

Early childhood education nationalist exploration: Implementation of the project to strengthen the profile of Pancasila students (P5)

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ABSTRACT

The Project for Strengthening the Profile of Pancasila Students (P5) in PAUD institutions is very worthy of study. One of them is through making ecoladrillo. This research explores the implementation of the Pancasila (P5) Student Profile Strengthening Project in PAUD institutions through ecoladrillo creations. This study focuses on escalating the implementation of the P5 project at the Raudlatul Athfal Institute, focusing on developing character and Pancasila values in students. This research method is qualitative with a phenomenological approach. Meanwhile, this type of research is field research. The data collection techniques used were interviews, observation and documentation. The data analysis used in this research was Miles and Huberman's data analysis. The results of this research are the steps in implementing the Project for Strengthening the Profile of Pancasila Students (P5) through the Creation of Ecoladrillo, which include: 1. Planning, including Project Planning, Teacher Training, and Collection of Raw Materials; 2. Implementation/Execution: Education on Pancasila Values, Introduction to the Ecoladrillo Concept, Collection of Materials, Making Ecoladrillo; 3. Evaluation includes student participation, environmental impact, understanding of Pancasila values, community response, usefulness, and sustainability. The supporting and inhibiting factors in implementing the Project for Strengthening the Pancasila Student Profile (P5) through the creation of an Ecoladrillo at RA Bustanul Ulum Bulugading Jember are Supporting Factors, including Commitment from RA Bustanul Ulum Bulugading Jember, Student Participation, Parental Involvement, Value Education -Pancasila values, integration of learning Pancasila values. Meanwhile, inhibiting factors include limited resources, technical difficulties, low environmental awareness, and limited space and infrastructure.

1. INTRODUCTION

Early Childhood Education is a development effort aimed at children from birth to six years of age (Wahidah et al., 2022). Education is needed to form a nationalist character in Indonesia, especially at the early childhood (AUD) level, to form a national identity and introduce Pancasila values from an early age. Early Childhood Education (PAUD) is an important foundation for child development, and prepare them to enter formal education with good abilities. (Suryabrata, 2017).

Pancasila aims to give birth to a young generation who are faithful, devoted to God Almighty, have a noble character, global diversity, work together, be independent, creative, think critically and love the country. These six dimensions also need to be seen as an inseparable whole (Sulistiyati et al., 2022). PAUD teachers have a crucial role in shaping the character of early

childhood through interactions and approaches that are appropriate to their stage of development." (Nurhayati, 2018)

Students are declared superior if they behave in accordance with Pancasila's values. Therefore, educational institutions need to develop Pancasila character values in every learning activity so that students can behave in accordance with Pancasila's values. (Sulistiyati et al., 2022). The Pancasila profile focuses on instilling character and students' abilities to improve the quality of education in Indonesia. The Merdeka Curriculum is based on projects and efforts to achieve results from the Pancasila student profile called the Pancasila Student Profile Project. The Merdeka Curriculum forces students not only to hone design skills but also to hone soft skills. Learning in the Merdeka Curriculum produces positive disruption that meets educational needs and industry demands. This is Nadiem Makarim's statement that the Pancasila Student Profile results from the Indonesian education system, which has given birth to a generation with competencies, including competence, character and behaviour according to Pancasila values.

Currently, waste is a phenomenon often found in the community and has become commonplace; its existence is very detrimental to the surrounding community's health. Waste remains a part of daily human activities and natural processes in solid form (Law No. 18 of 2018 concerning Waste Management). Due to its nature, concentration and volume, specific waste requires exceptional management. Waste is not used, worn, liked, or thrown away, which comes from human activities and does not occur by itself (Ela Patriana & Nurismalatri, 2008). Currently, the waste problem is challenging to handle in cities in Indonesia, especially in the town of Jember. Children must learn about the environment from an early age. Environmental exploration is a resource in children's learning process. (Ahmad MHA, et al. 2023). So introducing the existence of waste in our environment from an early age is also very important.

Plastic waste has a negative impact on health and the environment. For health, it can cause cancer, pregnancy problems and damage to body tissue. For the environment, because it cannot be decomposed, it can damage soil, pollute the soil and groundwater sources. (R. Andi Ahmad Gunadi et al., 2020). Based on this explanation, plastic waste is difficult to handle in various cities in Indonesia, including Jember City, so the use of plastic waste as a learning tool is very necessary to reduce and utilize plastic waste.

