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## Training Program for Manufacturing Organic Plant Pots from Waste Materials within the Framework of P5

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**Abstract.** The Strengthening Student Pancasila Profile Project (P5) is an implementation of the Merdeka curriculum, in which students undertake a project to enhance their competence and character in accordance with the Pancasila student profile. The community engagement team from Malang State University links the implementation of P5 to themes and project objectives that align with the needs and conditions of our partners. Based on the results of a survey conducted at our partner site, one of the issues identified is a low level of understanding of waste management, especially plastic waste, within the environment of Sidoarjo Public High School 3. Consequently, expert guidance is required to assist our partners in conducting activities related to the production of organic pots from waste materials. This has led to the emergence of an innovation for utilizing and processing waste into organic pots, which can be achieved through P5 activities. The methodology employed in this community engagement project consists of three stages: preparation, observation, and implementation. Data collected include documentation, observations, and the results of respondent questionnaires, which are analysed descriptively and qualitatively. The results of this community engagement project demonstrate that students can generate creative ideas to produce a variety of attractive organic pot products from waste materials. Furthermore, the questionnaire survey distributed to training participants regarding the Pancasila student profile achieved a 100% response rate, indicating that the students comprehend the significance of the Strengthening Student Pancasila Profile Project (P5).

**Key Words:** Pancasila Student Profile, Organic Pot, Community Engagement

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## INTRODUCTION

The Pancasila Student Profile is a part of the Merdeka curriculum. The Merdeka curriculum, previously known as the prototype curriculum, was officially endorsed by the Ministry of Education, Culture, Research, and Technology (Kemendikbud) for the academic year 2022/2023 (Kemendikbud, 2022b). In the implementation of the Merdeka curriculum, students are required to undertake a project that develops their skills and potential across various fields. One such project activity within the Merdeka curriculum is the Pancasila Student Profile Strengthening Project, known as P5.

According to the Ministry of Education and Culture of the Republic of Indonesia's Circular No. 56/M/2022, the Pancasila Student Profile Strengthening Project is a project-based co-curricular activity designed based on Graduation Competency Standards (SKL) to enhance competency and character development in line with the student profile (Kemendikbudristek, 2022). The Pancasila Student Profile is intended to address a fundamental question: What competencies that students need to acquire within the Indonesian Education System (Kemendikbud, 2022a)? In its application, flexibility in learning is granted to students in both formal and flexible learning structures to accommodate their available free time, aiming to make learning more active as students directly engage with their surrounding environment. One aspect of the Pancasila Student Profile's competencies can be realized through formal and flexible learning methods (Rachmawati, N. et al., 2022).

The implementation of differentiated learning can be achieved through the P5 activity as students' readiness to adapt to their learning preferences will result in optimal learning outcomes (Marlina, 2019). The confidence level in creative work can also be cultivated through the execution of P5, further enhancing students' self-potential and identifying their interests and talents in specific fields. During P5 activities, teachers play the role of facilitators, guiding students to improve their skills as part of the effort to nurture students' interests. The P5 activities also encourage active participation as students engage in discussions with peers about the projects they are working on (Saraswati et al., 2022).

In the context of P5, students have the opportunity to explore important themes or issues such as waste management, waste processing, and other relevant topics. This allows students to take concrete actions to address real-world issues in alignment with their

learning stages and needs. P5 activities can also inspire students to contribute positively to their environment (Melizza et al., 2022). Meanwhile, the community engagement team from Malang State University aims to link the implementation of P5 to themes and project objectives that align with the needs and conditions of our partners. The team has noticed a lack of awareness in the community regarding the processing of organic waste, such as dry leaves, fruit peels, coconut husks, and other organic waste materials. This lack of understanding has motivated the community engagement team to share knowledge about processing organic waste into pots with high functional and market value through community engagement activities integrated into the P5 program.

This community engagement activity involves training on the utilization of plastic waste to create organic pots that have functional and aesthetic value for students at Sidoarjo Public High School 3, located at 130 Dr. Wahidin Street, Sekardangan, Sidoarjo, East Java. The feedback and responses from the community regarding the knowledge and application of the knowledge possessed by the community engagement team are highly anticipated in this community engagement project. Therefore, this engagement project serves as an example of utilizing fiber waste along with biodegradable plastic exposure that supports environmentally friendly practices and fosters an understanding of fiberglass and biodegradable/non-degradable plastics. This will support the implementation of the Merdeka curriculum and promote community involvement, including engagement with productive and non-productive partners.

