

## Students' Concern for the Surrounding Environment with the Project to Strengthen Pancasila Student Profiles and Social Studies Subjects

Sri Rahayu<sup>1</sup>, Harisnawati<sup>2</sup>, Tiara Nanda Sucitra<sup>3</sup>, Indah Fitriani<sup>4</sup>

<sup>123</sup>*Faculty of Science Social and Humanities, Social Studies Education Study Program, PGRI University of West Sumatra*

<sup>4</sup>*SMP Negeri 10 Padang*

The project to strengthen the Pancasila student profile, as a means of achieving the Pancasila student profile, provides students with the opportunity to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from the surrounding environment. Apart from that, social studies subjects also increase students' knowledge of the environment. The aim of this research is to find out how students care about their surrounding environment with the Project for Strengthening the Student Profile of Pancasila and Social Sciences Subjects. This research uses a descriptive type qualitative approach. Data collection techniques through observation, interviews. The information search technique uses purposive sampling. Meanwhile, qualitative data analysis uses data analysis by Miles, Matthew B & Michael Huberman. The results of research on students' concern for the surrounding environment include 1. Students and pupils maintain classroom cleanliness. 2. Pupils and Students Throw Trash in the Place. 3. Boys and girls bring drinks in tumblers to school (so they don't buy minimum bottles). 4. Students and students use used goods for something useful.

Keywords: Environmental Concern, Pancasila Student Profile Strengthening Project (P5), Social Studies

Projek penguatan profil pelajar Pancasila, sebagai salah satu sarana pencapaian profil pelajar Pancasila, memberikan kesempatan kepada peserta didik untuk "mengalami pengetahuan" sebagai proses penguatan karakter sekaligus kesempatan untuk belajar dari lingkungan sekitarnya. Selain itu mata pembelajaran IPS juga meningkatkan pengetahuan siswa terhadap lingkungan. Tujuan dari penelitian ini untuk mengetahui bagaimana Kepedulian Peserta Didik Terhadap Lingkungan Sekitarnya dengan Proyek Penguatan Profil Pelajar Pancasila dan Mata Pelajaran IPS. Penelitian ini menggunakan pendekatan kualitatif tipe deskriptif. Teknik pengumpulan data melalui Observasi, wawancara. Teknik pencarian informasi menggunakan Purposive sampling. Sedangkan analisis data untuk kualitatif menggunakan analisis data Miles, Matthew B & Michael Huberman. Hasil penelitian Kepedulian Peserta Didik Terhadap Lingkungan Sekitarnya diantaranya 1. Siswa dan Siswa menjaga kebersihan kelas. 2. Siswa dan Siswa Membuang Sampah pada Tempatnya. 3. Siswa dan siswi Membawa minuman dengan Tumbler ke sekolah (agar tidak beli minuman botol). 4. Siswa dan Siswi Memanfaatkan barang bekas untuk sesuatu yang bermanfaat.

Kata Kunci: Kepedulian lingkungan, Project Penguatan Profil Pelajar Pancasila (P5), IPS

### 1. Introduction

The environmental crisis is one of the major challenges facing the world today. Climate change, water and air pollution, and garbage accumulation are global issues that have a direct impact on the quality of human life. Efforts to handle this crisis are not enough only through policies, but also require changes in public awareness and behavior from an early age. In this context, education has a central role in shaping the character of students so that they have concern for the surrounding environment. Environmental character-based education is becoming increasingly important to be instilled through various relevant learning approaches (Pratiwi & Nugroho, 2021);(Rijal, 2022).

In Indonesia, the Independent Curriculum presents the Pancasila Student Profile Strengthening Project (P5) as a strategic effort to instill character values, including concern for the environment. P5 allows learners to experience a real, contextual action-based learning process with their daily lives. In its implementation, P5 not only builds moral and social values, but also supports the strengthening of ecological awareness through activities that encourage students to interact directly with environmental issues. One of the main themes of the P5 is Sustainable

Lifestyle, which is in line with the global spirit of Education for Sustainable Development (UNESCO, 2022). Therefore, P5 is an important means of instilling environmentally friendly habits in students' lives (Kurniawan & Fajri, 2023).

