



Implementation Project for Strengthening the Profile of Pancasila Students (P5) with the Theme of Local Wisdom at SDN 1 Kondangsari

Fivo Nugraha

SDN 1 Kondangsari, Cirebon, Indonesia

fivonugraha@gmail.com

Migdes Christianto Kause

Institut Pendidikan Soe, Soe, Indonesia

29migdeskause@gmail.com

Ardi Y. Tafuy

Institut Pendidikan Soe, Soe, Indonesia

arditafuy@gmail.com

Abstract

The Independent Curriculum can be interpreted through the implementation of independent learning-based learning in elementary schools as a project to strengthen the profile of Pancasila (P5) students. This curriculum adjustment is a form of the government's seriousness in dealing with problems that occur in the world of education. One of the problems currently occurring is the fading of cultural values based on local wisdom in students' identities. Students tend to be interested in gadgets and foreign culture that is gained from using these gadgets. In this way, the author wants to discuss the implementation of strengthening the cultural values listed in lesson P5 with the P5 theme discussed being local wisdom in phase C of elementary school. This research was carried out in class 5b at SDN 1 Kondangsari. The aim of this research is to determine the application of P5 learning and its impacts. The method used is qualitative with a descriptive approach. Data was collected using interview and documentation techniques. The samples taken were 30 grade 5 elementary school students. The result of this research is that the implementation of p5 with the theme of local wisdom at SDN 1 Kondangsari has been running quite uniquely and creatively. This can be seen from the outdoor- based learning process which is fun and blends with nature.

Keywords: *Project to Strengthen the Profile of Pancasila Students; Local Wisdom; Elementary School*

A. Introduction

In order to realize education that makes students adaptive, the government is trying to make this happen by developing the curriculum. In this case the Independent Curriculum is a development of the previous Curriculum. It is hoped that the Merdeka Curriculum will become a relevant curriculum for following the 4.0 revolution. One of the developments in the independent curriculum is the existence of a learning project to strengthen the profile of Pancasila students (P5). Pancasila Student Profile is a personality and ability that is formed in the daily life of each student through school culture and curriculum learning (Winanti et al., 2018).

This project aims to stimulate student achievement, as well as provide opportunities for students to gain knowledge as a character building process. This also supports students to gain direct learning or empirical experience. This project learning activity also supports students to study important topics or discussions that are currently popular, such as globalization, radicalism, mental health, culture, use of technology and so on. The output of this activity is that students can implement topics that are appropriate to the material (Maruti et al., 2023). In this way the author will formulate problems with limitations regarding the implementation of P5 and its impacts. A project can be interpreted as a sequence of implementation carried out to achieve certain goals by conducting in-depth research.

Pancasila students are the definition of students who have character based on the points contained in the Pancasila principles in a comprehensive manner. P5 learning is a learning development that instills cultural philosophies that exist in Indonesia (Rahayu et al., 2023). Thus, P5 has guidelines regarding the implementation of P5 created by the government. There are several principles that need to be used as a reference in P5 activities, as follows: holistic, contextual, student-centered and exploratory. Holistic means comprehensive or comprehensive, while contextual relates to learning carried out through real experience, the topics discussed are everyday topics, student-centered which means making students the subject of learning, exploratory relates to enthusiastic learning based on the process of self-development (Sam et al., 2023). P5 activities at SDN 1 Kondangsari are carried out in class 1, class 2, class 4 and class 5. In this research, the subjects to be researched are teachers and students of class 5b at SDN 1 Kondangsari. In this case, research was conducted to determine the implementation of P5 learning at SDN 1 Kondangsari and the impact of the learning. The

author will examine P5 activities in class 5b with the theme of local wisdom. The author's reason for conducting this research is to find out the extent to which p5 learning is implemented in elementary schools. Another thing is to find out the impact of P5 learning.