## **PROBLEM**

The most significant challenges faced by our partners primarily revolve around the high usage of non-degradable plastic waste and a limited understanding of how to transform plastic waste into organic pots. Our partners have not fully grasped the process of converting plastic waste into organic pots, necessitating expert guidance to assist them in carrying out this activity, which is an implementation of the P5 initiative. Among the partners, the employees are recruited directly by the business owners rather than through a formal job application process. Consequently, this community engagement project aims to provide training on the production of organic pots from plastic waste to our partners at Sidoarjo Public High School 3. Based on the information provided above, an innovation has emerged to utilize and process waste into organic pots, which can be realized through the P5 activity.

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## METHOD OF IMPLEMENTATION

This community engagement project employs a training and socialization method. Our partner for this engagement is Sidoarjo Public High School 3, with the students participating in the P5 activities. The execution of the engagement is divided into three phases: preparation, observation, and implementation. In the preparation phase, the community engagement team creates the materials and videos to be presented and compiles questionnaires. The questionnaires are divided into three categories: a preliminary study questionnaire on the implementation of P5, an implementation questionnaire for P5, and an impact questionnaire for P5. The questions for the preliminary study questionnaire on P5 implementation are as follows.

**Table 1.** Preliminary Study Questionnaire on P5 Implementation

No.	Questions	SA	A	LA	D	TD
1	The P5 learning experience, which has been effectively and enjoyably delivered by teachers					
2	You enjoy the P5 learning experience					
3	The implementation of P5 learning has met your expectations					
4	You feel comfortable participating in P5 classroom learning					
5	The Pancasila Student Profile learning is conducted both independently and collaboratively					
6	The teachers have fully and successfully implemented the entire P5 activity					
7	The teachers have a clear and meaningful plan for the P5 program					
8	The teachers have a clear and meaningful plan for the P5 program					
9	The teachers monitor, mentor, and educate in a balanced manner during P5 activities					
10	The teachers provide transparent and accountable assessments and evaluations for P5 activities					
11	The school facilities that support P5 activities are already adequate					

12 The financial support from students for P5 activities is not burdensome

SA : Strongly Agree  
A : Agree  
LA : Less Agree  
D : Disagree  
TD : Totally Disagree

**Table 2.** Open-Ended Questionnaire on P5 Implementation

No.	Questions
1	The Pancasila Student Profile motivates me to enhance my understanding of faith and devotion to the Almighty, as well as to cultivate noble character!
2	The Pancasila Student Profile helps me develop a positive personality!
3	The Pancasila Student Profile motivates me to be more creative in my actions within the environment!
4	The Pancasila Student Profile makes it difficult for me to understand the presented materials!
5	The Pancasila Student Profile makes it challenging for me to engage in discussions when I don't fully grasp the material!
6	The Pancasila Student Profile encourages me to engage in independent learning and further enhances my curiosity about integrity!
7	The Pancasila Student Profile does not increase my curiosity to learn about the value of independence!
8	The Pancasila Student Profile makes it difficult for me to ask questions when I don't understand the material!
9	The Pancasila Student Profile makes it easy for me to ask questions when the material is unclear!
10	The Pancasila Student Profile makes it difficult for me to answer the teacher's questions effectively!
11	Your need for resources, funding, and facilities in pot-making is well met!
12	The pot-making process incorporates a business model concept!
13	The pot-making process is based on customer, market, and competitor analysis!
14	A strategy has been formulated to build a network of collaborations and partnerships!
15	Technically capable of providing solutions to the issues faced by the community!
16	The value-added advantages have been proven to customers!
17	The solutions offered to customers generate attractive market appeal!
18	During the pot-making stage, a plan for product hazard risk control is established!

