
**INTEGRATING LOCAL WISDOM THEMES TO ENHANCE PANCASILA
STUDENT PROFILES AND FOSTER CHARACTER DEVELOPMENT AT SMPN 2
YOSOWILANGUN**

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Abstract

This study investigates the implementation of the Pancasila Student Profile Strengthening Project (P5) using local wisdom themes to shape student character at SMP Negeri 2 Yosowilangun, Lumajang District. Employing a descriptive qualitative approach, the research utilised triangulation techniques combining observations, in-depth interviews, and document analysis to ensure data validity. Data were gathered from P5 facilitators teaching Year 9 at the school. Findings reveal that effective implementation of P5 follows a structured process encompassing three main stages. The planning stage involves establishing a facilitator team, assessing the readiness of educational units, designing thematic dimensions and time allocations, developing project modules, and preparing reporting strategies. The implementation stage covers introduction, contextualisation, action, reflection, and follow-up activities. The assessment stage evaluates students' progress. Through P5 learning activities, the Pancasila student profile is fostered across dimensions such as faith and devotion to God Almighty, noble character, global diversity, and collaboration, with students largely attaining "proficient" or "very proficient" ratings. The study recommends integrating local wisdom values more extensively into P5 learning to strengthen students' character formation.

Keywords: P5 implementation, local wisdom, student character

Introduction

The Merdeka Curriculum (often abbreviated as Kurmer) is a recent educational framework in Indonesia designed by the Ministry of Education, Culture, Research, and Technology (Kemendikbud Ristek). It was introduced to align education with contemporary developments, provide flexibility in learning, and improve the overall quality of national education (Aditomo & Tim Penyusun Kurikulum, 2022). One of its key components is the *Projek Penguatan Profil Pelajar Pancasila* (P5) a project-based initiative aimed at developing students' character and competencies rooted in Pancasila values. The P5 programme seeks to produce students who are academically proficient while also possessing strong character, social responsibility, and a deep understanding of national values (Aditomo & Tim Penyusun Kurikulum, 2021). This approach employs project-based learning to promote active participation, collaboration, and critical, creative thinking skills among students (Muktamar et al., 2024).

Government policy, as stated in Permendikbudristek No. 12 of 2024, underscores that extracurricular, co-curricular, and intra-curricular activities should reflect the characteristics of each educational unit. Co-curricular activities, in particular, are designed to broaden, deepen, and enrich the curriculum while fostering character development and competence. Within this framework, project-based activities such as P5 are implemented to strengthen the Pancasila student profile, thereby nurturing individuals who embody the principles of faith, noble character, cooperation, independence, and global diversity (Ulandari & Rapita, 2023).

At SMPN 2 Yosowilangun, students demonstrate enthusiasm for project-based learning and hands-on experiences outside the classroom. However, they also exhibit limited engagement with local traditions, often showing preference for foreign cultures particularly Korean cultural trends—over the values practised by their parents and communities. This detachment weakens traditional virtues such as cooperation, mutual assistance, and faith-based living, which are central to the Pancasila student profile. Moreover, diverse traditions within regions can lead to misunderstandings or conflict if not appropriately contextualised. Consequently, it becomes essential to teach students to view cultural differences as strengths rather than sources of division, thereby contributing to national unity (Muktamar et al., 2024).

Despite the importance of integrating local wisdom into education, significant challenges persist. These include difficulty sourcing reliable data and identifying individuals with deep knowledge of local culture due to the widening generational gap. Younger generations are increasingly disconnected from indigenous traditions, resulting in a decline in the transmission of local wisdom (Ulandari & Rapita, 2023). Additionally, societal understanding and parental support for incorporating local wisdom and Pancasila values remain limited. Without active community participation, programmes such as P5 may be hindered. Divergent perspectives on which local wisdom values to integrate can also delay consensus and reduce the effectiveness of character-building initiatives in schools (Aditomo & Tim Penyusun Kurikulum, 2021).

2. Ease of Use

2.1 Place and time of research

The location of this research is at SMPN 2 Yosowilangun Lumajang city is a school that has carried out P5 activities for four years and is the school driving the first generation. This research was carried out in the odd semester of the 2024-2025 academic year.

