

## **PROJECT P5: ENVIRONMENTAL CONSERVATION PROJECT IN REDUCE THE IMPACT OF GLOBAL WARMING THROUGH ISLAMIC CHARACTER DEVELOPMENT (ICB) ACTIVITIES**

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### **ABSTRACT**

Global Warming or can be said as the greenhouse effect is a condition where the average temperature of the earth's surface increases. This is caused by the trapping of sunlight in the Earth's atmosphere by greenhouse gases. The excess of greenhouse gases such as carbon dioxide, nitrogen oxides and methane that blanket the earth's atmosphere is the main cause of global warming. This global warming can cause climate change that has a broad impact on human life on earth. This study aims to analyze how environmentally friendly projects in the P5 project can contribute to reducing the impact of global warming through Islamic character building activities. The method used in this research is a literature study. In this study it can be concluded that the P5 project in an independent curriculum can be carried out through ICB activities so that it can create Pancasila students who have character, are civilized, and have noble morals. in place, community service cleans dirty places, saves energy, uses public modes of transportation, and creates technological innovations that can reduce the impact of global warming.

**Keywords:** Love the Environment, P5, Islamic Character Building, Global Warming.

### **ABSTRAK**

Global Warming atau bisa dikatakan sebagai efek rumah kaca adalah suatu kondisi dimana suhu rata-rata permukaan bumi meningkat. Hal ini disebabkan oleh terperangkapnya sinar matahari di atmosfer bumi oleh gas rumah kaca. Kelebihan gas rumah kaca seperti karbondioksida, nitrogen oksida dan metana yang menyelimuti atmosfer bumi merupakan penyebab utama pemanasan global. Pemanasan global ini dapat menyebabkan perubahan iklim yang berdampak luas bagi kehidupan manusia di bumi. Penelitian ini bertujuan untuk menganalisis bagaimana proyek ramah lingkungan di proyek P5 dapat berkontribusi dalam mengurangi dampak pemanasan global melalui kegiatan pembentukan karakter Islami. Metode yang digunakan dalam penelitian ini adalah studi literatur. Dalam penelitian ini dapat disimpulkan bahwa proyek P5 dalam kurikulum mandiri dapat dilaksanakan melalui kegiatan ICB sehingga dapat menciptakan siswa Pancasila yang berkarakter, beradab, dan berakhlak mulia. di tempat, pengabdian masyarakat membersihkan tempat-tempat kotor, hemat energi, menggunakan moda transportasi umum, dan menciptakan inovasi teknologi yang dapat mengurangi dampak pemanasan global.

**Kata kunci:** Cinta Lingkungan, P5, Pembangunan Karakter Islami, Pemanasan Global.

### **Introduction**

Global warming is one of the events where the increase in the average temperature of the earth's surface is caused by an increase in greenhouse gases, greenhouse gases such as carbon dioxide (CO<sub>2</sub>), nitrogen oxides (NO<sub>x</sub>), carbon monoxide (CO) and methane. (CH<sub>4</sub>). trapped in the layers of the earth's atmosphere which can cause greenhouse gas effects. There are many causes for the increase in the earth's temperature and most of it is caused by

human activities such as the use of fossil fuels that are not environmentally friendly, in the form of hazardous gases from factory waste that are not properly processed, deforestation, and others. quick. (Main: 2019).

This global warming can have a very serious impact on human life. The most dangerous impact is global climate change. Unbalanced natural conditions and unpredictable climate change can lead to disasters that cannot be predicted and managed properly. Global warming includes damage to nature that involves the role and consequences of human actions. Allah implies in the Qur'an QS. Ar-Ruum verse 41 which means "It has been seen that damage on land and at sea is caused by human hands; Allah wants them to feel some (of) their actions, so they return (to the right path). Therefore, efforts are needed to reduce or overcome the effects of global warming through the cultivation of positive characters in schools.

Schools are an important part of instilling positive behavior in students related to environmental preservation contributions. Learning from an early age, especially since school time, about the environment so that the younger generation can understand the effects of global warming and how to prevent global warming. This will be more optimal if the curriculum is designed to include material on environmental issues.

The Independent Curriculum is a new curriculum created by the Indonesian Ministry of Education and Culture. In this independent curriculum emphasizes students to be able to develop their talents and interests by selecting the preferred group of subjects according to their talents and interests. Merdeka Learning focuses on freedom and creative thinking, so that teachers and students are expected to be creative in creating a good learning atmosphere. "The teacher as the main subject whose role is expected to be able to be a driving force to take actions that provide positive things to students" (Ainia, 2020). With an independent curriculum, it is a rearrangement in the national education system in Indonesia. In addition, the independent curriculum also emphasizes project-based learning which is packaged through P5 or projects to strengthen the profile of Pancasila students. P5 is a project-based curricular activity designed to strengthen efforts to achieve competency and character. in accordance with the Pancasila Student Profile compiled based on Graduate Competency Standards (SKL).