Ecoladrillo is a recycling effort to reduce the amount of plastic waste. Ecoladrillo is made from used plastic bottles filled with soil, foam, food packaging, plastic bags, and other materials. Ecobricks are usually made from used plastic bottles filled with other, smaller-sized ecoladrillo plastics that can be used as building materials. Ecoladrillo is used to make furniture, gardens and large-scale buildings such as schools and homes. Also known as bottle bricks or Ecobricks (Samad et al., 2021). Ecobricks can also be used to create works of art. This work of art proposes the

concept of recycling and new ideas for making environmentally friendly bricks (Ecobricks). Making Ecobricks also allows collaboration between students, parents, teachers, and school staff to create beautiful green spaces without expensive costs, such as playgrounds and parks. Ecobricks-making activities can also be included in the curriculum. It is also a solution for handling plastic waste (Susilo, 2021).

At the initial observation stage carried out at RA Bustanul Ulum, researchers discovered the fact that this institution is the only kindergarten institution in the Bangsalsari sub-district that implements an independent curriculum, especially the implementation of the Pancasila Profile Strengthening Project (P5) through Ecoladrillo as a means of teaching Pancasila values to students. Ecoladrillo itself is a used plastic bottle filled with solid plastic waste. In this way, we can reduce plastic waste that pollutes the environment.

Inviting students to create Ecoladrillo can teach Pancasila values such as mutual cooperation, national resilience and togetherness. They learn to work together to collect plastic waste, fill Ecoladrillo, and build something valuable from it (Fitriya et al., 2021). These eco-bricks, such as benches or fences. Implementing the Project for Strengthening the Profile of Pancasila Students (P5) through the Making of Ecoladrillo can also help increase children's awareness about the importance of protecting the environment and reducing the use of single-use plastic. In this way, they become more responsible and caring towards our beloved earth. Based on the previous explanation, this research aims to find out how the Project for Strengthening the Pancasila Student Profile (P5) was implemented through the creation of an Ecoladrillo at RA Bustanul Ulum Bulugading, Bangsalsari District, Jember.

2. METHODS

This research is qualitative research with a phenomenological approach, because it is based on phenomena that occur. Qualitative research is often used to explore new phenomena. (Merriam & Tisdell, 2016). Phenomenological research seeks to understand the meaning of experience for individuals by describing the meaning of several individuals' lived experiences regarding a phenomenon. In this case, it is about how the Project for Strengthening the Pancasila Student Profile (P5) was implemented through the creation of Ecoladrillo. Qualitative research is a systematic approach to investigating the experiences of individuals and groups, understanding their meaning, and finding patterns in the data collected." (Creswell, 2018). Qualitative research was chosen because it seeks to understand phenomena that occur from the observer's perspective (Strauss & Corbin, 2015)

This research started by collecting several pieces of literature for review related to the Project for Strengthening the Profile of Pancasila Students (P5) through making eco-bricks. In this research,

exploration was also carried out regarding supporting and inhibiting factors in the implementation of the Independent Curriculum, especially in the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) through making eco-bricks at RA Bustanul Ulum Bulugading as a research object. The research continued by collecting the necessary data related to the implementation of the Project for Strengthening the Profile of Pancasila Students through making eco-bricks at RA Bustanul Ulum Bulugading. Data collection qualitative data consists of interviews, observations, and documentation studies. These three methods were used to obtain descriptive data from research subjects." (Sugiyono, 2015). The subjects of this research were school principals, teachers, parents and students at RA Bustanul Ulum Bulugading. Apart from that, the data collection techniques used are observation and documentation.

After the data is collected, data validity is required. Validity in qualitative research is related to the extent to which research findings truly reflect the reality experienced by participants." (Creswell, J. W. 2014). Data validity is carried out by triangulating the data. Once the data is valid, data analysis is then carried out. Qualitative data analysis is a set of interpretive, methodological, and theoretical procedures for organizing, understanding, and explaining patterns of meaning in data. (Miles, M. B., Huberman, 2014). After the data is analyzed, conclusions are drawn. The data analysis used in this research was Miles and Huberman's data analysis.