**Table 3.** Impact Study Questionnaire on P5 Implementation

No.	Questions	Yes	No
1	Is it true that Indonesian students should be lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila?		
2	Is it true that the six competencies of P5 must be pursued simultaneously and not in a partial manner?		
3	Is it true that the Pancasila Student Profile focuses not only on cognitive abilities but also on attitudes and behaviours in line with the Indonesian identity as well as global citizenship?		
4	Is it true that the Pancasila Student Profile is instilled in each individual student through the culture of educational institutions?		
5	Is it true that the Pancasila Student Profile is internalized within each individual student through intracurricular learning?		
6	Is it true that the Pancasila Student Profile is brought to life within each individual student through the Pancasila Student Profile Strengthening Project (P5)?		
7	Is it true that P5 activities employ a project-based learning approach?		
<b>Open-Ended Section</b>			
8	Select the following six dimensions of P5 accurately!		
9	There are four key principles of P5 activities, namely Holistic, Contextual, Student-Centered, and Explorative. Provide an overview of the meanings of these principles!		

In the subsequent observation phase, the agenda involves conducting a preliminary study with our partners by distributing and collecting questionnaires titled 'Preliminary Study on the Perspective of P5 Implementation.' The target respondents are the 10th-grade students currently engaged in P5 activities at SMAN 3 Sidoarjo. The implementation phase took place on May 26, 30, and 31, 2023, offline at the partner's location, which is SMAN 3 Sidoarjo, located at 130 Dr. Wahidin Street, Sekardangan, Sidoarjo Subdistrict, Sidoarjo Regency, East Java. The participants of the engagement were the students of SMAN 3 Sidoarjo. The activity commenced at 08:30 AM and concluded at 11:30 AM. The proceedings began with welcoming remarks from the head of the engagement team, the school principal representing the partner, and a representative of the students.

- a. Presentation of materials related to strengthening the Pancasila Student Profile Project (P5).
- b. Presentation of materials on training for making organic pots.
- c. Guidance on making organic pots.

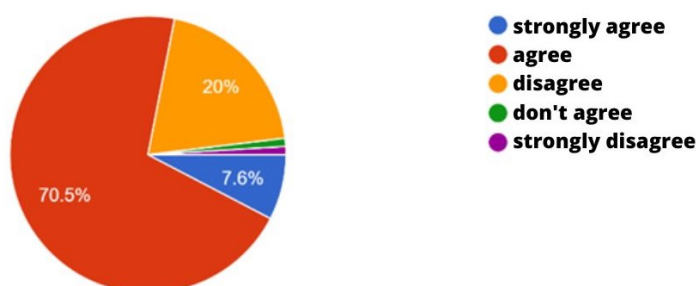
After the completion of these three activities, the students filled out questionnaires related to the implementation of P5 in pot making, its impact, and the implementation of P5. Additionally, students were provided with amenities such as refreshments, brochures, stickers, and photocopies of materials in a package. Documentation was conducted throughout the event, followed by a group photo session between the organizers and the engagement participants.

## RESULT AND DISCUSSION

### Engagement Activity

The distribution of preliminary study questionnaires to students was conducted to assess the initial knowledge of students regarding the P5 activities. Based on the results of the preliminary study questionnaire completed by more than 300 students, it is evident that these students have ideas for projects within the P5 activities. This is reflected in the number of students who filled out the questionnaire in the Project Title column. The purpose of this questionnaire is to analyse the needs and map the understanding of educational stakeholders at SMAN 3 Sidoarjo regarding waste management.

**P5 learning taught by the teacher has been good and enjoyable.**  
315 responses



**Figure 1.** The results of the preliminary study questionnaire

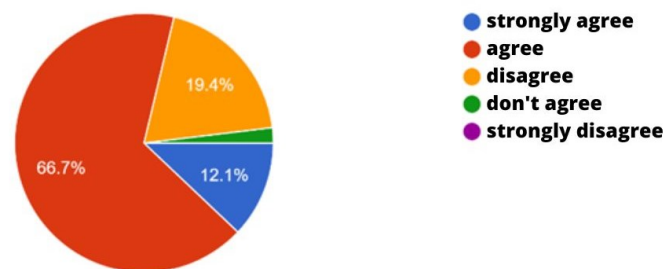
Furthermore, students also believe that the P5 activities conducted by teachers have been carried out well and are enjoyable. Approximately 70.5% of the students responded with agreement. This indicates that the students have a high level of enthusiasm for the P5 activities. According to Ramadhani & Muhroji (2022), teachers can provide motivation to

students, which in turn boosts their enthusiasm for learning activities (Ramadhani & Muhroji, 2022).