2.2 Research Method

The data collection technique used was technical triangulation which included: participant observation, in-depth interviews and documentation. The type of participatory observation consists of passive participation, moderate participation, active and complete participation, so the researcher chose Complete participation because the observation was carried out by observing directly and being directly involved in P5 activities carried out at SMPN 2 Yosowilangun in the odd semester of the 2024-2025 academic year. The interviews conducted in this research were carried out by means of semi-structured interviews with the main informants, namely KP teachers and P5 teachers in class 9 and the second interview was conducted with additional informants, namely students and the principal of class 9 at SMPN 2 Yosowilangun. The documents taken in this research consist of 1) Planning documents

including the 2022 revised edition of P5 implementation guidelines, 2024 revised edition of P5 implementation guidelines, P5 modules, and LKPD. 2) Implementation documents include documentation of LKPD activities and results. 3) Assessment documents include student formative assessments, student P5 summative assessments. 4) the fourth document is in the form of documentation or photos of activities.

3. Result and Discussion

3.1 P5 Implementation Planning

The revised edition of the P5 implementation guide in Permendikbud No. 12 of 2024 states that P5 planning includes 4 stages, namely: forming a facilitator team, identifying educational unit level readiness, planning themes, dimensions and time allocation, preparing P5 modules, and designing reporting strategies. In this research, from the results of observations made by researchers, stage 1 begins, namely (Ulandari & Rapita, 2023).

Formation of the P5 implementation team Starting in the 2024-2025 school year at SMP Negeri 2 Yosowilangun, they are trying to compile an educational unit curriculum for the 2024-2025 school year. In preparing the KSP, it begins with preparing the P5 program first. The principal's strategy in preparing P5 planning begins with forming an IHT (In House Training) committee which is attended by all teachers at SMP Negeri 2 Yosowilangun. In the IHT, 4 P5 topics are determined, namely the voice of democracy, sustainable lifestyle, the voice of democracy and entrepreneurship which will be given to students in grades 7, 8 and 9. It was agreed by all teachers that the school sets the same 4 themes in 1 year of lessons, but with different topics in grades 7, 8, and 9. So there are 4 facilitator teams for each theme chosen by consensus. After that, the formation of the P5 activity implementation team was continued, which was approved by the school principal. This facilitator team is the coordinator of the implementation of P5 and the implementers themselves or teaching teachers are assigned to teachers who are given additional duties as homeroom teachers.

Identify the readiness of the educational unit At this stage, the school principal, as the person in charge of the activity, has invited all school members to collaborate to carry out initial reflections regarding student readiness, teacher readiness, readiness or availability of resource persons and readiness of other supporting resources. In implementing P5, all implementers or teachers who have different abilities must collaborate and work together to ask each other questions about the same topic. For example, there are some teachers who have never implemented project-based learning (learning carried out outside of school) so here they are considered to be in the developing stage.

After identifying the readiness of the educational unit, it was concluded that SMPN 2 Yosowilangun was already at the advanced stage, so the implementation of P5 was as follows:

a) When choosing a theme, learning must be meaningful. b) Develop local wisdom projects that are directly part of community traditions that are embedded in the community around the school because this is what students need. c) students are directly involved in preparing the project starting from planning to find sources. What traditions will be adopted, what food will be served and what appearance will be presented are included in the costs incurred.

After organizing the themes and topics for each group, they discussed again to determine the dimensions that would be taken. Determining the dimensions is carried out jointly by determining 3 dimensions that are taken for the reason that there are not too many so that there are not too many in the assessment that is made later. The three dimensions taken are the dimension of having faith in being devoted to God Almighty and having noble morals with elements of religious morality, the second dimension of global diversity with elements of knowing and appreciating culture, the third dimension of independence with elements and finally mutual cooperation with elements of cooperation.

Determination of dimensions, elements and sub-elements is based on the school's vision and mission. SMPN 2 Yosowilangun has a vision of "Being faithful in God

Almighty, virtuous, cultured, to create intelligent, creative and independent humans". From the vision above, the school develops a mission: to develop the implementation of religious teachings and appreciation of the religious teachings adhered to through religious lessons, to develop respect, appreciation and mutual cooperation within the school environment, and to develop skills-based learning. From this vision and mission, the team took the dimensions of faith and devotion to God Almighty and noble morals, mutual cooperation, global diversity and independence from P5, the theme of local wisdom with the topic of the Suroan Tradition.