3. RESULTS AND DISCUSSION

1. Steps in Implementing the Project for Strengthening the Profile of Pancasila Students (P5) Through the Creation of Ecoladrillo

This research explores in depth the Strengthening Pancasila Student Profile (P5) project, which uses Ecoladrillo's creations as the main media to increase nationalist awareness and understanding of Pancasila values in students. It covers practical steps in implementing the project, including preparation, teacher training, collection of raw materials, the process of making Ecoladrillo and structuring learning activities. Project-based learning in early childhood education allows children to learn through exploration, collaboration, and reflection on their own experiences." (Neugebauer, 2016)

Pancasila is the foundation of the Republic of Indonesia. All citizens must understand and practice Pancasila and make Pancasila a guide to life. In the learning process, Pancasila is not limited to the mere context of knowledge but must come down to how to apply it in real life. Education in Indonesia should create students who can think critically and comprehensively and are proud of their identity as Indonesian children. In other words, Indonesian students are lifelong students who have global competence and behave according to Pancasila norms (Fitriya et al., 2021).

The Pancasila student profile is the embodiment of Indonesian students who are lifelong students who have global potential and have Pancasila values, with six main characteristics consisting of: (1) having faith and devotion to God Almighty and having noble morals (2) being independent and working together (4) global diversity (5) critical reasoning (6) creative (Widya, 2023). With these six dimensions, Indonesian education should lead students to think critically and comprehensively, love their country and be proud to be sons and daughters of the Indonesian nation. In other words, the characteristics of Indonesian students are that they are lifelong students who have global competence and behave according to Pancasila norms. The strategy for implementing the Pancasila student profile is also expected to reduce cases of negative or deviant student behaviour in schools and society. It is very important for the six dimensions in the Pancasila student profile to be integrated from an early age in the learning process with the help and guidance of adults. (Rizal et al., 2022)

Based on the results of interviews and observations that have been carried out, the dimensions of the elements and sub-elements are six dimensions in the Pancasila student profile so that the focus is on achieving the target; the dimensions in question are: First, the dimension of having faith in being devoted to God Almighty and having noble morals. The elements are morals towards nature with supplements. They are realizing a sense of gratitude by taking the initiative to solve problems in the surrounding natural environment by proposing alternative solutions and starting to implement these solutions. Second, the creative dimension of the element, namely producing original work and actions with the sub-element of being able to explore and express thoughts and actions as well as evaluate them and consider their impact on other people.

The three elements of cooperation dimensions are collaboration with sub-elements, being able to complete one's actions with the actions of others to carry out activities and achieve group goals in the surrounding environment as well and encouraging other people to work effectively and achieve shared goals; Fourth, the element of critical reasoning dimension is obtaining and processing information and ideas, while the supplement can be asking questions, identifying, clarifying and managing information and ideas.

The steps in Ecoladrillo's creation are as follows: 1) Collect used plastic drink bottles, wash all the bottles clean, then dry them; 2) adjust the size of the bottle according to your wishes and it is recommended to use a bottle measuring 300 to 600 ml so that it doesn't take a long time to fill the plastic bottle; 3) collect various kinds of plastic food and drink packaging, for example instant noodle packaging, instant drinks, plastic bags, etc.; 4) make sure that the plastic is clean and dry and free from food residue left in it and is not mixed with other materials such as paper, thread, clips and so on; 5) cut the plastic into small pieces and put it in a bottle, then compact it using a wooden stick until it is very dense and fills all the space in

the plastic bottle; 6) After all the bottles have been filled with pieces of plastic until they are solid, the plastic bottles are ready to be arranged and combined into various desired shapes. (Tarigan & Dukabain, 2023).

The steps for implementing the Strengthening Pancasila Student Profile (P5) project through Ecoladrillo creation involve several stages which include planning, implementation and evaluation. The steps implemented at RA Bustanul Ulum Bulugading Jember are as follows:

a. Planning, including:

1. Project Planning: Identify clear objectives of the P5 project through Ecoladrillo creation. Identification of the P5 objectives started from the preparation of teaching modules carried out by the RA teacher Bustanul Ulum Bulugading Jember by involving the school principal, committee and RA teachers. After the teaching module has been prepared, socialization is carried out to the parents before one month of learning begins. The outreach carried out to guardians of students is by informing guardians to bring used bottles of the appropriate size and then every day RA Bustanul Ulum Bulugading Jember students fill them with waste produced by the students themselves.
2. Teacher Training: The school provides training to RA Bustanul Ulum Bulugading Jember teachers on learning methods related to Pancasila values and Ecoladrillo making techniques. This training was carried out in Malang Regency regarding the values of Pancasila and the implementation of the Independent Learning Curriculum. Meanwhile, understanding related to Ecoladrillo creations by teachers is done by sharing knowledge with fellow teachers at RA Bustanul Ulum Bulugading Jember or outside RA Bustanul Ulum Bulugading.
3. Collection of Raw Materials: Teachers, parents and students prepare the materials needed to make Ecoladrillo, such as used plastic bottles, paper and organic waste. This material is collected through each class teacher.

b. Implementation/Execution

Ecoladrillo and Ecobricks are a process for turning used materials into new materials which aims to prevent waste and can become a useful object in the sense of recycled materials. Used materials can be processed into learning media that can be used for children. such as used bottles to become flower pots, bottle caps to become curtains, straws to become curtains and wall decorations, plastic cups to become hanging decorations, used paper to make learning aids, etc. (Wahidah, 2021) . *Ecobricks* are a creative effort to manage plastic waste. They function to extend the life of plastic and process it into something useful. The aim of Ecobricks is not to destroy plastic waste.

