

Implementation of Local Wisdom Program for P5 Project

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Abstrak

Pelaksanaan program kearifan lokal dalam konteks proyek Profil Pelajar Pancasila (P5) bertujuan untuk memperkuat pendidikan karakter dan kesadaran budaya di kalangan siswa sekolah dasar. Studi ini mengeksplorasi bagaimana kearifan lokal diintegrasikan ke dalam pembelajaran berbasis proyek untuk mendukung nilai-nilai kemandirian, kerja sama, berpikir kritis, dan identitas nasional. Penelitian ini menggunakan metode deskriptif kualitatif melalui observasi, wawancara, dan dokumentasi di sebuah sekolah dasar yang menerapkan P5. Hasil penelitian menunjukkan bahwa mengintegrasikan kearifan lokal ke dalam proyek P5 membantu siswa menghargai budaya daerah, mengembangkan kesadaran lingkungan, dan memperkuat karakter moral. Guru bertindak sebagai fasilitator yang merancang kegiatan pembelajaran kontekstual berdasarkan tradisi lokal. Implikasinya adalah bahwa penerapan program kearifan lokal dapat menjadi model yang efektif untuk pembentukan karakter yang selaras dengan filosofi Profil Pelajar Pancasila.

Kata Kunci: pendidikan karakter, kearifan lokal, proyek P5, budaya, inovasi pembelajaran

Abstract

The implementation of local wisdom programs in the context of the Pancasila Student Profile (P5) project aims to strengthen character education and cultural awareness among elementary school students. This study explores how local wisdom is integrated into project-based learning to support the values of independence, cooperation, critical thinking, and national identity. The research uses a qualitative descriptive method through observation, interviews, and documentation in an elementary school that applies P5. The results show that integrating local wisdom into P5 projects helps students appreciate regional culture, develop environmental awareness, and strengthen moral character. Teachers act as facilitators who design contextual learning activities based on local traditions. The implication is that the implementation of local wisdom programs can become an effective model for character building aligned with the philosophy of the Pancasila Student Profile.

Keywords: character education, local wisdom, P5 project, culture, learning innovation

1. INTRODUCTION

The Independent Curriculum represents an educational reform initiative introduced by the Ministry of Education, Culture, Research, and Technology in response to the dynamic and evolving demands of contemporary society. This curriculum prioritizes the development of students' character and competencies through learning approaches that are flexible, contextual, and student-centered (MoECRT, 2022; Organisation for Economic Co-operation and Development, 2018). Rather than focusing solely on content mastery, it emphasizes holistic education that prepares learners to adapt and contribute meaningfully in the 21st century.

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A key component of this curriculum is the Project for Strengthening the Pancasila Student Profile (P5), which serves as a structured platform for cultivating national values through authentic, real-life learning experiences. The Pancasila Student Profile envisions learners who are faithful and morally grounded, independent, creative, critical thinkers, collaborative, and globally aware competencies aligned with international educational frameworks (OECD, 2018). Through project-based activities, students are encouraged not only to comprehend theoretical concepts but also to internalize character values and apply them within their social and cultural environments. Schools are given autonomy to design project themes based on local potential and students' needs, ensuring that learning remains relevant and meaningful.

Within this framework, local wisdom plays a strategic role as a foundation for character and cultural identity development. Local wisdom encompasses community-based values, norms, traditions, and customary practices transmitted across generations. These elements embody moral, social, and spiritual principles that can strengthen students' national character. Integrating local wisdom into classroom learning not only nurtures appreciation for regional culture but also reinforces awareness of preserving noble values amid globalization.

Moreover, embedding local wisdom into P5 projects supports experiential learning, as students actively participate in socio-cultural practices such as community service, environmental conservation, traditional arts, and local culinary activities. Such engagement promotes responsibility, social awareness, and collaborative skills core attributes of the Pancasila Student Profile. As noted by Hidayat (2021), incorporating local wisdom into character education enhances students' sense of responsibility and cultural attachment. Similarly, Mulyani (2023) highlights that P5 utilizes project-based learning to foster critical thinking, independence, collaboration, and social responsibility, while Putra and Sari (2022) emphasize its role in strengthening the connection between schools and communities.

Despite its potential, the implementation of local wisdom-based P5 projects remains uneven. Challenges include limited human resources, insufficient teacher understanding of culturally responsive approaches, and the absence of comprehensive, context-sensitive guidelines. Consequently, strategic efforts are needed to enhance teachers' capacity to design and implement culturally grounded project-based learning aligned with P5 objectives.

This study therefore seeks to examine how local wisdom is integrated into P5 projects at the primary education level, focusing on school strategies, teachers' roles, and the resulting impact on students' character development and cultural awareness. The findings are expected to contribute to the formulation of an effective and adaptable model for implementing local wisdom-based P5 projects across diverse educational contexts in Indonesia.

2. METHOD

This research utilizes a descriptive qualitative approach to examine the implementation of a local wisdom-based program within the Project for Strengthening the Pancasila Student Profile (P5). The data collection methods include direct observation, in-depth interviews, and documentation analysis. Observations were conducted to assess the planning, execution, and evaluation of P5 activities at a junior high school implementing the Independent Curriculum.

The researcher observed teachers' facilitation of project activities, student interactions, and participation in culturally-based projects such as local product creation, historical site visits, and social practice activities. An observation guide was used, focusing on student engagement, the connection to cultural values, and community involvement. This helped provide factual descriptions of the implementation of local wisdom-based P5 projects in the school.