Meanwhile, the subject of Social Sciences (IPS) also substantially contains material that is closely related to the surrounding environment. Social studies learning covers a wide range of topics such as the geographical conditions of the region, natural resource management, the impact of human activities on the environment, and citizen participation in sustainable development. With a thematic and contextual approach, social studies has great potential to foster students' awareness of the environment and their role as agents of change. When integrated with P5, social studies learning will become more meaningful because it is not only oriented to cognitive knowledge, but also to character formation and real actions. The collaboration between social studies and P5 opens up strategic opportunities to create transformative education (Adnyani & Widiastuti, 2021);(Suryani & Husna, 2022).

A number of previous studies have explored the implementation of P5 in primary and secondary schools. For example, (Rendrapuri, 2023) found that the implementation of P5 encourages students' collaborative and creative attitudes in entrepreneurial projects. (Rofiah, 2023) noted that there has been an improvement in the quality of project implementation after continuous training and supervision at MTsN 3 Banyuwangi. (Pramesti, 2024) also stated that the implementation of P5 in elementary schools is able to strengthen students' awareness of the surrounding environment. However, these studies are still limited to the implementation aspect in general and have not specifically reviewed the impact of P5 on changes in students' attitudes or behaviors in the environmental context. Therefore, further studies are needed that directly examine the relationship between P5, social studies subjects, and environmental concerns.

The urgency of strengthening sustainability values in education is increasingly urgent in line with the increasing awareness of the global ecological crisis. Education has a strategic role in shaping a generation that is not only intellectually intelligent, but also cares and is responsible for the environment. In this context, Education for Sustainable Development (ESD) as emphasized by (UNESCO, 2020), is an important framework that encourages education systems around the world to integrate sustainability issues into curricula and learning practices. ESD not only talks about theoretical knowledge, but also emphasizes the skills, attitudes, and values that enable learners to behave responsibly towards their environment and society. With this approach, education is no longer normative or merely instructional, but rather transformative, which actively invites students to become agents of change (changemakers) (Chaves & Hernandez, 2021).

However, the implementation of integrating sustainability education into the curriculum at the education unit level still faces various challenges at the practical level. Teachers often have difficulty designing projects that are in line with social studies learning outcomes while meeting the P5 principles (Sari, 2023). In addition, not all schools have adequate resources and support to develop effective and sustainable project-based learning. Therefore, an in-depth empirical study is needed to find out the extent to which the integration of social studies and P5 can shape the ecological attitudes and behaviors of students, as well as how the role of teachers in facilitating a meaningful and impactful learning process (Hidayat & Maulana, 2022).

Concern for the environment is an important aspect of character education that is often not the main concern in the classroom learning process. Many students still throw garbage carelessly, do not have the habit of sorting waste, or do not understand the importance of reducing the use of single-use plastics. This shows that knowledge of the environment has not been fully internalized in their behavior. Action-based P5 projects such as recycling, school gardens, or the use of tumblers can be effective interventions to foster students' ecological awareness. However, the effectiveness of this intervention needs to be further researched by paying attention to the contribution of each learning component (Wahyuni & Rahmawati, 2023);(Prasetyo & Susanto, 2021).

In that context, it is important to specifically examine how the integration between social studies subjects and the P5 project can shape students' concern for the surrounding environment. This study is needed to answer the question of whether project-based learning and character profile strengthening are able to bring real behavioral changes in students' daily lives. By delving into students' experiences and practices firsthand, this research will enrich the understanding of effective learning models in shaping environmental awareness. In addition, the results of the research can also provide practical input for social studies teachers in designing relevant, applicative, and contextual learning. In the midst of the complexity of environmental challenges, the role of teachers in assisting students in forming environmentally friendly mindsets and habits is very crucial (Nasution & Fadillah, 2022);(Widodo & Budi, 2023).

This research is significant because it can reveal learning practices that are relevant to the context of local environmental needs while answering the challenges of 21st century education that prioritize collaboration, creativity, and social responsibility. Using a phenomenological approach, this study not only seeks to understand how the integration process takes place, but also how students' experiences during the project can shape their ecological awareness. The data obtained from observations, interviews, and documentation is expected to provide

a holistic picture of the dynamics of project implementation and its impact on the sustainability values instilled in social studies learning (Sulaeman, 2023);(Anderson & Martin, 2022).

