



Implementation of the Project Strengthening Profile of Pancasila Students with Ecotourism Education in Ciletuh-Palabuhanratu UNESCO Global Geopark Area: A Case Study in Secondary School

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Abstract: This research is motivated by the Emancipated Curriculum, which provides flexibility for teachers to create learning that suits the needs and environment of students, including through the Pancasila Student Profile Strengthening Project (P5). P5 is an educational initiative that aims to instill Pancasila values in students, covering aspects such as mutual cooperation, independence, critical reasoning, creativity, and global diversity. This study explores the implementation of P5 through ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global Geopark area and its contribution to achieving the Sustainable Development Goals (SDGs). The research method used is qualitative research with a case study approach. The study results show that ecotourism activities, such as tree planting, geological exploration, environmental awareness campaigns, and local cultural visits, have succeeded in increasing students' environmental awareness, social responsibility, and understanding of local culture. In addition, this activity supports the achievement of the SDGs, especially in quality education, decent work, and action on climate change. Thus, this activity succeeded in instilling Pancasila values such as cooperation, independence, critical reasoning, creativity, and global diversity in students. This research contributes to the development of science on applying ecotourism education, which can be a model for other schools to prepare students to face global challenges and preserve the surrounding environment.

Keywords: ecotourism education; project pancasila student profile; sustainable development goals (SDGs)

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INTRODUCTION

The Emancipated Curriculum is a curriculum that offers intracurricular learning with more optimal content so that students have enough time to understand concepts in depth and strengthen their competencies. Teachers are given the freedom to choose various teaching tools, allowing learning to be tailored to the needs and interests of students. This curriculum enables educators to create quality learning according to students' needs and learning environment (Ministry of Education and Culture, 2024). In the implementation of the Emancipated Curriculum, students are expected to be able to form and implement a project. Students can develop their talents and skills by implementing the project. One of the Emancipated Curriculum projects is strengthening the Pancasila Student Profile (P5) (Widarini & Suterji, 2023). The stages of this project are conceptual and contextual (Sudibya et al., 2022). The Pancasila Student Profile, as an elaboration of national education goals, is a picture of Indonesian students who learn for life, have global competence, and behave following Pancasila values. There are six main characteristics of the Pancasila Student Profile: (1) faith and fear of God Almighty and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical reasoning, and (6) creativity. These six characteristics highlight that education not only focuses on thinking skills but also on attitudes and behaviors that reflect the identity of the Indonesian nation and global citizenship (Permendikbudristek, 2022).

To realize the six profiles of Pancasila Students, the Ministry of Education and Culture has determined its integration in learning in educational institutions. These six profiles must be implemented in learning activities, as seen in the teaching module of teachers in the field of study, which includes the component "Pancasila Student Profile." In addition, the Ministry of Education and Culture also regulates supporting activities called P5 (Pancasila Student Profile Strengthening Project). P5 activities are a forum for students to apply Pancasila values in special activities. Educational institutions are free to design P5 activities based on the theme provided by the Ministry of Education and Culture. These themes include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul and Body, Voice of Democracy, Engineering and Technology, Entrepreneurship, and Employment (Rachman et al., 2024; Sulistyati et al., 2021). In the case of local wisdom, it can be interpreted as wisdom owned by a community group and inherited from generation to generation because it has a wide function, role, and benefit for the community. The role of local wisdom includes (1) being

a guide, controller, and guide in human life, both with others and nature (Khumairo, 2017) and (2) becoming a medium for shaping the nation's personality. Fajarini (2014) states that local cultural wisdom positively shapes the nation's personality in educational institutions. In the context of education, local wisdom plays an important role in shaping students' personalities; (3) as the basis of the nation's identity to face the impact of globalization so that its existence must be preserved; and (4) noble values function as a filter and damper of internal problems rooted in local wisdom (Marhayani, 2016; Mimin, 2023).

