

Implementation Of The Project To Strengthen Pancasila Student Profiles Using Local Wisdom Themes In Forming Student Character at SMPN 2 Yosowilangun

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Abstract: *This research aims to find out clearly about the implementation of the project to strengthen the profile of Pancasila students with the theme of lokal wisdom in shaping student character at SMP Negeri 2 Yosowilangun, Lumajang district. This research uses a descriptive qualitative research method approach, and uses Triangulation data collection techniques, techniques that confirm data using the results of observations, in-depth interviews and documentation. Data was taken from P5 implementing teachers in class 9 at SMP Negeri 2 Yosowilangun Lumajang. The results of this research are that the implementation of P5 in schools runs effectively if it is carried out according to stages consisting of planning, including forming a P5 facilitator team, identifying the level of readiness of educational units, designing dimensional themes and time allocation, compiling project modules, designing reporting strategies. The implementation stage includes introduction, contextualization, action, reflection and follow-up, finally the assessment stage. With P5 learning at school, the Pancasila student profile is implemented which includes the dimensions of faith, devotion to God Almighty and noble character, global diversity and working together, students are in the assessment criteria of proficient and very proficient. From the results of the research above, the integration of lokal wisdom values in P5 learning in schools is highly recommended.*

Keywords—Implementation of P5, Lokal Wisdom, student character

1. INTRODUCTION (Heading 1)

The Merdeka Curriculum or often abbreviated as kurmer is a new curriculum in Indonesia designed by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) as an effort to adapt education to current developments, provide flexibility in learning, and improve the quality of national education. The Independent Curriculum contains an important element called P5. P5 is a project activity designed to develop student character and competence based on Pancasila values. This program aims to train students who are not only academically intelligent, but also have strong character, social skills, and national values that match the Pancasila student profile. P5 is implemented with a project-based learning method, which encourages students to be active and collaborative in solving relevant problems. This method aims to develop critical, creative and collaborative thinking skills in students. P5 is one of the programs contained in the independent curriculum which is regulated by Permendikbudristek No. 12 of 2024 as the final revision of the independent curriculum. ^[1]

Minister of Education and Culture Regulation No. 12 of 2024 concerning Curriculum in early childhood education, basic education and secondary education emphasizes that, in accordance with the characteristics of the educational unit, the

curriculum framework includes extracurricular, cocurricular and intracurricular activities. Activities that help develop students' character and competencies, as well as activities that broaden, deepen, and/or enrich intracurricular activities, are referred to as co-curricular. In comparable education, which is centered on the Pancasila student profile and the emphasis on empowerment and skills, these extracurricular activities are at least carried out as projects to raise the profile of Pancasila students. In an effort to develop students who have superior academic abilities and character based on the ideals of Pancasila, the Ministry of Education, Culture, Research and Technology. ^[2]

Students at SMPN 2 Yosowilangun have the characteristic of liking to carry out project-based learning which prioritizes practical learning outside the classroom. Students have the characteristic of being indifferent to the culture practiced by their parents and the surrounding community, and they tend to prefer foreign culture, especially currently Korean culture. They also don't feel like they have traditions that have become entrenched in the surrounding community. Especially the character of cooperation, mutual cooperation, independence, global diversity and faith and devotion to God Almighty. In the character of global diversity, for example, there are several different traditions developing in a region and this causes social conflict because of these differences. This is what needs to be given to the younger generation to understand that these differences are not a problem but are an ingredient for maintaining the integrity of the nation.

A common problem in implementing projects to strengthen the profile of Pancasila students is the difficulty of finding data sources, especially sources who have knowledge of local culture. This is due to the disconnection of the common thread between the generation of local culture practitioners and the current generation who do not understand and care less about the existence of local culture native to the area, so that more and more local culture is being abandoned by the current younger generation. Society may not yet fully understand the importance of wisdom. local and Pancasila values in education, so that their support is less than optimal, parents' participation is less active in school activities. Without their support, the planned program may not run optimally. Apart from that, there are differences in views between communities regarding local wisdom values that should be integrated, which can hinder agreement and implementation of learning that can shape student character.

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^[2]

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 Assesment

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^[3]. 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^[4]

4. CONCLUTION

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..

5. ACKNOWLEDGMENT (HEADING 5)

The author would like to thank all those who have helped in completing this research. In particular, the authors would like to thank the supervisors and their suggestions so that the authors can complete this scientific article.

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