The benefits of using Ecoladrillo or Ecobricks are 1) Protecting the environment by reducing the amount of plastic waste; Ecobricks used as building materials can reduce production costs; 3) This Ecobrick innovation provides business opportunities; 4) Building materials made from Ecobrik are not easily damaged because plastic materials do not decompose quickly within 300 years; 5) Ecobricks have good construction capabilities, are cost-effective and have long durability; 6) making Ecobriks by reducing the use of cement or wood in building construction can reduce CO2 gas emissions because there is a reduction in trees as raw material for paper; 7) Making Ecobricks improves fine motor skills in children and also develops artistic values. When making Ecobricks, decorating, painting, glueing, and cutting skills are used to stimulate the creative aspect.

Implementation of the Strengthening Pancasila Student Profile (P5) Project through the creation of Ecoladrillo is a process that involves a series of practical steps in implementing the project in the educational environment. The Pancasila Student Profile Strengthening Program (P5) is an initiative to strengthen the character and values of Pancasila among students in Indonesia. One way to implement this program is by creating Ecoladrillo, an innovation in environmental and character education. The following are the steps taken at RA Bustanul Ulum Bulugading Jember in implementing the Strengthening Pancasila Student Profile (P5) Project through Ecoladrillo creations, namely. (1) Education on Pancasila Values, the first step taken by teacher RA Bustanul Ulum Bulugading Jember, namely education about Pancasila values to students. Teacher RA Bustanul Ulum Bulugading Jember explained the importance of Pancasila values in everyday life; (2) Introduction to the Ecoladrillo concept; next, teacher RA Bustanul Ulum Bulugading Jember provides students with an understanding of the Ecoladrillo concept, namely using used plastic bottles as an alternative building material; (3) Material Collection, by involving students in collecting used plastic bottles from the surrounding environment, which have been collected through their respective homeroom teachers; (4) Making Ecoladrillo: Teacher RA Bustanul Ulum Bulugading Jember guides students in the process of making Ecoladrillo, including techniques for arranging plastic bottles and filling them with appropriate materials. Currently, the creations are tables and chairs.

Through these steps, students can internalize the values of Pancasila while contributing to environmental conservation efforts through Ecoladrillo creations. This process not only builds strong character in students.

c. Evaluation

The project context of Strengthening the Profile of Pancasila Students (P5) through the creation of Ecoladrillo was carried out to evaluate the effectiveness and impact of the project on achieving the stated goals. It measures the quality of Ecoladrillo creations produced by students, including design, creativity and beauty, as indicators of success in implementing Ecoladrillo-making techniques. Evaluate program results periodically to evaluate its effectiveness in strengthening the profile of Pancasila students and its impact on the environment. Monitor student participation, the quality of Ecoladrillo creations, and community response to the program.

The following are the evaluation steps to measure the implementation of the Strengthening Pancasila Student Profile (P5) Project through Ecoladrillo creations: (a) Student Participation: Evaluate student participation in all project stages, from collecting materials and making the Ecoladrillo to building the creation. The evaluation carried out by teacher RA Bustanul Ulum Bulugading Jember in learning Ecoladrillo Creations using a checklist sheet. (b) Environmental Impact: Evaluation of the project's impact on the environment, such as the number of plastic bottles successfully recycled, the reduction of plastic waste, or the increase in environmental awareness in schools and local communities. (c) Understanding Pancasila values, teacher RA Bustanul Ulum Bulugading Jember assessed students' understanding of Pancasila values, which were instilled through the Ecoladrillo Creation project (d) Community Response, teacher RA Bustanul Ulum Bulugading Jember reviewed the community's feedback and response to the Ecoladrillo Creation project, including appreciation of Ecoladrillo creations, participation in exhibition activities, and support for environmental conservation initiatives. (d) Usefulness and Sustainability: Evaluate the sustainability of the project by identifying whether the results are successful

