawings were not clear, but they were able to describe their drawings very well.

The success of most children in sorting waste correctly can be achieved through a learning concept that uses a multisensorial approach through educational videos that are visually and audio-engaging, accompanied by real-life practical activities that allow children to explore directly (Yaswinda, Yaswinda ismet, 2017). This approach aligns with Piaget's cognitive development theory and Kohlberg's morality, where children learn through concrete experiences and social interactions (Arminania, 2025).

The use of educational videos facilitates the delivery of messages about the impacts of littering and the importance of disposing of waste properly in a way that is easily understood by young children. Hands-on practice of sorting waste can strengthen children's observation and understanding, and foster positive habits that can be applied in everyday life (Marisa, Haddar, & Salim, 2020).

One of the teacher's roles in this project activity is very important to maintain the child's focus and provide direct guidance during learning. In accordance with the principles of the Pancasila Student Profile Strengthening Project (P5), which emphasizes a holistic and contextual learning approach, where children are encouraged to be active in seeking solutions and understanding Pancasila values such as responsibility, mutual cooperation, and environmental awareness.

Overall, the integration of educational videos and hands-on practice not only improves cognitive skills related to waste management but also supports the development of environmentally conscious character traits, adapted to the P5 dimensions at Hidayatul Mubtadiin Kindergarten.

The critical reasoning dimension of the Pancasila Student Profile Strengthening Project (P5) for early childhood focuses on children's ability to objectively process information,

differentiate and analyze various data they encounter, and draw conclusions based on available evidence. The results of this study show that Hidayatul Mubtadiin Kindergarten children successfully separated organic and inorganic waste correctly after participating in learning using educational videos and hands-on practice. This reflects children's critical reasoning abilities, as they don't simply memorize or passively follow instructions, but actively observe, differentiate between types of waste, and apply this knowledge in real-world practice.

This multisensory and contextual learning process allows children to hone their critical reasoning skills by directly experiencing the consequences and benefits of disposing of waste properly. Furthermore, children are encouraged to listen and understand the impact of their behavior on the environment, which is a further step in developing critical reasoning skills for situational analysis and decision-making. For example, they are able to identify which waste is recyclable and which is not, thus supporting better waste management.

According to Rika Widya et al. (2023), students who are critical thinkers are able to build connections between information, exchange, pivot, and draw logical conclusions. The children in this study demonstrated these traits through their active participation in waste sorting practices and their ability to explain the differences between types of waste after the learning process.

However, the difficulty some young children experienced in waste sorting indicates that the development of this critical skill still needs further stimulation through learning implementation and support from the home environment. Consistent reinforcement at school and in the family will holistically strengthen this critical reasoning process in early childhood.

The overall results demonstrate that the integration of educational video media and hands-on practice is an effective method that not only enhances understanding of the concept of waste sorting but also supports the development of environmentally conscious character traits in early childhood, in line with the goals of P5 at Hidayatul Mubtadiin Kindergarten.

CONCLUSION

From the results of the research after conducting learning using educational videos about waste and direct practice of waste sorting, it was proven to increase the understanding and skills of early childhood in distinguishing between organic and inorganic waste. Nineteen out of 22 children successfully sorted waste correctly, demonstrating the effectiveness of a learning method that integrates visual aspects and real-life experiences. In line with the objectives of the Pancasila Student Profile Strengthening Project (P5) at Hidayatul Mubtadiin Kindergarten, where this approach is also effective in fostering environmental awareness in early childhood.

The small number of children who experienced difficulties indicated the need for personalized and consistent learning reinforcement, both at school and at home. The environmental character development activities through the Pancasila Student Profile Strengthening Project (P5) at Hidayatul Mubtadiin Kindergarten, implementation of practices for teachers, are as follows: Teachers must be role models and motivators in getting children used to sorting waste by providing concrete examples and ongoing motivation. Teachers need

to act as facilitators, developing multisensory and contextual learning methods, using educational videos and hands-on practice to help children internalize Pancasila values such as responsibility, mutual cooperation, and independence.

Furthermore, teachers are required to integrate environmental awareness materials in a structured manner into daily lessons and collaborate closely with parents to reinforce consistent character education both at school and at home. Teachers must also identify and address obstacles faced by children who struggle with these materials through personalized approaches and a wealth of effective materials. Finally, improving teacher competency in the use of interactive learning media and active teaching methods is crucial for optimal and sustainable achievement of the goal of developing an environmentally conscious character through P5. This implication underscores the central role of teachers as drivers and guardians of the success of the P5 project in fostering an environmentally conscious character in early childhood.

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