Local wisdom in Indonesia has serious challenges because it has to compete with cultures from across countries and even across continents. This has an impact on the world of education, currently the world of education has various challenges, one of which is the challenge of globalization. In the past, students and teaching staff had difficulty finding access to learning resources, but nowadays everything is easy to find and imitate. This can be a threat if students cannot filter the information they receive. As a result, students easily imitate and wear clothes from foreign cultures. This is what causes the erosion of students' knowledge of local culture and wisdom. Local wisdom is cultural diversity that emerges in an association as a result of community, social, natural, religious communication, as well as norms recognized in a particular society. Based on this, local wisdom has an important role in carrying out social interactions in society (Nazarudin, 2023). Local wisdom is essentially a local cultural philosophy that has received recognition by most people regarding its positive values. Local wisdom is an important investment to instill in students to shape their skills, abilities and qualities in facing the global world so that students do not lose their national identity.

Through local wisdom, national values can be instilled in students from an early age, by cultivating the Pancasila student profile that applies in the independent curriculum. The independent learning curriculum is a curriculum that is interpreted as a curriculum development design that provides opportunities for students to explore and develop the potential talents that exist in children in order to obtain learning that frees each child to develop their natural talents. The concept of independent learning essentially focuses on freedom and creative thinking (Rahayu et al., 2022). The independent curriculum emphasizes diverse intracurricular learning, where the content in the learning process will be more optimal so that students have enough time to deepen a concept and strengthen various competitions. Through the implementation of the independent curriculum, children's talents and creativity can be channeled through *Nguri-nguri* local wisdom culture in the city of Jepara, one of which is in Kendang Sidalit village which implements *Nguri-nguri* village culture in the form of Karawitan which takes place at SD N 01 Kendeng Sidalit.

The cultural gathering that takes place at SD N 01 Kendeng Sidalit can be a golden opportunity to preserve local wisdom which is becoming increasingly rare in the modern era like today. The value of local wisdom in the current era of globalization has become a problem because culture is starting to be disrupted local wisdom over time. This can be seen, nowadays

students prefer foreign cultures and are often addicted to the digital world which has an effect on low social attitudes among fellow students. Unlike in the past, there were still many students who were familiar with various forms of local wisdom in their daily lives, in their childhood life. Through learning activities based on local wisdom, it is hoped that the application of national values can be instilled in students from an early age, by instilling the Pancasila student profile that applies in the independent curriculum. The method used is qualitative with a descriptive approach. Data was collected using interview and documentation techniques. In this case, the interview activity was carried out after the students ate the traditional nasi lengko food in the reading garden at SDN 1 Kondangsari. The type of interview used to dig up student information is an unguided interview, so that the author has more freedom to ask questions about sources but is still within the appropriate scope.

B. Discussion

The project to strengthen the Pancasila profile is a means of achieving the Pancasila student profile, where The project to strengthen the Pancasila profile provides students with the opportunity to experience knowledge as a process of strengthening character while providing the opportunity to learn from the surrounding environment. The project to strengthen the profile of Pancasila, provides opportunities for students to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, in everyday life (Maruti et al., 2023).

The Pancasila student profile is the character and abilities developed in everyday life which are brought to life in each individual student through the culture of the educational unit, intracurricular learning, projects to strengthen the Pancasila student profile, and extracurriculars (Maruti et al., 2023). In line with Damayanti & Ghazali, (2023) explained that the project to strengthen the Pancasila student profile was developed based on a predetermined theme, this aims to achieve certain learning objectives, so it is not tied to subject content. Sudibya et al., (2022) explained six dimensions of the profile of Pancasila A students, namely: (1) faith, devotion to God Almighty, and noble character, (2) global concern, (3) working together, (4) independence, (5) critical reasoning, (6) creative. The dimensions of the Pancasila student profile do not only focus on cognitive strengthening, but also on developing behavior in accordance with human identity as an Indonesian nation. According to (Nisa et al., 2016) this means that education in Indonesia is integrated with the cultivation of character values. Good character traits are students who are able to display their character in the school environment or in the community (Nuraini et al., 2021).

To obtain the values contained in the Pancasila student profile, the author uses research methods so that they are in accordance with the rules of scientific articles. The method used is a qualitative method with a descriptive approach. Data was collected using interview and documentation techniques. The type of interview used in gathering student information, the author chose the type of unguided interview, so that the author had more freedom to ask sources about the data to be sought. The advantage of this type of interview is that the student or resource person seems to have an emotional connection because the approach used is a personal approach. Documentation is used as a complement to activities, and can also be used as an administrative requirement. The novelty in this research is that it discusses local wisdom in elementary schools. P5 activities at SDN 1 Kondangsari are carried out in class 1, class 2, class 4 and class 5. In this research, the subjects that will be studied are teachers and students of class 5b at SDN 1 Kondangsari. The author plans to research P5 activities in class 5b with the theme Local Wisdom.

