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Realizing the Pancasila Student Profile through SDG 4: Zero Waste, Science, and Literacy Projects in Elementary Schools

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ABSTRACT

Objective: The study aimed to explore, analyze, and describe the strategies implemented by elementary schools to develop the Pancasila Student Profile. Specifically, the study examined school programs, stakeholder involvement, and institutional practices that support the internalization of Pancasila values and character development among students at Palembang Nature School. **Method:** The study employed a descriptive qualitative approach and was conducted at Palembang Nature School, also known as SAPA Palembang Elementary School. The research participants consisted of the principal, teachers, students, and parents or guardians. Data were collected through observations, interviews, and document analysis. The data analysis process involved data collection, data reduction, data presentation, and conclusion drawing. Data credibility was established through source and technique triangulation. **Results:** The findings identified five major programs implemented to develop the Pancasila Student Profile: (1) Zero Waste, (2) Science Project, (3) Language Literacy Week, (4) Cultural Week, and (5) Survival. These programs facilitated the development of students' character, faith in God Almighty, knowledge, creativity, independence, responsibility, and democratic attitudes. The successful implementation of the Pancasila Student Profile was supported by three main factors. **Novelty:** The study provides an integrated description of how nature-based elementary school programs can be used to develop the Pancasila Student Profile through experiential, environmental, scientific, cultural, literacy, and survival-oriented activities. The findings demonstrate that the Pancasila Student Profile can be effectively developed through a whole-school approach involving school leaders, teachers, students, and parents.

INTRODUCTION

Education is one of the processes that humans must go through in their lives. Both formal, informal and non-formal education are all in order to form the desired culture in the future. As written in the National Education System Law of 2003 that Education in the context of developing and shaping a dignified national civilization (Presiden Republik Indonesia, 2003). Furthermore, in chapter 3, it is further detailed that a dignified national civilization can be realized if the people of the Indonesian nation have the ability and disposition to believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

In line with the details of chapter 3, Wijayanti et al. wrote that education is part of community activities in instilling values and norms from generation to generation in society (Brown, 1992). Meanwhile, Ki Hajar Dewantara defines education as an effort to advance children's ethics, mind and body (Mudana, 2019).

Ki Hadjar Dewantara said that the education environment consists of three scopes called the Tri centers of Education. The scope of the family, the scope of the school and the scope of the community. The family sphere is a small society that at least consists of parents and children, the relationship in this family is bound by descendants. The scope of the community consists of several combinations of family circles that have at least the head of the neighborhood unit. Then the scope of the school consists of teachers, students and a