Finally, the results of this research are expected to be a reference for education policy makers, especially at the school level, to design a more integrative and contextual curriculum policy. A transdisciplinary approach that combines cognitive, affective, and psychomotor aspects through P5 and social studies can be a strategic solution in strengthening environmental education. Moreover, the findings of this study can inspire teachers in various regions to create project-based learning innovations that are adaptive to local issues while supporting the achievement of the Sustainable Development Goals.

### **Literature review**

1. (Rezy Vianthia Rendrapuri, 2023) in his research entitled "Implementation of the Pancasila Student Profile Strengthening Project with the Theme of Entrepreneurship at SDN Wangiwisata Bandung Regency". This study uses a qualitative descriptive approach with data collection techniques through observation that prioritizes direct data from student and teacher information as research subjects and direct observation at the research site. The results of the data analysis show that overall the implementation of P5 carried out at SDN Wangiwisata applies three dimensions, namely collaborative, creative, and critical reasoning.

2. (Rofiah, 2023) in his research entitled "Implementation of the Pancasila Student Profile Strengthening Project at MTsN 3 Banyuwangi". This study aims to find out and analyze the implementation of the Pancasila Student Profile Strengthening Project at MTsN 3 Banyuwangi, the obstacles faced, and the methods used to overcome these obstacles. Data collection was carried out through semi-structured interviews. The results of the study show that MTsN 3 Banyuwangi has implemented P5 learning, but it is still not optimal due to a number of obstacles, especially in the project learning process. The solutions carried out by madrasahs include: often holding dissemination related to this project and about the independent curriculum; forming a team of experts who can be invited to discuss problems in the field with their respective project class teams; forming a coordinating group (through a WhatsApp group) consisting of more than 10 teachers from 10 classes to facilitate coordination; strengthen the classroom team with regular coordination between team members and with a team of experts; teachers prepare plans in the form of project schedules, teaching modules, and teaching materials; and a team of experts supervises in the classroom related to the implementation of project learning. The implication of the solutions that have been carried out by madrasahs is the implementation of better and maximum project learning. This is strengthened by increasing teachers' understanding of project-based learning as evidenced through project products from each theme by students who are in accordance with the expectations of the expert team. In addition, there are comparative studies from several other madrasahs both from inside and outside the city to MTsN 3 Banyuwangi to study the process of implementing the independent curriculum, especially project learning.

3. (Pramesti, 2024) in his research entitled "Implementation of the Pancasila Student Profile Strengthening Project (P5) in the Independent Curriculum in Elementary Schools". The purpose of this study is to examine how the implementation of the Pancasila Student Profile Strengthening Project which is a project-based activity in the Independent Curriculum. The technique used is qualitative with the meta-analysis method, which is the collection and evaluation of data from previous studies. The results of analysis from a number of journals show that the implementation of P5 has been carried out well to achieve the competence of the Pancasila Student Profile. In its implementation, there are several supporting and inhibiting factors. Supporting factors include: student activeness, support from schools and educators, student skill development, and increased awareness of the environment. Meanwhile, the inhibiting factors include: limited funds, inadequate facilities and infrastructure, and lack of appreciation for the importance of Pancasila values.

## **2. Method**

This research uses a qualitative approach with a descriptive type of analytics, which aims to describe and analyze in depth social phenomena in the form of students' concern for the surrounding environment through involvement in the Pancasila Student Profile Strengthening Project (P5) and Social Science (IPS) learning. This approach was chosen because it allows researchers to understand holistically complex social realities, as well as to explore the meaning behind individual actions and experiences. According to (Burhan, 2007) the qualitative approach in social research is one of the main approaches that is basically a label or general designation of a broad set of research methodologies. In line with that, (Afrizal, 2014) explained that qualitative research methods can be defined as social science research methods that analyze data in the form of words, meanings, reasons, events, and actions carried out by individuals and social groups with interpretive methods.

The subjects in this study involved school principals, social studies teachers, coordinators of the Pancasila Student Profile Strengthening Project, and grade VIII students at one of the state junior high schools in the Jember area. This school was chosen purposively because it has implemented the Independent Curriculum consistently, especially in the P5 project with the theme of sustainable lifestyle, and has a social studies learning approach that is relevant to environmental issues. The selection of informants is carried out using the purposive sampling technique, which is to select informants based on certain criteria that are considered to have relevant and in-depth information on the problems being researched. Researchers have known the identity and role of the appropriate informant, as well as understand the social context in which the research was conducted (Afrizal, 2014).