In-depth interviews were conducted with school principals, teachers, and students to gather insights on the policies, strategies, and challenges encountered in implementing local wisdom-based P5 projects. These interviews also explored students' perceptions and the impact of the activities on their understanding of local culture and character formation. Interviews were semi-structured, allowing for flexibility in exploring the participants' experiences.

Documentation analysis of project plans, photos, student work, and evaluation reports provided supporting data to validate observations and interviews, ensuring a comprehensive understanding of the program's implementation. Data triangulation enhanced the study's credibility, ensuring a robust exploration of the research questions. Thematic analysis was used to identify patterns related to character development, contextual learning, and community involvement, ensuring the reliability and dependability of the findings. Ethical considerations, including informed consent and confidentiality, were adhered to throughout the study. The research was grounded in principles of project-based learning and character education frameworks, with references to relevant educational policies and theories (Thomas, 2020; OECD, 2018).

3. RESULT AND DISCUSSION

Result

Based on the qualitative descriptive design using observation, in-depth interviews, and documentation, the findings were analyzed through the Miles and Huberman (2014) interactive model, consisting of data reduction, data display, and conclusion drawing. The analysis revealed three major themes: (1) systematic implementation of local wisdom-based P5, (2) student engagement and character development, and (3) community involvement and contextual learning.

First, regarding the **implementation process**, data reduction from observation notes and interviews showed that the P5 program was systematically planned by the school team. The themes of local wisdom were adapted to regional cultural potential, including traditional arts, culinary practices, mutual cooperation traditions, and environmental preservation activities. Data display from documentation (project modules, activity reports, and photos) confirmed alignment between planning and execution. Teachers functioned as facilitators who guided students through collaborative, project-based activities from preparation to reflection stages.

Second, in terms of **student engagement and character formation**, observational data indicated high levels of active participation, collaboration, and responsibility among students during project activities. Interview data revealed that students experienced meaningful learning because they directly interacted with cultural practices rather than merely studying

theoretical concepts. Students reported increased cultural awareness, self-confidence, teamwork skills, and appreciation for diversity. Documentation of student work further supported these findings by showing creativity and collaborative outcomes.

Third, concerning **community involvement**, interviews with the principal and teachers highlighted the importance of partnerships with local community figures and parents. Activities such as visits to cultural sites and interviews with local leaders strengthened contextual learning. This synergy contributed to authentic learning experiences and reinforced the internalization of Pancasila values.

Overall, the findings indicate that the implementation of local wisdom-based P5 positively influenced cultural understanding, collaborative skills, and students' character development.

Discussion

The findings indicate that the implementation of the Pancasila Student Profile Strengthening Project (P5) based on local wisdom contributes significantly to students' character formation, collaborative competence, and cultural awareness. This result aligns with the national policy framework emphasizing character education as a central objective of the Independent Curriculum (Ministry of Education, Culture, Research, and Technology, 2022). The integration of local wisdom into project-based learning enables students to connect academic content with their sociocultural context, thereby fostering meaningful learning experiences.

Consistent with experiential learning theory, students demonstrated deeper engagement when learning activities were grounded in real-life cultural practices (David A. Kolb, 2015). Project-based learning encourages active inquiry, collaboration, and reflection, which strengthens both cognitive and social competencies (John W. Thomas, 2020). This supports previous findings that culturally responsive pedagogy enhances student participation and identity development (Lestari et al., 2023; Rahmawati & Suyanto, 2021).

Moreover, the study confirms that local wisdom functions as a strategic medium for strengthening moral reasoning and national identity (Hidayat, 2021; Yuliana & Hartono, 2021). The contextualization of cultural values within classroom projects not only supports character development but also promotes collaborative competence (Pratama & Dewi, 2023; Siregar & Hasanah, 2024).

In terms of methodological rigor, the use of thematic analysis (Braun & Clarke, 2019; Nowell et al., 2017) and member checking enhanced the credibility and trustworthiness of the findings (Birt et al., 2016; Yvonna S. Lincoln & Egon G. Guba, 2016). The case study approach adopted in this research (Robert K. Yin, 2018) allowed for an in-depth understanding of how local wisdom-based P5 projects are implemented within specific school contexts.

However, institutional challenges such as teacher readiness and time allocation remain obstacles in curriculum reform implementation (Santoso et al., 2022; Lestari & Pramono, 2024). Therefore, sustained professional development and school-community collaboration are crucial to ensure the sustainability of culturally grounded project-based learning (Yuliani & Fadhil, 2024).

Overall, this study reinforces the argument that integrating local wisdom into the P5 framework is not merely a cultural preservation effort, but a transformative pedagogical strategy that supports holistic student development in the Independent Curriculum era.

4. CONCLUSION

Conclusion from this study shows that the implementation of the Project for Strengthening Pancasila Student Profile (P5) based on local wisdom has a positive impact on students' character development, social skills, and cultural understanding. The project-based learning approach that integrates local cultural values successfully created more meaningful and profound learning experiences for students. Implications of these findings highlight the importance of strengthening school leadership that supports local wisdom-based teaching and optimizing collaboration between schools, communities, and parents to ensure the sustainability of the P5 program. Additionally, developing teachers' competence in designing and implementing project-based learning should also be a key focus. Future research could explore other factors influencing the success of P5 implementation, such as technological readiness and teacher motivation, and conduct long-term studies to assess the lasting impact of local wisdom-based learning on character development and academic achievement across various regions.

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