

Edisi : Vol.9, No. 1, April 2025, hlm. 126-136

PROJECT FOR STRENGTHENING PANCASILA STUDENT PROFILES: BASED ON LOCAL WISDOM AT ELEMENTARY SCHOOL LEVEL

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Abstract

The purpose of this research is to describe the Project for Strengthening the Pancasila Student Profile: Based on Local Wisdom at the Elementary School Level. The research method used is qualitative with a Case Study approach. The subject of this study is a Class I C Teacher with an Informant Principal. The data analysis technique uses source triangulation while the data collection technique uses observation, interviews and documentation. Data analysis (Miles, 1994), Data condensation, Data display, drawing and verifying conclusions. The results of this study show that the Pancasila Student Profile Strengthening Project based on local wisdom at SDN 1 Menteng Palangka Raya has been carried out well. The school carries out planning, implementation and evaluation contained in the teaching modules that have been developed so that the theme of local wisdom sub-theme of traditional games has been implemented and is able to support the activity of students at the elementary school level.

Keywords: *Local Wisdom; Primary school; Pancasila Student Profile Strengthening Project.*

INTRODUCTION

Education can be interpreted as something that is educated by a teacher to students (Pristiwanti et al., 2022). The success of the quality of education is largely determined by the ability of managers in running educational institutions (Gofur et al., 2021). Education is able to instill positive values (Aslan, 2023). The Indonesian education system has experienced eleven curriculum changes (Sumarsih et al., 2022). Education is a deliberate effort to foster a friendly learning environment so that students can actively realize their potential. Ministry of Education and Culture That's it preparing a number of superior policies and programs related to education in Indonesia.

The curriculum is the "spirit" of education which must be assessed innovatively, dynamically and periodically in accordance with current developments (Suryaman, 2020). Curriculum can be interpreted as a set of educational plans and programs used as a reference by institutions (Ilhami & Syahrani, 2021). The curriculum has a very important role and influence in achieving national education goals (Azis, 2018). The curriculum as the most important element in the world of education is changing is inevitable decreasing (Rizal et al., 2022). The presence of a new curriculum, namely the independent curriculum, is used as an initial step in recovering learning caused by Covid-19 (Rachmawati et al., 2022). These learning difficulties will result in the quality of students decreasing (Septiani et al., 2022). An independent curriculum can help children develop interests and abilities that will benefit teachers and students in their learning environment.

The independent learning policies issued by the Ministry of Education and Culture include (1) In 2020 replacing USBN with a test or assessment held by the school where the assessment of students' abilities is carried out in a form more comprehensive so that teachers and schools freely evaluate student learning outcomes; (2) In 2021 the UN will change to AKM and a character survey that focuses on literacy, numeracy, and character abilities with the aim of encouraging teachers and schools improve the quality of learning practice, both international assessments like PISA and TIMSS; (3) simplification in preparing the RPP Which again consists of 13 components into 3 component; (4) The policy for accepting new students is more flexible so that we can support it inequality of accessibility and quality in the region (Rahmadayanti & Hartoyo, 2022).

One of the urgencies of implementing the independent curriculum is increasing achievement student learning in the most essential aspects, between numeracy and literacy (Siskawati et al., 2020). Numeracy literacy is the ability to successfully collaborate quantitative knowledge and understanding to overcome challenges in everyday life. Teachers are expected to be able to adapt government policies using the independent learning curriculum (Idhartono, 2022). Teachers must really understand the curriculum, starting from theoretical understanding to its application in the classroom which is always under the supervision of the school principal (Yusniarti & Herosian, 2023). Teachers must always be under the supervision of the school principal and must understand the curriculum as a whole, from academic understanding to practical application in the classroom. The Ministry of Education and Culture and Higher Education provides Teacher Books, teaching modules, various formative assessments, and examples of educational unit curriculum development to assist and students in implementing learning (Suardipa, 2023). Teaching modules have a

main role in supporting teachers in designing learning (Nadeak et al., 2023). The teaching modules are structured to contain material content that leads to character formation, better known as the Pancasila Student Profile.

The Pancasila Student Profile has 6 dimensions of character, namely faith, devotion to God Almighty and noble character, working together, global diversity, critical reasoning, creativity and independence (Alimuddin, 2023). Where the Pancasila Student Profile is always included in the teaching module. Some of the subjects at school include Pancasila Education. Pancasila education contains the Pancasila character values which are developed in social, national and state life to prepare intelligent and good citizens.

Various schools in Palangka Raya, SDN 1 Menteng are schools that have implemented the principles of an independent curriculum in learning and assessment. Apart from that, it is also committed to sharing practices with other educational units. SDN 1 Menteng is also a driving school in Palangka Raya. In terms of human resources who are ready to face the independent curriculum as well as encouragement from the school principal who provides facilities and infrastructure to the teachers in the school. This is reinforced by the results of interviews with school principals and the curriculum team. on Thursday, April 6 2023 and Monday, September 11 2023 in the principal's office at SDN 1 Menteng. Based on the results of interviews with the principal and teachers of SDN 1 Menteng, the independent curriculum has been implemented in grades I and IV. This school applied and was selected as a Driving School Program for the 2022/2023 academic year. The 2023/2024 academic year implements an independent curriculum in classes I, II, IV and V. In the 2024/2025 academic year has been implemented in classes I to VI. The principal explained the reasons for SDN 1 Menteng has become a driving school, namely to improve the quality of education at SDN 1 Menteng, apart from that, also to share experiences with fellow educators related to independent curriculum implementation.