In the student profile, Pancasila has 6 main dimensions which include: Faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking, and creative. In order to realize the Pancasila student profile, a project to strengthen the Pancasila student profile (P5) was carried out, namely cross-disciplinary learning in observing and thinking about solutions to problems in the surrounding environment to strengthen various competencies in the Pancasila Student Profile. . This P5 description can be carried out with a series of activities carried out to achieve a certain goal by examining and designing a theme so that students can investigate, solve problems, and make decisions. Many activities are very useful in the profile of Pancasila students, one of which is Islamic Character Building (ICB).

Character is the inner nature and attitude that influences the way of thinking, behavior, and manners, character is also an important part of human life. Every human being has a different character, character begins to form from the time humans are born until they reach the age of puberty and the character of every human being is determined by the environment in which he grows up. Forming a human being with character through the world of education is not an easy thing. Forming quality human character requires special efforts and methods, especially in Islamic learning which has a way of forming the character of every student with Islamic character. The method is Islamic Character Building (ICB).

(ICB) Islamic Character Building or the formation of Islamic character is an effort to produce someone who is knowledgeable, has good morals, is civilized, has noble character,

as was done by Rasulullah SAW. The formation of Islamic character does not only form an intelligent mind, but also forms a brilliant personality, a personality that hones the soul's sensitivity to become a person who is beneficial to those around him. In addition, the formation of Islamic character also balances the mind and heart, between intellectual intelligence and emotional intelligence. So that students really become *ulil albab*, namely people who are able to utilize their minds to serve Allah SWT.

Based on the preliminary explanation above, the authors in this study will discuss how to apply P5 in environmental conservation projects in reducing the impact of global warming through ICB (Islamic Character Building) activities.

### **Research Method**

This study uses a literature study type research approach. Literature study is carried out by collecting various references consisting of previous research, books, and other sources of information that support and relate to the research being conducted which are then used to draw a conclusion. This study seeks to analyze how environmental preservation projects in the P5 project can reduce the impact of global warming through Islamic Character Building (ICB) activities.

### **Result and Discussion**

Character education is an education of human moral values that is carried out on awareness in real action. In character education there are elements regarding the process of forming values and attitudes which are based on knowledge of why those values are carried out. All moral values that are embodied and implemented aim to help humans become more perfect human beings. The value in question is the relationship between others, oneself, the life of the nation, the natural world, and towards God. In instilling these moral values includes cognitive aspects (thoughts, knowledge, awareness) and affective aspects (feelings) as well as psychomotor aspects (behavior) (Mulich, 2013).

In addition, character education is also a process of forming a person's behavior or character, so that they are able to distinguish between what is right and what is wrong and can apply it in life. Character education is actually a person's responsibility to fulfill obligations as the caliph of Allah on earth (Nurchaili, 2010).

By creating an Islamic character in developing the character of students, it is hoped that it will give birth to students who are knowledgeable, civilized, and have noble character as exemplified by Rasulullah SAW. Islamic character development is very important in an independent curriculum, especially in the development of Pancasila student profiles which contain 6 dimensions of Pancasila student profiles.

In the view of Islam, morals are the same as morals that characterize every human being. If humans have a good personality then the character will also be good too. Values in morals also guide the values of character education in Islam. Spirituality and religious values cannot be separated from character education. Moral and spiritual values are fundamental in building the welfare of any social organization. Without both, the vital elements that bind people's lives will certainly be lost (Sholihin: 2019)

Environmental and socio-cultural factors also influence the formation of character in one's soul. the formation of character in a person is a function of all individual potential (cognitive, affective, and psychomotor) in the context of socio-cultural interaction (in the family, educational units, and society) and lasts a lifetime. (Mudlofir: 2013). In addition, in personality there are three concepts that cannot be separated from one another, namely: knowledge, attitude, and behavior. Morals or manners are often taught through

internalization methods, with various educational techniques, including through exemplary, habituation, enforcing rules and providing motivation.

From the various expressions above it can be seen that basically the educational process does not only prioritize the cognitive and psychomotor dimensions of students. However, there is another dimension that also needs more attention, namely the affective dimension. Whether we realize it or not, compared to the other two dimensions, the affective dimension is often overlooked because of the difficulty of measuring this dimension. Based on this phenomenon, this affective dimension is often overlooked

In Indonesia, the implementation of the curriculum has undergone various changes and improvements, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (Competency-Based Curriculum), and the 2006 curriculum. (Level Curriculum Education Unit), and in 2013 the government through the Ministry of National Education changed it back to the 2013 Curriculum (Kurtilas) and in 2018 there was a revision to the Revised Kurtilas (Ulinniam et al., 2021). At this time a new curriculum was present, namely the independent curriculum.