In the questionnaire, it is evident that the school facilities are very adequate in supporting P5 activities. Both teachers and students feel comfortable using the school's facilities for various activities, including P5. With supportive school facilities in place, it enhances students' motivation in carrying out P5 activities.

**Teachers have a clear and meaningful P5 program plan.**

315 responses



**Figure 2.** The results of the preliminary study questionnaire survey

In another question, "The teachers have a clear and meaningful plan for the P5 program" received a result of 66.7% with agree as the response. This indicates that the teachers at SMAN 3 Sidoarjo have designed the P5 program well, so the projects undertaken by students are not just for school assignments but also have practical significance in daily life. This aligns with research by Kholidah et al. (2022) discussing student enthusiasm in P5 activities with a local wisdom theme, which yielded satisfying results. Although it is a relatively new activity, students felt happy and found it meaningful for their daily lives (Kholidah et al., 2022). However, 19.4% disagreed in the questionnaire, which can be a challenge for teachers to evaluate the P5 activities to make them more beneficial and meaningful for students.

The engagement activities were conducted three times on May 26, 30, and 31, 2023. On May 26, 2023, it started at 08:00 AM until 02:00 PM. The engagement activities were held offline at the partner location, SMAN 3 Sidoarjo. This event was attended by 6 organizing committee members, 4 speakers, and a group of students. The core activities began with a presentation on "Strengthening the Pancasila Student Profile Project" by Bambang Wahyudi, S.Pd., M.Pd. The second presentation was about "Making Organic Pots from Waste" by Nisa Rachmi, S.Pd., and Feby Dasa Eka Putri, S.Pd. Organic-based planting media can take the form of pots that serve as a growing medium for plants, but



this planting medium is not related to nutrient content or soil (Asrori et al., 2023). The next part of the event allowed participants to engage in a Q&A session with the speakers or presenters, and participants were also given the task of designing and arranging the creation of organic pots from waste.

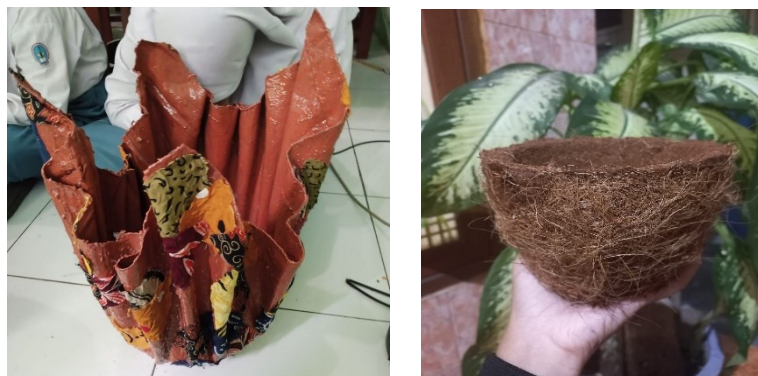


**Figure 3.** Question and answer session with the training participants

Next, the third part involved the guidance for pot-making training by Shabrina Nabilah, S.Pd. Participants were instructed to begin implementing the pot-making plan they had developed using the tools and materials provided. If any participants had difficulty understanding the process of making organic pots, guidance would be provided by the speakers or presenters. The event continued with each group presenting the organic pot products they had created along with their group members.



**Figure 4.** Assistance during the training for organic pot making.



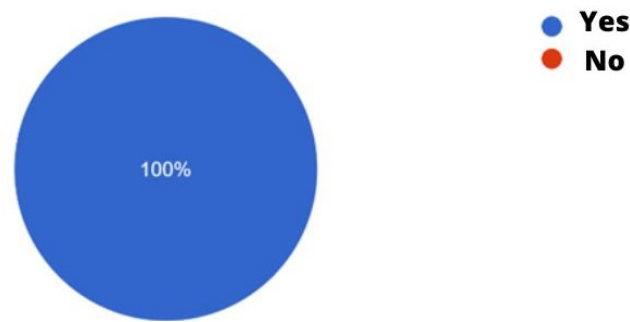
**Figure 5.** Organic pot product

## Result of the Activity

The results of the organic pot-making training can be observed through the questionnaire survey regarding the impact of the implementation of P5 activities. The respondents in this survey were the students who participated in the training. The questionnaire included several questions about the Pancasila Student Profile, and from the results, it can be concluded that students listened to and understood the meaning of the Pancasila Student Profile Strengthening Project (P5).