Ecotourism can be a source of sustainable income for the region. This strengthens the local economy without sacrificing natural resources. The importance of ecotourism is not only for the environment but also for society and global sustainability. Combining aspects of conservation, education, community empowerment, and the promotion of ecotourism culture can create a long-term positive impact on preserving natural resources and human life. One of the methods that can be used to integrate P5 is ecotourism education. This education combines academic learning with hands-on experience in nature, which can increase students' awareness of environmental conservation and sustainability. One is in the West Java province, which has an international Geopark area known as the Ciletuh-Palabuhanratu UNESCO Global Geopark (CPUGGp) (Angela, 2023). This area is located in Sukabumi Regency and is the pride of the local community and the local and central governments. The tours offered by CPUGGp include agrotourism (nature tourism) and cultural tourism that provide unique experiences related to geology, the natural environment, and the richness of local culture. The CPUGGp area is the ideal place to apply this concept. With its natural beauty and geological heritage, the area supports ecotourism learning. Ecotourism education in Ciletuh-Palabuhanratu teaches geology and ecology and the importance of preserving local culture (Hidayah & Utami, 2023). This geopark has unique geological features and abundant biodiversity and culture. Applying P5 helps students understand the relationship between humans and the environment and the urgency of nature and cultural conservation.

Much research on the implementation of P5 has been carried out, including as an effort to create an entrepreneurial spirit and then educational game training based on local wisdom (Ayub et al., 2023; Jayanti et al., 2024; Umayah, 2024; Yanuarsari et al., 2023). Meanwhile, research on environmental education has also been carried out in ecotourism Education Sustainable Development Goals (SDGs). These studies are very different from this study which aims to explore whether the implementation of the P5 program through ecotourism education can support the achievement of SDGs in junior high schools in the Ciletuh-Palabuhanratu area, while the above research is in the community not in high school students (Allen et al., 2018; Hák et al., 2016; Pangestu & Wahyuni, 2023; Suryaningsih et al., 2023; Wulandari et al., 2020). In addition, this research contributes to the literature on education and ecotourism, and it offers a model that other schools can adopt to support the SDGs. The success of this research is important because it shows that applying Pancasila values in education can prepare students with relevant skills and knowledge to face global challenges in the future.

METHODS

This study used a descriptive qualitative method (Creswell, 2018) with a participatory observation approach, in-depth interviews with teachers and students, and document analysis to collect relevant data. Participation observation was carried out to directly observe (Weigl et al., 2009) the implementation of the Pancasila Student Profile Strengthening Project in ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global Geopark Area. In-depth interviews are conducted with teachers and students to better understand their experiences and perceptions of the program (Siegle et al., 2013). To support observation and interview data, document analysis is done on related documents, such as teaching modules, activity reports, and education policies. This research was based on case study data at SMP Negeri 1 Cisolok and SMP Naringgul Cisolok, with 50 students. These two schools are among the best schools in Cisolok, Sukabumi. One of the schools is SMP Negeri 1 Cisolok, one of the public schools with many achievements and programs related to the environment and tourism, one of which is the creation of a geopark corner. This aims to encourage students' knowledge and interest in geopark and inspire educators and other educational staff to make videos about general knowledge creatively. This descriptive qualitative research aims to describe the existing phenomena without manipulating the variables studied. Data are collected through direct interviews, observations, and analysis of documents to provide a comprehensive overview of the implementation of the program studied (Bahri, 2017) and what the SGDs mean in this case is a series of global goals to improve the quality of human life economically and socially, taking into account impacts on the environment, especially in quality education (SDG 4), decent work and economic growth (SDG 8), and action on climate change (SDG 13).

RESULT AND DISCUSSION

The implementation of the Pancasila Student Profile Strengthening Project (P5) through ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global Geopark area involves various activities designed to increase environmental awareness, social responsibility, and understanding of local culture among students.

The data includes the number of students involved, the activity's duration, and the observations' results regarding the quality of student engagement. The following is a table of observation data on participation in ecotourism activities in schools:

Table 1. Participation Observation Data

Ecotourism Activities	Number of Students Involved	Activity Duration	Observation Results (Quality)
Tree Planting	50	1 hour	Students are enthusiastic about raising environmental awareness
Geological Exploration	50	2 hours	Students are interested in improving their geological knowledge
Environmental Awareness Campaign	50	1 hour	Creative students improve communication skills
Local Cultural Visits	50	2 hours	Students appreciate culture, improve their understanding of local culture

Based on participation observation data, ecotourism activities positively impact students. The tree planting activity showed that students were very enthusiastic and increased their awareness of the environment. Geological exploration has succeeded in increasing their geological knowledge and attracting students' interest in the science. Environmental awareness campaigns showcase students' creativity and improve their communication skills. Local cultural visits help students appreciate the culture and improve their understanding of the local culture. These activities have provided students with a diverse and beneficial educational experience.

