

Strengthening the Profile of Pancasila Students Through the Theme of Local Wisdom in Building the Character of Elementary-Level Students

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Abstract:

Strengthening the profile of Pancasila Students is a government initiative embedded in the *Merdeka Curriculum* to enable students to recognize Indonesia's local wisdom through traditional clothing, dances, musical instruments, games, and traditional cuisine. The purpose of this study is to comprehensively examine the strengthening of the Pancasila Student profile with the theme of local wisdom in character building. This research employs a qualitative descriptive approach to provide an in-depth discussion on character development through the Pancasila Student profile strengthening program implemented at *Sekolah Dasar Negeri Gondrong 7* in Tangerang City. The findings aim to elaborate on the strengthening of the Pancasila Student profile as a medium for shaping elementary students' character, ensuring the program's meaningful implementation and fostering positive character traits in young learners. The implementation of the Pancasila Student profile strengthening program, themed on local wisdom, at *SDN Gondrong 7* has proven effective in building students' character through core values. These values include religious devotion, independence, hard work, responsibility, curiosity, discipline, and social care. Through a series of processes and stages in local wisdom activities, the program is expected to instill these values consistently into students' daily lives.

Keyword : Pancasila Student Profile, Local Wisdom, Character Building

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Introduction

Education is the awareness of a student in participating in learning to achieve active learning, enabling students to realize their potential in understanding various aspects such as religious strength, self-control, personality strength, and noble character. In the process of formal education, a curriculum is essential to ensure that educational goals are achieved equitably. According to Dhomiri (2023), the curriculum is a student learning program designed to help students take responsibility for their school and achieve learning objectives. Thus, the curriculum serves as a learning program with specific goals to be achieved. It includes content and strategies that must be delivered to students, and this curriculum encompasses planning for learning activities as well as educational programs, which are documented and implemented based on those documents.

Currently, Indonesia is using the *Merdeka Curriculum*, which has undergone several updates to align with the evolving times. Muthoharoh (2023) describes the *Merdeka Curriculum* as one that gives schools the freedom to explore their capabilities based on available resources, input, and opportunities. It also allows teachers the freedom to deliver essential and urgent materials. The most significant aspect of the *Merdeka Curriculum* is that it offers ample space for students to maximize their potential, ensuring they receive adequate educational outcomes. The *Merdeka Curriculum* focuses more on the material content, emphasizing that teachers should not only rush through textbook content. This curriculum is flexible, placing the central role on teachers to apply it effectively in the classroom. It can be considered a prototype curriculum, providing additional options for educational institutions to help recover learning from 2022 to 2024. The national curriculum policy will be reviewed in 2024, based on evaluations from the recovery period, to align with students' capabilities and provide more space for combining student character and fundamental competencies in the *Merdeka Curriculum*.

The *Merdeka Curriculum* is notably unique compared to previous curricula, particularly with its emphasis on character strengthening based on Pancasila. Therefore, the *Merdeka Curriculum* includes the theme of Strengthening the Pancasila Student Profile. Yasa (2023) states that the addition of learning based on the Strengthening of the Pancasila Student Profile is an interdisciplinary approach aimed at enabling students to solve socio-cultural issues around them and find solutions that align with the characteristics of a Pancasila student, which represents an Indonesian learner. The Pancasila student profile aims to nurture lifelong learners who are competent, character-driven, and behave according to Pancasila values. This process is shaped through activities like the Pancasila Student Profile Strengthening Project, one of which focuses on local wisdom.

The implementation of the Pancasila Student Profile Strengthening Project in the *Merdeka Curriculum* requires teachers to introduce local wisdom to students. The activities of this project vary depending on the school's potential and conditions. The execution of this project is an essential way for the education system to encourage the younger generation to love their cultural heritage. This is in line with Aristotle's educational philosophy, which states that the purpose of education aligns with the ideological goals of the nation. The implementation of the *Merdeka Curriculum*, complemented by the Pancasila Student Profile Strengthening Project, is a breath of fresh air for local wisdom in Indonesia, as this policy requires teachers to introduce local wisdom to students in the surrounding school environment as part of their lessons. Through this policy, students indirectly re-familiarize themselves with the local wisdom in their surroundings. Local wisdom, such as customs, the management of natural resources, handicraft creation, and others, must be taught to students. Indirectly, local wisdom can be positioned alongside other fields of knowledge. Furthermore, local wisdom will continue to exist and be sustainable because it is taught to students, especially in elementary schools (SD). The values of local wisdom, which had begun to fade, are being revitalized and adjusted, ensuring their preservation.