In the latest curriculum made by the government, namely the independent curriculum, the affective dimension or character building is prioritized. This is evidenced that the formation of these characters is included in one of the dimensions of the Pancasila student profile contained in the independent curriculum, namely faith, piety to God Almighty, and noble character. The Pancasila student profile is the character and abilities that are built in daily life and internalized in each individual student through the culture of the education unit, intra-curricular learning, projects to strengthen Pancasila student profiles (co-curricular learning), and extracurriculars. (Ministry of Education and Culture: 2021).

In the independent curriculum there is P5 or a student Pancasila strengthening profile project, in P5 it contains projects or activities that are used as a means to achieve various targets in the Pancasila student profile. This P5 learning is an interdisciplinary learning in observing and thinking about solutions to a problem in the surrounding environment to strengthen various competencies in the profile of Pancasila students. As explained above, P5 is cross-disciplinary learning, so learning in P5 is not included in the subjects taught in that subject There are various.

1. Faith, piety to God Almighty, and noble character in environmental conservation projects fill the dimensions of this first Pancasila student profile. Pancasila students manifest their noble character in responsibility, compassion, and concern for the natural environment around them. Pancasila students realize that they are a part of the earth's ecosystem that influences each other. This can be related that loving and caring for the environment is the same as respecting God's creatures. This is also in accordance with the word of Allah SWT in QS. Al-A'raf verse 56, which means "And do not make damage on earth after (Allah) repaired it and pray to Him with fear (will not be accepted) and hope (will be granted). very close to people who do good." (QS. Al-A'raf: 56).
2. *Bek ebh ine k aan G l ob al \_ \_*  
Pancasila students reflectively make use of their awareness and diversity of experiences about preserving the surrounding environment, and consciously know that protecting the natural environment is the same as protecting and caring for the earth where humans live. So that by jointly protecting and preserving the surrounding environment, social justice can be realized for all people.
3. Mutual cooperation

Pancasila students have the ability to cooperate and act proactively towards the surrounding environmental conditions, be responsive to environmental conditions and the surrounding community, so as to create a safe and peaceful social life. This can be linked to environmental conservation projects, namely working together to clean up our environment so that it is free from disease, apart from that we can also work together to plant trees to be able to re-green the earth where we stand.

4. Independent

Pancasila Mandiri students always reflect on their own conditions and the situations they face, including reflections on their own conditions, both their strengths and weaknesses, as well as the situations and developmental demands they face. This will make students recognize and realize the need for self-development in accordance with the changes and developments that occur. That way a Pancasila student can know what he will do by preparing himself to face the times.

5. Critical Thinking

Pancasila students can think critically in clarifying and analyzing complex and abstract ideas and information from various sources. Prioritizing the most relevant ideas from the results of clarification and analysis. In preserving the environment, students can think critically to find facts and causes of global warming, and find solutions that can be implemented to reduce the impact of global warming in the future.

6. Creative

Creative Pancasila students can produce original works and actions. He can produce works and take actions that are driven by his interest and liking for something, the emotions he feels, to consider the impact on the surrounding environment. In addition, creative students tend to take risks in producing works and actions. In addition, creative students have the freedom to think in finding alternative solutions to the problems they face. He is able to make choices when faced with several possible alternatives to solve the problems he faces. This can also be related to environmental conservation projects where Pancasila students can create something that can be used to save energy and reduce the use of fossil energy so as to reduce the impact of global warming.

From the six dimensions of the Pancasila student profile, information can be obtained that the independent curriculum in the project to strengthen the Pancasila student profile can be applied to chemistry subjects. In chemistry subjects, noble character can be applied to nature. This morality is urgently needed because of global problems in the form of global climate change. Therefore, elements of education must synergize together in solving this. As an act of real support in the form of mitigation and adaptation to global climate change. Climate change mitigation is basically an active action to prevent or slow down the occurrence of climate change/global warming and reduce the impact of climate change/global warming by stabilizing the volume concentration of greenhouse gases. One of the dimensions of the moral profile of Pancasila students can be optimized as a means of reducing carbon emissions, one of which is in the field of transportation. In practice, this activity can be carried out through the application of the Project Based Learning (PjBL) learning model. This is also in accordance with the Islamic Character Building activity where

the project to strengthen the profile of Pancasila students can be carried out simultaneously with the Islamic character building activities because the two things are interconnected and related, especially on the topic of global warming chemicals.

## Conclusion

The project to strengthen the Pancasila (P5) student profile has 6 dimensions in it, namely faith, piety to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical thinking, and creative. In the P5 project implemented, it must be in accordance with the 6 dimensions of the Pancasila student profile. The P5 project that is suitable for now is an environmental conservation project to reduce the impact of global warming. Environmental conservation projects can also be carried out through Islamic Character Building (ICB) activities where this activity is an effort to produce knowledgeable, moral, civilized, noble human beings. ICB's activities related to the P5 environmental conservation project include planting trees, disposing of trash in its place.

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