### **Is it true that Indonesian students have to be lifelong learners who are competent, have character and behave according to Pancasila values?**

112 responses



**Figure 6.** The results of the questionnaire survey

Based on the results of the questionnaire survey for this question, it is evident that all training participants confidently chose the answer "Yes," which can be interpreted as meaning that being an Indonesian student requires possessing competence, character, and behaviour in accordance with Pancasila values. Strengthening the Pancasila values within the community can be undertaken as an effort to shape individuals or students who can apply Pancasila values in their daily lives. This reinforcement of Pancasila should begin early through education in schools (Ngurah et al., 2022).

Berikan alasan jawaban sebelumnya!

112 responses

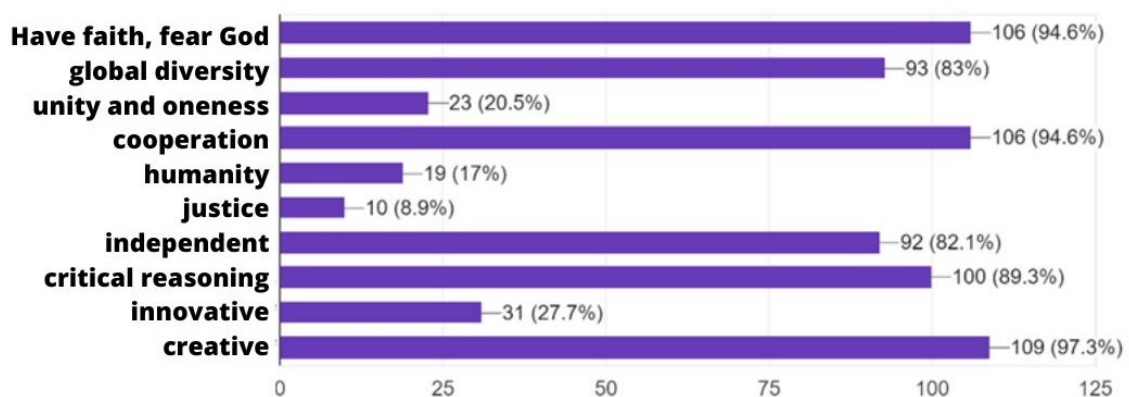
- Pelajar Indonesia harus menjadi pelajar sepanjang hayat yang kompeten, berkarakter, dan berperilaku sesuai nilai-nilai Pancasila karena pendidikan yang berkelanjutan memungkinkan individu untuk terus mengembangkan pengetahuan, keterampilan, dan sikap yang dibutuhkan dalam kehidupan. Pendidikan sepanjang hayat membantu pelajar menjadi lebih kompeten dalam menghadapi tantangan dunia yang terus berkembang, sambil tetap menjunjung tinggi karakter dan nilai-nilai Pancasila sebagai landasan moral dan etika.
- Projek Penguatan Profil Pelajar Pancasila (P5) merupakan upaya untuk mendorong tercapainya Profil Pelajar Pancasila dengan menggunakan paradigma baru melalui pembelajaran berbasis projek.
- karena kita adalah penerus bangsa, jadi kita harus benar benar fokus dalam berkompeten dan berperilaku sesuai dasar nilai pancasila
- berkaitan hal tersebut, Pelajar Indonesia harus menjadi pelajar sepanjang hayat agar dapat terbentuk karakter pelajar yang lebih baik dan dan sesuai dengan nilai nilai pancasila, dan sapat menerapkan nilai nilai pancasila kepada pelajar Indonesia
- menurut saya iya, dikarenakan pelajar pancasila wajib untuk berperilaku sesuai nilai pancasila yang berkompeten dan berkarakter

**Figure 7.** The results of the questionnaire survey

The students also provided reasons for their chosen answers. Some of these reasons indicate that the Pancasila spirit is already evident in the students, and schools as educational institutions should reinforce this, with one of the ways being through activities like P5. This is supported by research by Ulandari and Sukma (2023) that strengthening the character dimensions of the Pancasila Student Profile in students, especially in terms of faith, devotion to the One Almighty God, and noble behaviour, as well as cooperation, independence, global diversity, critical thinking, and creativity, can be achieved through activities like P5 (Ulandari & Rapita, 2023).