However, based on existing facts, many teachers and students are not fully aware of the essence of the Pancasila Student Profile Strengthening program, so its implementation often only serves as a formality, particularly regarding local wisdom. Therefore, the implementation of the Pancasila Student Profile Strengthening Project with the theme of local wisdom needs to be conducted in schools to shape students' character. The issues regarding this implementation include the lack of character among students concerning their knowledge of traditional clothing, traditional dances, musical instruments, regional games, and a general lack of enthusiasm, interest, and motivation in participating in the activities related to the Pancasila Student Profile Strengthening Project with the theme of local wisdom.

In order to build and shape students' character, the implementation of the Pancasila Student Profile Strengthening Project with the theme of local wisdom is necessary to create students with good character, aligned with the values of character education. Thus, the implementation of this project should be applied in schools to ensure that students develop positive character traits, as student enthusiasm, interest, and motivation in participating in local wisdom-themed activities are relatively low.

Methodology

This study uses a descriptive qualitative research method with data processing techniques divided into three stages: observation, interviews, and documentation (Kristiyanti, 2023). The researcher conducted observations at SDN Gondrong 7 in Tangerang City to collect data regarding the implementation of policies and practices in building students' character. In the interview stage, the researcher interviewed respondents who could provide information about the implementation of the Pancasila Student Profile Strengthening program. The researcher interviewed several teachers, the P5 coordinator, the school principal, and students. The final stage, documentation, involved the researcher documenting various activities during the observation and interview process.

In qualitative research, the researcher used data triangulation to analyze the data collected. Data triangulation includes (Sahir, 2021) data reduction, data presentation, and drawing conclusions. This study aims to comprehensively discuss the implementation of the Pancasila Student Profile Strengthening program with the theme of local wisdom at SDN Gondrong 7 in shaping students' character. Based on the three stages of data analysis outlined earlier, the data reduction stage in this study involved categorizing the data into two parts: data that can support the research and data that will not be used. Data that strengthens the research will be used, while data that is not applicable will be discarded.

The data reduction stage focused on collecting relevant data related to the routine implementation of the Pancasila Student Profile Strengthening program in shaping students' character. After obtaining the necessary data for this study, it was analyzed using appropriate phrasing. The second stage is data presentation, where the data and information will be systematized by the researcher. The final stage is classifying and describing the data during the conclusion-drawing phase. In this stage, the researcher

classified the students' character traits that emerged from the implementation of the Pancasila Student Profile Strengthening program. After completing all stages, the researcher analyzed the data results by providing a comprehensive description of the Pancasila Student Profile Strengthening program implemented in a structured manner to shape students' character.

Result and Discussion

Local wisdom (Taufan: 2023) is a program of P5 (Project Strengthening the Profile of Pancasila Students) with the theme of local wisdom. Local wisdom refers to activities that build students' character through Indonesian culture, such as traditional clothing, traditional dances, traditional games, traditional musical instruments, and traditional foods. These activities benefit students by helping them build their identity as members of Indonesian society. Local wisdom (Laksmi, et al.: 2023) can also instill a sense of pride in students because of the richness of Indonesia's culture, which encompasses various regions such as Java, Sunda, Aceh, Betawi, and others.

Through exposure to these diverse regions, students can learn many new things they may not have known before, such as exchanging stories with friends from different regions. Local wisdom (Iswatiningsih: 2019) has been present since 2015 and was implemented with the introduction of the Merdeka Curriculum in 2022. The goal of local wisdom activities is to help students understand, preserve, and care for things they have already learned about, such as traditional clothing, dances, games, musical instruments, and foods. These activities help build students' character through cooperation and courage. Cooperation and courage can be developed through various activities that students participate in during local wisdom events, such as playing traditional games, where students can interact with each other.

The implementation of local wisdom is carried out in several stages: planning, implementation, and evaluation. The planning stage involves designing a plan for local wisdom activities. The implementation stage involves carrying out these activities according to the plan established earlier. Finally, the evaluation stage involves assessing whether the activities have been successful and identifying any obstacles that need to be addressed. The evaluation results can serve as feedback for improving future local wisdom activities.

Before implementing local wisdom activities, the school conducts a socialization process with teachers, committees, students, and parents. This socialization informs everyone about the upcoming local wisdom activities, helps determine the local wisdom to be introduced, and ensures that these activities will contribute to the development of students' character. It also defines the execution of these activities and assigns a leader to be responsible for the local wisdom activities at SDN Gondrong 7 in Kota Tangerang. The purpose of socialization is to ensure that teachers, committees, students, and parents understand how the local wisdom activities will be carried out.

After planning, the next stage is implementation. The local wisdom activities at SDN Gondrong 7 in Kota Tangerang are tailored to several classes, including grades 1, 2,

4, and 5. The activities involve traditional regional games such as "gobak sodor," "benteng," "petak umpet," "congklak," "ular naga," and "bola bekel." These games aim to empower students to play traditional games and foster a sense of togetherness and unity among them.