Tree planting activities support SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Action on Climate Change). Although not directly related to education, tree planting increases public awareness about the importance of environmental conservation, which aligns with environmental education efforts and responsibility for the earth. In addition, tree planting also contributes to SDG 8 because tree planting often involves local communities that can create temporary or even long-term jobs in the planting, maintaining, and managing these trees. This activity also supports SDG 13 by planting trees that can reduce carbon dioxide emissions, strengthen environmental resilience, and reduce the effects of global warming through carbon sequestration ([Ambari, 2021](#); [Oktavia Susanti et al., 2017](#)).

Geological exploration in the context of ecotourism education supports SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). These activities provide students with a hands-on learning experience, enriching their knowledge of geology and the environment. Students obtain an inclusive and quality education by understanding geological processes, rock formations, and environmental impacts in-depth and contextually. These field experiences also support lifelong learning by providing relevant practical skills. In addition, outdoor learning activities are fun and increase students' motivation to learn. By learning outdoors, students can practice, enrich their knowledge, and complement what has been learned in school. In addition, geological exploration contributes to SDG 8 by involving local communities in these activities. Geological visits often involve local guides or skilled workers, creating decent employment opportunities and supporting local economic growth ([Rahayu, 2023](#)).

The environmental awareness campaign supports SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 13 (Action on Climate Change). Environmental awareness campaigns through beach cleanup often involve education about the importance of maintaining environmental cleanliness and the negative impact of waste on marine ecosystems. It allows participants, especially students, to learn first-hand about environmental issues and the importance of nature conservation. The environmental awareness campaign also supports SDG 8 (Decent Work and Economic Growth) by involving local communities. Keeping beaches clean ensures the sustainability of the tourism sector and provides decent jobs for local communities. In addition, beach cleanup supports SDG 13 (Action on Climate Change) by increasing awareness and participation of visitors and the community in preserving the coastal environment. This activity aims to maintain the sustainability of the coast and overcome pollution in the area. As part of the science learning outcomes in the Emancipated Curriculum, climate change is maintained as the main topic because of the importance of climate change mitigation following the SD goals regarding climate management. Activities such as beach cleanup can be a concrete example in education to teach the importance of protecting the environment and contributing to climate change mitigation ([Guntara et al., 2022](#); [Setiawaty et al., 2023](#)).

Cultural visits in ecotourism education support SDG 4 (Quality Education) and 8 (Decent Work and Economic Growth). Through cultural visits, students gain the opportunity to learn first-hand about local cultural heritage, history, and local wisdom, which enhances their understanding and appreciation of cultural diversity. This experience supports SDG 4 by providing inclusive and quality education and promoting lifelong learning. In

addition, cultural visits also contribute to SDG 8 by supporting the local tourism sector. This activity creates economic opportunities for the local community through increased tourist visits and demand for tourism services, which creates decent jobs and promotes sustainable economic growth in the area. The younger generation has an important role to play in cultural preservation, with the hope that they can pass on the heritage to the next generation. Concerns about the erosion of national culture by a global culture that continues to grow along with the advancement of communication technology are also important issues that need attention (Surahman, 2016).

The activities effectively supported the P5 educational goals and positively impacted students. These activities connect aspects of P5, such as cooperation, independence, critical reasoning, creativity, and global diversity, with relevant SDGs and examples of activities. The results of each activity were recorded to show how the application of P5 in ecotourism education contributed to achieving the SDGs. This table illustrates the synergy between character education carried out by P5 and the global agenda of the SDGs, especially in the context of education and environmental conservation. The following is a table of the relationship between P5 and the SDGs.