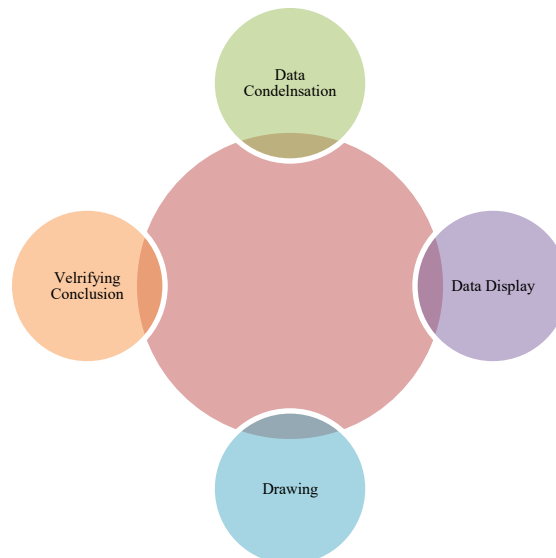
The independent curriculum makes learning fun. based on the characteristics of schools and students in each educational unit encourage students to innovate. SDN 1 Menteng is also developing The Project for Strengthening the Profile of Pancasila Students in 2023 is entrepreneurship in the agricultural sector through eggplant plants, when they are harvested the results will be sold. SDN 1 Menteng has a sustainable lifestyle form waste sorting in form *ekobric*. Students will sort the waste reused in the form of chairs and tables.

The Project for Strengthening Pancasila Student Profiles in the even semester in class I C is the theme local wisdom sub-theme of traditional games. The principal of SDN 1 Menteng said that teachers had been given facilities to understand the independent

curriculum. The school has a Learning Community which routinely carries out assessments every week on Fridays to update what has been practiced in class. The school principal has done his best to provide teaching regarding the independent curriculum. SDN 1 Menteng is a school that has implemented an independent curriculum. The researcher wants to see how the Project for Strengthening the Profile of Pancasila Students: Based on Local Wisdom in class I C. Based on this description, the researcher is interested in conducting research entitled "Project for Strengthening the Profile of Pancasila Students: Based on Local Wisdom at Elementary School Level".

RESEARCH METHODS

The research method used is qualitative with a case study approach. Qualitative research is research that is oriented towards natural phenomena in a fundamental and naturalistic or natural sense (Abdussamad, 2021). The subjects of this research are Class I C Teachers with Principal Informants. The data validation technique uses source triangulation, while the data collection technique uses observation, interviews and documentation. The object of this research is at SDN 1 Menteng Palangka Raya, located at Jl. Yos Sudarso, Menteng, District. Jekan Raya, Palangka Raya City, Kalimantan Tengah, with postal code 73112. This school is one of the School Programs Movers (PSP) which improves the quality of education at Pengpeng SDN 1 School Menteng, Palangka Raya. The reasons the researcher chose this location for research were: The Driving School of SDN 1 Menteng Palangka Raya has implemented the curriculum independent The time used in this research is 21 December 2023 - 21 February 2024. Researchers search for data as much as possible so as to produce objective data. Data analysis uses (Miles, 1994), Data condensation, Data display, drawing and verifying conclusions.



Picture 1. Qualitative Data Analysis

RESULTS AND DISCUSSION

Based on the research that has been carried out, the actual research results are obtained Reinforcement Project The Pancasila Student Profile based on local wisdom has been implemented. The school carries out planning, implementation and evaluation which is found in the teaching module that has been developed up to local wisdom theme, sub-theme of the game Traditional learning has been implemented and is able to support student activity at this level Elementary school. As the teacher has planned the Profile Strengthening Project Pancasila students are arranged in the Teaching Module that has been created.



Picture 2. Pancasila Student Profile Strengthening Project Module (P5)

The Project for Strengthening the Profile of Pancasila Students at the SDN 1 Menteng Palangka Raya Driving School, specifically in class I C, implemented P5 with the theme of local wisdom with the sub-theme of traditional games. In its implementation, there is a plan that has been included in the Strengthening Pancasila Student Profile Project module so that the implementation is organized. While conducting observations, the researcher observed and saw how the Project for Strengthening the Profile of Pancasila Students regarding the theme of local wisdom was running smoothly and according to plan. The implementation of P5 is scheduled and carried out every Friday. This is reinforced by the results of an interview (Friday, January 12 2024) with Mrs. DEW as a class I C teacher stating that: "The Project for Strengthening the Profile of Pancasila Students in my class is scheduled and carried out every Friday. Before implementing P5 in class, the teacher and I in phase A discussed first determining what themes we wanted to study in class later with the students. After determining the theme, determine the subtheme again."