Students also have the opportunity to learn about traditional musical instruments, which helps them discover their interests and talents. Instruments like the angklung, rebana, kendang, and tifa are introduced during the activities. Additionally, students explore traditional dances such as the Saman dance, Cokek dance, Piring dance, and Legong dance. They also learn about traditional regional foods, such as the local delicacies of Tangerang, including laksa, asinan sayur, sate bandeng, and nasi sumsum. These experiences provide students with a deeper understanding of the richness of Indonesian culture, especially in contrast to modern foods like ramen, gacoan, and sushi.

After the local wisdom activities are completed, an evaluation is conducted. Evaluation takes place daily during the implementation of these activities. Teachers guide and assess student participation, distinguishing between active and inactive students during the local wisdom activities. The evaluation results serve as feedback for future improvements.

SDN Gondrong 7 in Kota Tangerang organizes local wisdom activities for several reasons. First, the school has implemented the Merdeka Curriculum and is required to carry out the Project Strengthening the Profile of Pancasila Students (P5) with at least two themes each year. The themes include unity in diversity, sustainable lifestyles, building the soul and body, local wisdom, entrepreneurship, and science and technology. The school has chosen to focus on local wisdom to introduce students to the concept and build their character through values like honesty, hard work, responsibility, curiosity, discipline, social care, and communication. Local wisdom activities help students develop confidence and communication skills, as well as foster a sense of community through activities like traditional games.

Student creativity can flourish through activities like repurposing waste items such as plastic bottles into flower vases or coffee packaging into tablecloths. Local wisdom activities also build students' self-confidence as they learn about traditional clothing, dances, musical instruments, games, and regional foods.

Building character in students from an early age is essential for their future development. Character refers to the traits embedded in an individual through behavior, attitudes, and morals. At SDN Gondrong 7, character development is supported by seven core values:

1. Religious values: These help students respect peers of different faiths, fostering tolerance and understanding.
2. Independence: Students are encouraged to do things on their own, such as preparing their school supplies, which helps develop their independence.
3. Hard work: Students learn to approach tasks with diligence and perseverance, which can lead to future success.

4. Responsibility: Students are taught to fulfill their duties, whether it's completing school assignments or taking care of personal tasks.
5. Curiosity: Students are encouraged to explore and ask questions about the world around them, fostering a desire to learn.
6. Discipline: Students learn to manage their time effectively, ensuring they can balance their commitments and maintain order in their lives.
7. Social care: Students are taught to help others in need, fostering empathy and a sense of community.

Every program implementation faces challenges, and several obstacles were identified in this study. The school principal and teachers play a crucial role in ensuring the success of local wisdom activities. The principal oversees the activities, while teachers guide and introduce students to the program. Teachers also assess students' participation and progress, providing support when needed. Parent involvement is also vital, as parents contribute to the success of these activities.

However, some obstacles include a lack of teacher expertise in implementing local wisdom activities and a lack of enthusiasm from some teachers. To address this, teachers should enhance their knowledge of the local wisdom activities and adopt a more engaged attitude. Additionally, some parents are not fully aware of the purpose and implementation of local wisdom activities. Teachers should encourage parents to engage more with the program to ensure they understand its importance.

Lastly, a lack of student interest and motivation can also hinder the success of local wisdom activities. To overcome this, teachers should work to foster students' enthusiasm for these activities, ensuring that they become more engaged and excited about participating in local wisdom-themed projects.

Conclusion

The implementation of the P5 theme of local wisdom at SDN Gondrong 7 Kota Tangerang has shown positive results in building the students' character. Local wisdom activities are aimed at elementary school students, including those in grades 1, 2, 4, and 5. The activities include the introduction of traditional clothing, dances, food, musical instruments, and traditional games. After the local wisdom activities were carried out, an evaluation was conducted daily during the activities. Based on the evaluation results, the main issue that needs to be addressed is the difficulty some students face in understanding Indonesian traditional culture, such as the recognition of traditional clothing, traditional dances, traditional musical instruments, traditional games, and traditional foods. Through the seven core values of character, students can build their character, which includes religious values, independence, hard work, responsibility, curiosity, discipline, and social concern.

The process of implementing local wisdom at SDN Gondrong 7 Kota Tangerang involves several supporting and hindering factors that affect students in building their character. The supporting factors include: strong support from the principal and well-qualified teachers, motivation and support from parents, students' willingness to

participate in local wisdom activities, and adequate facilities provided by the school. However, some obstacles include a lack of teacher potential, teachers' apathy, a lack of understanding among parents, students' lack of interest and enthusiasm, and a lack of student engagement in the activities.

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