Saputra et al., (2023) explain the dimensions of the profile of strengthening Pancasila in Table 1. As follows:

Table 1. Dimensions of the Profile of Strengthening Pancasila

Profile	Information	Related Elements and Keys
Have faith, be devoted to God Almighty, and have noble character	Having morals in relation to God Almighty, understanding religious teachings and beliefs and applying this understanding in his daily life.	<ol style="list-style-type: none"> 1. Religious morals. 2. Personal morals. 3. Morals towards humans. 4. Morals towards nature. 5. State morals.
Global diversity	Maintaining noble culture, locality and identity, and remaining open-minded in interacting with other cultures, so as to foster a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the noble culture of the nation.	<ol style="list-style-type: none"> 1. Get to know and appreciate culture. 2. Intercultural communication skills in interacting with each other. 3. Reflection and responsibility for experiences of diversity.
Mutual cooperation	Able to carry out activities together voluntarily so that the activities carried	<ol style="list-style-type: none"> 1. Collaboration 2. Concern

	out can run smoothly, easily and easily.	3. Share
Independent	Responsible for the learning process and results.	1. Awareness of yourself and the situation you are facing. 2. Self-regulation
Critical Reasoning	Able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude.	1. Obtain and process information and ideas. 2. Analyze and evaluate reasoning. 3. Reflecting on thoughts and thought processes. 4. Make decisions
Creative	Able to modify and produce something original, meaningful, useful and impactful.	1. Generate original ideas 2. Produce original work and actions

Strengthening the profile of Pancasila in relation to local wisdom refers to local culture. The implementation of strengthening the Pancasila profile is carried out by conducting project-based learning, this is so that students have character values in accordance with the values in each point of Pancasila. The project to strengthen the profile of Pancasila is an illustration of local wisdom values. The value of local wisdom is a strategy that can realize a new paradigm in global competence to realize global competence towards the pioneer profile of Pancasila through education.

In preparing P5, researchers have considered several things as follows: (1) considering the condition of the students, (2) raw materials that are easy to obtain, (3) introducing traditional foods to students from an early age. These steps guarantee the success of P5 learning where students can think relatively simply. The results of this research explain that the implementation of P5 with the theme of local wisdom at SDN 1 Kondangsari has been running quite uniquely and creatively, as shown in the picture 1.



Figure 1. Students are eating the traditional Nasi Lengko food

Figure 1 shows the results of processing the traditional food *Nasi Lengko* by students. From the results of interviews with students, the result was that students were very enthusiastic in learning to strengthen the Pancasila profile with the theme of local wisdom. Mahanani et al., (2023) explained that the project to strengthen the profile of Pancasila with the theme of local wisdom is knowledge of local culture, local skills, local intelligence, local cultural potential, local community social processes, community norms and customs and traditions. The project to strengthen the profile of Pancasila with the theme of local wisdom defines the meaning of local wisdom as one of the cultural literacy abilities that defines it as a social process that includes dialogic practice, which is obtained from learning and acquiring knowledge through empathetic, tolerant interactions and inclusion in local culture. In this case, the teacher was successful in facilitating learning well and in a fun way. Based on this, the results are that students can feel real experience. This confirms that the implementation of p5 learning at SDN 1 Kondangsari has advantages in terms of the learning process. This is in line with the findings of Yelvita (2022) character learning in this research is also aimed at developing children's personalities who have character so that they know their culture.

Strengthening the profile of Pancasila in relation to local wisdom can facilitate students to maintain noble cultural values, be open-minded in interacting with other cultures, so that they can foster mutual respect and the formation of a noble culture that is positive and does not conflict with the noble culture of the nation (Saputra et. al., 2023). According to Kholidah et al., (2022) explained that the theme of local wisdom can make students develop curiosity and resolve doubts about the culture that exists in the environment around the school, which will be studied in relation to local cultural developments compared to national progress. Concretely, local wisdom can be viewed from the basic values that are believed to guide the behavior of local communities which become assets for the next generation. Students can understand traditional food and local traditions and can implement them in everyday life, and can promote one of the local foods in the local area. In line with Seriana et al., (2023) explain that local wisdom is a culture that contains values that exist in certain communities and places which are used as a reference in living daily life.