Table 2. Relationship between P5 and SDGs

P5 Aspect	Related SDGs	Activities	Result
Gotong Royong	SDG 4, SDG 8, SDG 13	Tree Planting	Environmental awareness and cooperation
Self-sufficient	SDG 4, SDG 8	Geological Exploration, Cultural Visits	Increased knowledge and responsibility
Critical Reasoning	SDG 4	Geological Exploration	Deep geological understanding
Creative	SDG 4, SDG 8, SDG 13	Environmental Awareness Campaign	Improving communication and innovation skills
Global Diversity	SDG 4, SDG 8	Local Cultural Visits	Understanding and appreciation of culture

Based on Table 1 and Table 2, the implementation of the Pancasila Student Profile Strengthening Project (P5) in ecotourism activities in the Ciletuh-Palabuhanratu UNESCO Global *Geopark* area and its relationship with the SDGs can be described comprehensively. Various activities in this program positively contributed to developing Pancasila values and students' understanding of the Geopark area's environment, culture, and geology. The tree planting activity, which involved 50 students for one hour, raised their environmental awareness. This activity shows the importance of maintaining local ecosystems through planting tree seedlings as an effective method to improve natural conditions and support ecosystem functions, both as water system regulators and school environmental protectors (Ikhsani et al., 2021). The geological exploration, which 50 students attended for two hours, provided an in-depth, hands-on field experience of the geology of the Geopark area. This activity increases the understanding of geological concepts and fosters students' appreciation for the natural environment. Students' understanding is easier to obtain when they have a clear mental picture of this field experience (Rusilowati & Widiyatmoko, 2015).

In addition, an environmental awareness campaign conducted for one hour by 50 students showed increased creativity and communication skills. This activity conveys the message of environmental awareness and forms the character of caring for the environment through consistent habits. Therefore, programs like this are important to be carried out in schools to create positive and fun activities (Masithoh & Anintyawati, 2022). The two-hour local cultural visit was also a significant experience for the 50 students, as it helped them appreciate cultural diversity and understand the local culture in depth. This activity aims to record cultural facts and instill a deeper appreciation and understanding of the local culture (Febriyanto et al., 2018). The combination of these activities shows a holistic approach to supporting experiential learning that is in line with the values of Pancasila.

From the above results, researchers can see how the observation data of participation and analysis of the relationship between P5 and the SDGs provide a holistic picture of the effectiveness and positive impact of implementing P5 in ecotourism education. This shows that the implementation of P5 not only improves the quality of education but contributes to the achievement of sustainable development goals (SDGs). School participation in the implementation of P5 was also evaluated through in-depth interviews with teachers and students and analysis of related documents.

Table 3. In-depth Interview Data

Question	Teacher Response	Number of Teachers	Teacher Percentage	Student Response	Number of Students	Student Percentage
What do you think of P5?	"Very positive, support holistic learning"	8	80%	"Fun; improves understanding and skills"	32	80%
What are the challenges in implementing P5?	"Limited time and resources"	7	70%	"Some students lack discipline"	28	70%
How is community involvement?	"Very good, supports student activities"	9	90%	"Friendly and supportive community"	36	90%
What are your suggestions for improvement?	"More time is needed for field activities."	6	60%	"More practical activities and exploration"	24	60%

Table 3 presents the results of in-depth interviews with teachers and students regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) in ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global Geopark area. The implementation of the Pancasila Student Profile Strengthening Project (P5) in eco-education at the UNESCO Global Geopark Ciletuh-Palabuhanratu has yielded positive feedback from both teachers and students, as revealed by in-depth interviews. These interviews explored various aspects, including perceptions of P5, its benefits, challenges, community involvement, and suggestions for improvement. Among ten teachers interviewed, 80% expressed strong support for P5, highlighting its contribution to holistic learning and student development. Similarly, 80% of students found P5 activities enjoyable and effective in improving their understanding and skills. These results reflect the success of P5 in creating engaging and impactful learning experiences that align with the values of Pancasila, such as collaboration, creativity, and environmental stewardship.

Despite its success, the study also uncovered significant challenges in implementing P5. Time and resource limitations were identified as primary obstacles by 70% of teachers, who struggled to balance regular curricular activities with P5 initiatives. Meanwhile, 70% of students noted that some participants lacked discipline and commitment during the activities. These challenges highlight the need for better planning and resource allocation to ensure that P5 activities can be integrated smoothly into the school curriculum. Furthermore, the findings emphasize the importance of fostering a stronger sense of responsibility among students to maximize the program's impact. Community involvement emerged as a critical factor in the success of P5, with 90% of both teachers and students acknowledging the supportive role of local communities. This collaboration enriched the activities by providing practical insights and cultural connections, enhancing students' learning experiences. For improvement, 60% of teachers suggested allocating more time for field activities, while 60% of students recommended incorporating more practical and exploratory tasks. These suggestions underline the need to enhance the experiential aspects of P5, making it more dynamic and impactful. The findings provide valuable insights for educators and policymakers to refine P5 implementation, ensuring it remains an effective tool for fostering Pancasila values and addressing sustainability challenges.