**Choose the following six dimensions correctly.**

112 responses



**Figure 8.** The results of the questionnaire survey

Based on the results of the questionnaire survey, which included questions about the six dimensions of P5, most students answered correctly. This is evident from the percentage of responses chosen by the students. It indicates that the training participants

paid close attention to the activities and were able to implement them effectively in their lives. Through the P-5 activities, the dimensions of the Pancasila Student Profile's character in students, especially in terms of faith, devotion to the One Almighty God, noble behaviour, cooperation, independence, global diversity, critical thinking, and creativity, can be nurtured and strengthened, making students more aware of and caring for their environment (Komala et al., 2023)

## CONCLUSION

This community engagement activity has had a positive impact on the partner institution, as evidenced by the enthusiasm of the students and the achievements of the engagement activity. The implementation of the P5 activity, which involves converting waste into organic pots, successfully captured the attention of the students. The questionnaire survey distributed to the training participants regarding the Pancasila Student Profile achieved a 100% response rate, indicating that the students listened to and understood the meaning of the Pancasila Student Profile Strengthening Project (P5). Furthermore, through the engagement activity implemented within P5, the level of creativity among the students has increased due to the creation of organic pot projects from processed waste.

## ACKNOWLEDGEMENT

We would like to express our gratitude to our community engagement partner, SMA Negeri 3 Sidoarjo, East Java. Additionally, we extend our thanks to the guest speakers who have contributed to and supported the successful implementation of this engagement activity.

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**Original Title:**

Pelatihan Pembuatan Pot Organik Dari Limbah Dalam Implementasi Kegiatan P5

**Abstrak.** Kegiatan Proyek Penguatan Profil Pelajar Pancasila (P5) merupakan penerapan dari kurikulum Merdeka yang mana peserta didik membuat sebuah proyek untuk menguatkan Upaya kompetensi dan karakter sesuai dengan profil pelajar Pancasila. Tim pengabdian Universitas Negeri Malang mengaitkan implementasi P5 pada tema dan tujuan proyek yang sesuai dengan kebutuhan dan kondisi mitra. Berdasarkan hasil survey di lokasi mitra, permasalahan yang terjadi salah satunya adalah pemahaman dalam pengolahan limbah terutama plastic yang masih rendah dilingkungan SMAN 3 Sidoarjo sehingga butuh bimbingan dari ahlinya untuk membantu mitra dalam melaksanakan kegiatan pembuatan pot organik dari limbah. Kemudian muncul inovasi baru untuk memanfaatkan dan mengolah limbah menjadi pot organik yang dapat dilaksanakan melalui kegiatan P5. Metode yang dilakukan dalam kegiatan pengabdian ini ada tiga tahap yaitu tahap persiapan, tahapobservasi dan tahap pelaksanaan. Data yang dikumpulkan berupa dokumentasi, observasi dan hasil pengisian angket responden yang mana hasil angket tersebut dianalisis secara deskriptif kualitatif. Hasil yang diperoleh dari kegiatan pengabdian ini bahwa peserta didik mampu mengeluarkan ide kreatif nya untuk menghasilkan produk pot organic dari limbah dengan sangat menarik dan bervariasi. Selain itu, Hasil angket kuisioner yang dibagikan kepada peserta pelatihan mengenai profil pelajar Pancasila berhasil mendapatkan persentase sebesar 100% yang mana hal tersebut dapat dikatakan bahwa peserta didik menyimak dan memahami makna dari Proyek Penguatan Profil Pelajar Pancasila (P5) ini.

**Kata kunci:** Profil Pelajar Pancasila, Pot Organik, Pengabdian