The aim of implementing p5 learning in schools is that students are expected to be able to apply their character and knowledge in school and society, so that students are able to become cultured individuals and can become social creatures with character (Lestari & I Nengah Suastika, 2021). The relationship between P5 learning and increasing knowledge of local wisdom can be found in research from Haromain et al., (2023) explaining that the application of P5 can increase insight and information on cultural values based on local wisdom. This is confirmed by Deswita et al., (2023) that the application of P5 learning can shape students' character in the context of local wisdom.

Pancasila students are defined as lifelong students who have global abilities and behave in accordance with Pancasila values. They have six main characteristics: faith, devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical thinking, and creativity. National character education is the development of values in cultural education and national characteristics that are based on religion and Pancasila, because Indonesia is a religious country. The government is trying to instill Pancasila values in society through education through this Pancasila student profile. Internalization of Pancasila values is an effort to increase the level of success of the subjective actualization of Pancasila so that the actualization and practice of Pancasila are effective. The Pancasila Student Profile explains the relationship between internalization of Pancasila values and actualization and practice.

In short, local wisdom includes the following concepts: long-term experience stored as an indication of one's behavior; b. Local intelligence does not have an owner's environment; and c. Local wisdom is a person who is flexible, open, flexible and always changing. Culture consists of local traditions. Apart from that, local wisdom will make hundreds, if not a thousand, people wiser. revealed that local wisdom is the same as humans' relationship with God, natural phenomena, the environment, education, birth and marriage, food, morals, health and natural disasters.

However, local wisdom can be divided into eight parts, namely: (1) local standards, such as "Javanese behavior", taboos, and rules; (2) average values and community customs and rituals; (3) folk tales, legends, legends and ordinary folk tales contain some lesson or message that is recognized by the local community; and (1) information, data, and knowledge collected from the senior community, adat, spiritual leader; (2) Masyar Plan or Book of Permissionsakat; (3) Local community facilities; (4) materials used for needs; and (5) environmental resources.

Furthermore, culturally, the material dimension of local wisdom consists of several elements: (1) traditional rituals, (2) cultural nature reserves, (3) natural tourism, (4) transportation traditions, (5) traditional entertainment, (6) cultural infrastructure, (7)

traditional clothing, (8) a heritage culture, (9) a museums, (10) an institutional culture, (11) arts and crafts, (12) a village culture, (13) the arts and crafts, (14) folklore, (15) children's plays, and (16) wayang. Tingkeban rituals, births, circumcisions, marriages, and the death ceremonies are examples of additional sources of local wisdom that can be linked to the Javanese life cycle.

Because it is unique, diverse, and has almost no spatial boundaries, local wisdom is a broad and comprehensive phenomenon. Local wisdom places more emphasis on the place and locality of wisdom, so there should be no wisdom passed down from the generation to generation. Interaction with the natural environment and with other communities and cultures is a new source of local wisdom.

C. Conclusion

The project to strengthen the Pancasila profile is a means of achieving the Pancasila profile of students, where the project to strengthen the Pancasila profile provides students with the opportunity to experience knowledge as a process of strengthening character as well as providing opportunities to learn from the surrounding environment. The author obtained data from students, thus the author concluded that the results of this research showed that students were very enthusiastic in learning to strengthen the Pancasila profile with the theme of local wisdom. P5 learning with the theme of local wisdom is carried out in the school garden, this makes students more familiar with the school environment and also more familiar with the surrounding environment (by eating *lengko* rice). Empirical experience is a valuable experience for students, because this experience will always be remembered in the students' minds. Teachers' views on P5 learning should be developed, because P5 learning will be very useful if students learn happily. The learning concept for P5 material emphasizes a cultural approach and direct experience. Changes in students' knowledge, insight and information also increase as a result of this fun p5 learning. Thus, the implementation of P5 learning at SDN 1 Kondangsari has been carried out in accordance with the curriculum guidelines, but there is teacher creativity in teaching it. This can be seen from a P5 learning which is carried out *outdoors* and emphasizes students to gain empirical an experience. Students' love and knowledge of local wisdom also increases.

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