2. Supporting and Inhibiting Factors in Implementing the Project for Strengthening the Profile of Pancasila Students (P5) Through the Creation of Ecoladrillo

In implementing Ecoladrillo Creations, there are supporting factors for creating Ecoladrillo Creations or Ecobricks, namely: 1) Awareness of the importance of waste management and a clean environment; 2) Availability of raw materials in the form of used plastic which can be used as material for Ecobricks; 3) Support from the surrounding community in promoting the movement to reduce plastic waste; 4) Knowledge and skills in the process of making Ecobricks; 5) There is access to information and guidance on how to make Ecobricks; 6) Availability of a place or waste management program that encourages the use of Ecobricks as an environmentally friendly solution (Asiyah, 2014). Factors inhibiting the creation of Ecoladrillo or Ecobrick creations include 1) Human characteristics; 2) Lack of understanding about the environment, which causes a lack of awareness of the importance of

Ecobricks; 3) the lack of support and understanding from local communities about the benefits and methods of making Ecobricks; 4) Economic factors can also be an obstacle because making Ecobricks may require additional costs (WIBOWO, 2012).

The following support and inhibit factors in implementing the Strengthening Pancasila Student Profile (P5) Project by creating Ecoladrillo at RA Bustanul Ulum Bulugading Jember : Supporting Factors: (a) Commitment from RA Bustanul Ulum Bulugading Jember and full support from the school or RA for project implementation. Willingness to provide the resources and facilities necessary to carry out the project. (b) Student Participation: There was a High level of student participation and enthusiasm in all stages of the project, from collecting materials to making Ecoladrillo creations. (c) Parental Involvement: Active support from student parents in supporting and supervising student participation in the project. Potential support in terms of providing additional materials or facilities if required. (d) Pancasila Values Education: The Ecoladrillo Creation project offers an opportunity to strengthen understanding of Pancasila values through actual practice. € Integration of learning Pancasila values into daily activities at RA Bustanul Ulum Bulugading Jember. This is in line with previous research that project-based learning has proven successful in demonstrating the six dimensions of the Pancasila profile, in this case through ecoladrillo. (Dayati Erni Cahya Ningrum, 2023). Apart from that, project-based learning that involves children in learning activities plays an important role in providing stimulus to shape children's good character from an early age. (Sulistyaningsih, et al, 2022)

Inhibiting Factors: (a) Limited Resources, such as Limited funds, time, or workforce to fully support project implementation or a lack of facilities or equipment required for making Ecoladrillo. (b) Technical Difficulties: There are challenges in understanding and correctly applying Ecoladrillo-making techniques, especially for teachers or RA administrators who have no previous experience. (c) Low Environmental Awareness: Lack of environmental awareness among students, teachers, or the local community, which may hinder participation and understanding of the importance of the RA Bustanul Ulum Bulugading Jember project (d) Limited Space and Infrastructure: There are constraints in creating sufficient space or area to build Ecoladrillo creations in the RA Bustanul Ulum Bulugading Jember environment, which may have limited space or infrastructure limitations.

This is in accordance with previous research that the teacher's ability to design themes and topics is very necessary in implementing project-based learning to strengthen the profile of Pancasila in PAUD institutions. (Kristiana Maryani, et. Al. 2023). Apart from that, the challenges in implementing various things regarding PAUD are access to quality education, adequate teacher training, and the integration of technology in learning. (Sudrajat & Kartono,

2020), in relation to ecoladrillo, teachers' ability to search for information through technology and participate in training related to this is also still lacking.

4. CONCLUSION

Steps in Implementing the Project for Strengthening the Profile of Pancasila Students (P5) through the Creation of Ecoladrillo, including: 1. Planning, including Project Planning, Teacher Training, and Collection of Raw Materials; 2. Implementation/Execution, including Education on Pancasila Values, Introduction to the Ecoladrillo Concept, Collection of Materials, and Making Ecoladrillo; 3. Evaluation includes student participation, environmental impact, understanding of Pancasila values, community response, usefulness, and sustainability.

The supporting and inhibiting factors in implementing the Project for Strengthening the Pancasila Student Profile (P5) through the creation of an Ecoladrillo at RA Bustanul Ulum Bulugading Jember are Supporting Factors, including Commitment from RA Bustanul Ulum Bulugading Jember, Student Participation, Parental Involvement, Value Education -Pancasila values, integration of learning Pancasila values. Meanwhile, inhibiting factors include limited resources, technical difficulties, low environmental awareness, and limited space and infrastructure.

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