Dimensions have faith and devotion to God Almighty, and have noble morals elements Religious morals. Sub elements Implementation of Worship Rituals. Goal formation students can participate in and celebrate religious ritual events and continue to develop them in order to increase feelings and faith.

Dimensions Global Diversity elements Recognize and appreciate culture sub elements Explore and compare cultural knowledge, beliefs and practices. Goal formation students can understand the differences in cultural traditions from one region to another on a local, regional or national scale

Dimensions Collaboration elements Collaboration Sub elements cooperation Goal students can work together in preparing, carrying out an activity as a group and influencing each other to achieve a common goal.

The final stage determines the time allocation for implementing P5. It is mutually agreed that the time allocation used is semi-block, that is, it will be carried out on a full Friday and Monday for 2 hours and Saturday for 3 hours so that the total time used is 10 hours per week. This semi-block model was taken for the reason of reducing boredom, secondly to be more focused on activities. Then the distribution of time in one year is divided into 3 P5 activity topics.

The preparation of the P5 module is carried out jointly between the facilitator/coordinator and the P5 implementation team in IHT activities. The P5 module is a document that must be prepared before implementing P5. The P5 module contains activity identities, objectives, activity steps, and learning aThe components in the P5 module include: a). module profile consists of: theme, topic, module title, phase or level, and activity allocation b) Objectives consist of: mapping dimensions, elements and sub-elements into a Pancasila student profile

into project objectives c) activities include: general flow of profile project activities and detailed explanation of activities and assessments d) assessment containing instruments for managing assessment results and their processing assessments that have been designed in a P5 module.

Reporting in the project to strengthen the Pancasila student profile is carried out at the end of the lesson. In accordance with Permendiknas No. 12 of 2024, reporting can be carried out once a semester or once a year according to the school's ability to process data quickly. Reporting is carried out using the E-Report model, the same as reporting on intracurricular activities.

3.2 Implementation

Introduction stage, students are invited to get to know the themes and topics of the project to strengthen the profile of Pancasila students in more depth. In the theme of local wisdom with the theme of the suroan tradition in the SMP Negeri 2 Yosowilangun area, it begins with getting to know the suroan tradition in the Java region first. This stage was carried out over 2 meetings with the teacher giving LKPD which was provided by the facilitator for students to work on. This activity can be done by browsing the internet, looking for news in newspapers, YouTube and other media about the Suro tradition. In this way, students have an idea of the Suro tradition.

Contextualization, the contextualization stage in P5 (Strengthening Pancasila Student Profile Project) with the theme of local wisdom and the topic of Suro is very important to connect the knowledge gained by students with relevant local sources, one of which is by looking for sources in the student environment. Looking for sources is a crucial stage for exploring deeper and more authentic knowledge about the traditions, practices and meanings contained in the month of Suro. In this stage, students are encouraged to interact with community leaders, traditional practitioners or those who have a deep understanding of the Suro month traditions. Sources who can be used as references can come from various groups, such as traditional leaders, cultural figures, spiritual practitioners, or even older generations who still carry out these traditions.

In the real action stage of the Strengthening Pancasila Student Profile (P5) Project with the theme Local Wisdom and Suroan topics, students succeeded in implementing Suroan traditional values through various activities involving the school community and surrounding communities. They participate directly in traditional processions appropriate to the student environment which allows them to understand deeply the spiritual meaning and philosophy contained in these traditions. Apart from that, students also document these activities in the form of videos and photos while carrying out the activities. Through this action, students demonstrated the ability to work together in planning and preparing events, such as decorating the venue, helping with logistics, and arranging activity agendas. Each class coordinates into a clear structure in the division of tasks and roles of each student. This involvement strengthens the character of the value of mutual cooperation as one of the characteristics of the Suroan tradition. For example, there is a group of students who prepares the dishes to be served, there is a group of students who makes mountains, there is a group of students who prepares the event that will be served, and apart from that, there are also those who coordinate the clothes

that will be worn. All students and teachers form a character of mutual cooperation and cooperation in a well-coordinated manner. This mutual cooperation character includes students, teachers and guardians from each class. Arts and cultural activities, such as making miniature replicas of cultural carnivals and presenting traditional arts performances, are also held to express their creativity, as well as being a medium of education for the wider community.