Responses from teachers and students show that P5 strongly supports holistic learning and improves students' awareness and skills in various aspects. The response also reflects high enthusiasm for practical and field activities, despite challenges such as time and resource constraints. Community involvement is also mentioned to be very good in supporting student activities. The findings of these interviews provide valuable insights into the effectiveness and challenges of implementing P5, as well as input for further improvement. Research shows that tourism activities in the Ciletuh-Palabuhanratu Geopark have now become a mainstay for Sukabumi Regency and a leading destination. The application of educational tourism shows a good improvement, where this educational tourism can provide benefits both directly and indirectly for tourists and the local community. In addition, this educational tour also changes the public's view of environmental conservation efforts.

Table 4. Document Analysis Data

Document Type	Key findings
RPP (Learning Implementation Plan)	The application of P5 into the ecotourism curriculum is clearly visible
Activity Report	The results of the activity showed an increase in student awareness
School Policies	Full support from schools for the implementation of P5
Teaching Materials	Teaching materials are adapted to local and global contexts
Learning Evaluation	Improving students' grades and skills in the environmental and social fields

Table 4 presents the document analysis results relevant to applying P5 in ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global *Geopark* area. The documents analyzed include Learning Implementation Plans (RPP), activity reports, school policies, teaching materials, and learning evaluations. The main findings of this analysis show that the application of P5 into the ecotourism curriculum is visible in the lesson plan, and the activity results show an increase in students' awareness of the environment and society. The school policy fully supports the implementation of P5, while the teaching materials are adapted to local and global contexts. Learning evaluation also showed increased students' grades and skills in the environmental and social fields. The analysis of this document provides an overview of how P5 has been implemented structurally and supported by relevant policies and teaching materials to support the achievement of the SDGs. Applying local wisdom in the Emancipated Curriculum aims to achieve the Pancasila student profile indicator, namely Global Diversity. In this way, students are expected to be able to keep the local culture from being lost to the influence of foreign cultures while still absorbing foreign cultures that are positive and beneficial for their self-development as students (Ferdi [Hasan et al., 2024](#); [Handayani et al., 2022](#)). One of the benchmarks for ecotourism's success is implementing *the Sustainable Development Goals* (SDGs) or sustainable development goals ([Muqsith et al., 2023](#); [Tahir et al., 2024](#)).

The project to strengthen the Pancasila student profile can contribute to achieving this goal, especially in target 4.7 of the SDGs which emphasizes the importance of learning and understanding human values, gender equality, and tolerance in the education curriculum. The project can help increase students' understanding of the values of Pancasila, which is the basis of the life of the nation and state in Indonesia ([Octavian, 2019](#); [Prihatin et al., 2024](#)). Thus, implementing P5 in ecotourism education in the Ciletuh-Palabuhanratu UNESCO Global *Geopark* area improves the quality of education and equips students with relevant values and skills to face future global challenges. Through this approach, students gain academic knowledge and understand the importance of environmental sustainability and local community empowerment, aligning with achieving sustainable development goals (SDGs).

CONCLUSION

This study concludes that the implementation of the Pancasila Student Profile Strengthening Project (P5) in ecotourism education at the Ciletuh-Palabuhanratu UNESCO Global *Geopark* has effectively instilled core Pancasila values, such as cooperation, independence, critical reasoning, creativity, and global diversity; while also advancing Sustainable Development Goals (SDGs) related to quality education (SDG 4), economic growth (SDG 8), and climate action (SDG 13). Activities like tree planting, geological exploration, environmental campaigns, and cultural visits have enhanced students' environmental awareness, social responsibility, and cultural understanding. Positive feedback from teachers and students underscores the program's success despite challenges like time and resource constraints. Strong community involvement has been instrumental in creating a supportive learning environment. Structured integration into the curriculum, backed by school policies and contextually relevant teaching materials, further ensures its effectiveness. Evaluation results show significant improvements in students' skills and knowledge, highlighting P5's potential as a replicable model for fostering values-driven education, equipping students for global challenges, and supporting sustainable development.

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