The data collection technique in this study was carried out through documentation, observation, and in-depth interviews. Documentation techniques are used to collect various documents, such as P5 project implementation plans, student activity records, social studies learning documents, and photos of activities as supporting data. Observation was carried out directly in the field by observing the process of implementing the P5 project and social studies learning related to environmental issues, including interaction between teachers and students and student participation in school environment activities. Meanwhile, in-depth interviews were conducted with school principals, teachers, and students to explore their understanding, experiences, and perceptions regarding the relationship between P5, social studies learning, and concern for the surrounding environment.

The data analysis process in this study refers to the model of (Miles, M. B., & Huberman, 1994) which includes three main stages, namely data reduction, data display, and conclusion drawing and verification. Data reduction is carried out by simplifying and focusing data from interviews, observations, and documentation into a more systematic form. Furthermore, data is presented in the form of narratives, tables, diagrams, or documentation photos to make it easier to understand the relationship between data. Conclusions are drawn by interpreting the meaning of the data that has been collected, and verification is carried out continuously through source triangulation techniques and methods to ensure the validity of the findings.

The findings of this study will be presented in the form of a narrative descriptive supported by direct quotes from informants, tables, and visual documentation. The presentation of data was carried out with the aim of providing a complete and in-depth picture of how students showed their concern for the environment through their involvement in the P5 project and its integration in social studies learning. The data presented is expected to contribute to the understanding and development of educational practices that support the strengthening of students' character and environmental awareness.

### **3. Results & Discussion**

#### **Result**

This research was carried out on grade VII students for the 2023–2024 school year at SMP 10 Padang with the aim of finding out how students care about the surrounding environment through the implementation of the Pancasila Student Profile Strengthening Project (P5) which is integrated with social studies subjects.

The results of the interview with the social studies teacher, Mrs. Tiara, showed that the social studies material for grade VII included the themes "Social Life and Environmental Conditions" and "Diversity of the Surrounding Environment", including the subthemes of knowing the environment, preserving the environment, and sustainable living habits. The material provides a basis for knowledge and initial awareness about the importance of the environment.

In the implementation of the P5 project with the theme "I am a Young Entrepreneur" which took place on April 22–May 8, 2024, students made flower arrangements from plastic waste materials such as used bottles. This activity not only encourages creativity, but also forms students' awareness of the importance of managing waste productively.

Changes in students' environmental concerns are reflected in the following indicators:

a. Keeping the Classroom Clean

Students showed increased awareness in maintaining the cleanliness of the classroom. Based on interviews with X and G students, they admitted that they no longer littered after participating in the P5 project. The classroom conditions became cleaner and more comfortable.

b. Throwing Garbage in its Place

R and D students revealed that the habit of throwing garbage in its place is now carried out not only at school, but also at home. This is the impact of the integration of social studies learning and environmental projects in P5.

c. Bringing Tumblers to School

Student F and teacher Mrs. T mentioned that there was an increase in the number of students who brought their own tumblers to school, as a form of commitment to reduce the use of single-use plastics.

d. Utilizing Used Goods

Students creatively utilize used goods into products with selling value in the P5 project. This shows the emergence of a new awareness about the potential of used goods and concern for environmental sustainability.

#### **Discussion**

This research aims to reveal the extent to which the integration of social studies subjects and the Pancasila Student Profile Strengthening (P5) project is able to shape students' concern for the environment. The results showed that changes in students' ecological behavior occurred in several aspects such as maintaining cleanliness, disposing of garbage in its place, carrying tumblers, and utilizing used goods. These findings show a shift in the values, awareness, and habits of students who previously cared less about the environment to become more reflective and responsible.

These changes can be interpreted through the Ecological Literacy approach (Orr, 2004), which emphasizes that effective environmental education does not only provide theoretical knowledge, but also fosters ecological thinking systems, which are perspectives that understand the relationship between human actions and ecosystem sustainability. In this context, the involvement of students in recycling-based projects and real environmental actions signifies that learning has encouraged the formation of ecological awareness. Not only do students know the importance of the environment, but they also demonstrate concrete actions as a result of learning.