Based on the interview, it shows that the Project for Strengthening the Profile of Pancasila Students has been well scheduled and has gone through careful planning so that the preparations are very detailed, such as having targets and procedures such as discussions about determining themes and sub-themes. This is as a result of the discussions that have been carried out, namely that the theme has been determined as the result of the researcher's interview with the class I C teacher. "In this semester, the theme we took was precisely in phase A, namely local wisdom with the sub-theme in my class of traditional games. After

determining the theme and sub-theme, OK, I made a module first by adapting the characteristics of the students in my class." The interview was clarified again with a further explanation from the class I C teacher, namely: "Here I use the three dimensions of the Pancasila student profile, namely faith and devotion to God who is Almighty/has noble character, independence and mutual cooperation." This interview shows that there are various dimensions in P5, as the results of the interview with the class I C teacher explained that "There are four stages in this project, namely the introduction stage, the contextualization stage, and the reflection stage."

Based on the researcher's observations, the implementation of the Project for Strengthening the Pancasila Student Profile in class I C is in accordance with the module designed by the teacher. The implementation of the Strengthening Pancasila Student Profile Project is scheduled and carried out every Friday. The teacher introduces students to types of traditional games. Students pay attention and the teacher shows videos of traditional games via YouTube. Apart from that, the teacher also tells students about the challenges in traditional games. The teacher explains how to play so that when practicing, students are not confused (observation Friday, January 26 2024). After being introduced, students carry out practice or what is called the action stage, where together they realize the lessons they have learned through real action. Currently, the traditional game being practiced is engklek/timprak, which is a jumping game on a flat plane drawn on the ground by making boxes then jumping from one foot from one box to the next. Students take turns coming forward one by one to play the game. When the engklek game took place, the students were very enthusiastic and eager to do it (observation Friday, 02 February 2024).

The next traditional game that is played is playing congklak where the teacher tells the rules of the game, then the students practice them. The congklak game is played by 2 players. So students are divided into groups. to play congklak. For the congklak tool, the teacher asks students to bring it from home which has been informed on the parents' WA group.

The Strengthening Pancasila Student Profile Project provides new experiences for teachers and students to build an atmosphere of formal, permanent and interactive learning activities. The application of project-based learning to shape the character of the Pancasila Student Profile certainly requires teachers to use new approaches in the learning process (Hamdi et al., 2022). Students have the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology and democratic life so that students can take real action in responding to these issues according

to their learning stages and needs (Maruti et al., 2023). The findings of researchers at the SDN 1 Menteng Palangka Raya Driving School in phases A through P5 can awaken the students' souls to become the profile of Pancasila students who are independent, work together and have noble morals. Meanwhile, in phase C with the theme of a sustainable lifestyle, the eco print theme can build a spirit of cooperation among friends, critical reasoning and creativity in doing things. .

The Pancasila Student Profile is one of the policies that supports the realization of national education goals and the continuation of character strengthening programs which require the role of teachers in realizing them (Syabrina & Mahmudah, 2023). This is a form teacher professionalism (Asmawati, 2022). The Pancasila Student Profile is character and competencies that Indonesian students must have both when learning and when entering society (Irawati et al., 2022).

P5 planning at the SDN 1 Menteng Palangka Raya Driving School began with the formation of a facilitator team which had already been formed previously. This facilitator team was formed by the Principal by considering several aspects, namely including experience in project management, developing project-based learning, and having skills in lead. This agrees with research (Sari et al., 2023) that the facilitator team is very important in carrying out the project. The facilitator team can start preparing plans and creating project modules, as well as explaining the roles and responsibilities of the facilitator team in carrying out the project, this effort is a form of teacher creativity and responsibility (Mustika et al., 2023). Apart from that, at this stage a plan begins to be formed regarding the implementation of P5 starting from preparation strategy, flow that is appropriate to conditions in the school and make preparations to carry out P5 activities.

Implementation of the P5 theme of local wisdom and sustainable lifestyles in the independent curriculum has been implemented at the SDN 1 Menteng Driving School, Palangka Raya. Researchers obtained data from interviews with subjects and informants as well as direct observations when students carried out projects. Regarding P5, the theme of local wisdom with the sub-theme of traditional games arouses students' self-confidence and cooperation through the activities of playing engklek and congklak. The Pancasila Student Profile is designed holistically and comprehensively through practice and example. These dimensions are not only long-term goals, but are also integrated into learning in at least three ways, namely as subject matter in intracurricular activities, as learning experiences or teaching strategies used by teachers, and as co-curricular activity projects (Irawati et al., 2022).

CONCLUSION

The Project for Strengthening the Profile of Pancasila Students based on local wisdom at SDN 1 Menteng Palangka Raya has planned, implemented and evaluated the teaching modules developed on the local wisdom sub-theme of traditional games which have been implemented and are able to support student activity at the elementary school level.

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Edisi : Vol.9, No. 1, April 2025, hlm. 126-136

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