At the reflection and real follow-up stage of the Strengthening Pancasila Student Profile (P5) Project with the theme of Local Wisdom and the topic of Suroan, students reflected on their experiences through group discussions, reflection journals, and presentations of activity results. In reflection, students identify the noble values they learned, such as gratitude, self-introspection, mutual cooperation, and respect for ancestral traditions. They realize that the Suroan tradition is not just ceremonial, but also teaches togetherness, social solidarity and the importance of maintaining harmony in society. Students also understand how this tradition has relevance today as a form of cultural identity that needs to be preserved.

3.3 Assessment

Assessment in P5 is different from intracurricular assessment, especially in determining grades, but the assessment stages are still the same. Assessment in p5 has three assessment stages, namely initial assessment, formative assessment and summative assessment. The initial assessment is to determine the needs of each student regarding the theme of local wisdom, the formative assessment is carried out during p5 learning at the introduction and contextualization stage, the summative assessment is carried out during the implementation of p5 at the real action and reflection and follow-up stages.

3.4 Discussion

The implementation of the project to strengthen the profile of Pancasila P5 students with the theme of local wisdom at SMPN 2 Yosowilangun was carried out in a structured manner and involved the entire school community including: the principal, learning committee teachers, resource persons and student parents. Schools utilize local resources around them, such as traditional traditions that support the learning process. Through this contextual approach, P5 is not only taught theoretically but also brought to life in daily activities.

The first finding from this research is the effective implementation of P5 with the theme of local wisdom which includes the planning stage which goes through 5 stages, the second stage of implementation which also includes 5 stages and the assessment and reporting is able to shape the character of students at the advanced and very advanced stages. Previous studies regarding the implementation of P5 in the independent curriculum can shape students' character and disposition in accordance with the expected standards and competencies. The project method with an observation approach and solving environmental problems is an effective way to implement P5 in the independent curriculum. It is hoped that the implementation of P5 in the independent curriculum can strengthen the national identity of Indonesian children based on Pancasila values. Another study states that local wisdom makes a significant contribution in shaping the character of students at primary education level. A person's character can be formed from routine habits. Apart from upbringing from parents and teachers, environmental

and cultural factors are also considered to contribute to character formation. Therefore, the integration of local wisdom values in learning activities at the basic education level is highly recommended (Maulidya Laylatul Fa'idah et al, 2024). Apart from that, forming the Pancasila student profile character can be instilled through intracurricular activities and projects to strengthen the Pancasila student profile (P5).

The second finding in this research is that P5 activities with the theme of local wisdom at SMPN 2 Yosowilangun can produce that 3 of the 6 dimensions in the Pancasila student profile can be implemented with the criteria of being proficient and very proficient. The 3 dimensions taken are the dimensions of faith, devotion to TME and noble character, global diversity and mutual cooperation. Previous studies stated that through P5 actions, students can strengthen the character dimensions of the Pancasila student profile, especially those who have faith and devotion to TME and have noble character, work together, be independent, have global diversity, reason critically and creatively (Ulandari & Rapita, 2023). Implementation of P5 is a strategy in the independent curriculum which aims to increase students' moral awareness and shape character according to the Pancasila student profile (Muktamar et al., 2024).

4. Conclusion

The theme of local wisdom is one of the 7 themes in the project to strengthen the profile of Pancasila students. After conducting research on the implementation of P5 with the theme of local wisdom in accordance with documents obtained by researchers from the results of observations, it was found that it could form a character of faith and devotion to God Almighty and have noble morals, 65% were in the advanced category, 19% had developed and 16% were in the very good category. The second character of global diversity was obtained by 56% of the characters in the advanced category, 20 categories were already developed and 24% were in the very developed category and the third character was collaboratively obtained by 30% of the students in the advanced category, 59% in the very advanced category and 11% of the students in the advanced category. develop. From the results above, it can be concluded that the three dimensions of the Pancasila student profile from the P5 activities of SMPN 2 Yosowilangun students received a proficient category of 60% From the conclusion above, it can be ascertained that the implementation of P5 in schools with the theme of local wisdom is able to shape student character in the Pancasila student profile. This is because children are invited to learn for themselves from their own experiences and meet directly with the surrounding community as resource persons in finding their own problems and solutions through P5 project activities.

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