Furthermore, the Transformative Learning approach (Mezirow, 1997) can explain how the process of changing students' attitudes occurs. Through critical reflection on their experiences—for example, when realizing the value of used goods in a recycling project or the importance of carrying a tumbler—students experience a disorienting dilemma, which is a change in perspective of the environment that encourages the birth of new values. This is not just new knowledge, but also a transformation of consciousness that affects their behavior.

The learning practices carried out by teachers in the P5 project also represent the principles of Green Pedagogy (Jickling & Sterling, 2017), which is reflective, participatory, and action-based learning. Teachers are not only the presenters of the material, but also facilitators of the meaningful learning process, which encourages students to become active subjects in the sustainability education process. This is in accordance with the results of observation, where students not only learn in the classroom, but also carry out hands-on practice in the form of recycling projects that combine economic value and environmental concern.

In the context of the Merdeka curriculum, the results of this study show that the integration of the theme "Sustainable Lifestyle" in P5 with social studies materials not only strengthens students' conceptual understanding, but also develops social, emotional, and cognitive skills in an integrated manner. The collaboration between factual social studies materials and the P5 project that is applicable encourages the creation of holistic and transformative learning.

These results also support the findings from Rendrapuri (2023) who stated that the implementation of P5 encourages student collaboration and creativity. In this study, students' creativity can be seen in the way they process used goods into handicrafts with selling value. This activity shows that the project not only creates physical products, but also forms character products in the form of caring and innovative attitudes. This research is also in line with Rofiah (2023) who emphasizes the importance of institutional support and strengthening the role of teachers in the success of P5. At SMP 10 Padang, the success of the project implementation cannot be separated from the school's consistency in implementing the Independent Curriculum and the involvement of teachers who design contextual projects. This shows that the success of character education and ecoliteracy requires a strong support system at the school level.

Furthermore, these findings expand on the findings from Pramesti (2024) which states that P5 increases students' environmental awareness. This study provides more specific data on indicators of ecological behavior change, such as the habit of carrying tumblers and sorting waste. This shows that when a project is designed with a reflective and contextual approach, the impact is not only on awareness, but also on action.

In addition, when viewed from the framework of Education for Sustainable Development (UNESCO, 2020), this project has met three main domains: cognitive (knowledge about environmental issues), affective (awareness and care), and psychomotor (concrete actions such as recycling and maintaining cleanliness). This approach shows that learning is not just about what students know, but also who they are and how they act.

However, this implementation is certainly not without challenges. Some students still do not consistently maintain cleanliness outside of the project, and the success of behavior change still depends on supervision and routines established by teachers. This is a reflection that the formation of ecological character requires a sustainable and systemic approach, not just temporary as the project progresses.

Therefore, it is necessary to strengthen learning strategies that are able to maintain the long-term impact of the project on students' character. One of them is by designing cross-semester projects that involve students in various environmental actions on a regular basis, strengthening reflection through environmental journals, and establishing partnerships with local communities so that students are involved in real actions outside of school.

#### **4. Conclusion**

Based on the results of the research that has been conducted, it can be concluded that the integration between the Pancasila Student Profile Strengthening Project (P5) and the Social Sciences (IPS) subject contributes significantly to increasing students' concern for the surrounding environment. This can be seen from the change in students' attitudes and habits in maintaining the cleanliness of the classroom, disposing of garbage in its place, bringing tumblers to school to reduce plastic waste, and utilizing used goods into useful and valuable products. Social studies learning provides a knowledge base on the importance of protecting the environment, while P5 project activities provide space for students to implement these values in concrete actions. The combination of conceptual learning and hands-on practice encourages the formation of stronger ecological awareness in students. This study shows that environmental education integrated with character education and contextual learning is able to foster positive and sustainable behavioral change. Students not only understand the importance of the environment theoretically, but are also actively involved in creating solutions to environmental problems around them. Therefore, the integration of project-based learning (P5) with social studies subjects is an effective strategy in instilling sustainability values. It is hoped that this learning model can continue to be developed and widely adapted as part of transformative educational practices that are relevant to today's environmental challenges.

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