

Implementation of the Independent Curriculum in Indonesian Language Learning Based on Local Wisdom through P5 Project

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ABSTRACT

The uniqueness of this study lies in its exploration of the Merdeka Curriculum's Project for Strengthening the Pancasila Student Profile (P5) and its integration of local wisdom in Indonesian language learning. This research addresses the gap in understanding how this curriculum shift impacts character education by focusing on practical implementation in elementary schools. The primary objectives are to investigate the methods schools use to incorporate local wisdom into Indonesian language learning and to identify obstacles encountered in this process. Using purposive sampling, data were collected through surveys and interviews with educators and students, and analyzed using descriptive statistical methods and qualitative coding. Findings from three schools indicate successful implementation of the P5 project, which not only enhances students' competencies but also fosters their development as Pancasila students, reflecting values such as mutual cooperation, global diversity, and creativity. Despite encountering challenges such as limited resources and varying levels of understanding among educators, the study highlights effective practices and the crucial role of community and parental involvement. The implications of this study suggest that integrating local cultural values into the curriculum can significantly enrich character education, ensuring students are better equipped to navigate and contribute positively to a globalized world while preserving their national identity. This research underscores the importance of continuous support and collaboration among educators, parents, and policymakers to optimize the benefits of curriculum innovations like the P5 project.

1. Introduction

In the era of globalization, the ability of nations to keep pace with rapid changes across various sectors is paramount. This progress is not confined to economic and technological advancements but extends significantly into the educational domain (Mulyadi, 2019; Al-Rodhan & Stoudmann, 2006). As industrialization continues to reshape labor dynamics, the shift from manual labor to automated manufacturing processes becomes increasingly evident, resulting in the replacement of human labor with advanced technology (Azmi & Widiaty, 2021; Boyes et al., 2018; Education et al., 2021). The rapid advancement of science and technology necessitates a balanced approach to preserve national culture and maintain the core values of Pancasila among students. This is crucial to safeguarding the pace of national education while integrating beneficial foreign scientific and technological advancements. The potential erosion of local culture and Pancasila values due to these advancements highlights the importance of continuous efforts to educate students about their cultural heritage and national identity.

Efforts to maintain these values must be embedded within the education system from the earliest stages. This proactive approach aims to sustain the goals of national education in Indonesia, necessitating an education system aligned with the evolving demands of the global workforce. Implementing vocational education is one such effort to achieve this alignment (Lytvyn et al., 2020). Indonesia's rich cultural diversity, with its myriad tribes and traditions, serves as a valuable cultural heritage that needs safeguarding against the homogenizing forces of globalization (Purwantoro et al., 2022). Each tribe in Indonesia has its unique cultural practices and values, which collectively form a significant part of the nation's heritage. These local wisdom traditions, passed down through generations, are integral to the identity of various communities and play a crucial role in the social fabric of the nation (Anggraini & Alfikri, 2022; Hidayati et al., 2020).

Despite the implementation of an independent curriculum designed to offer students more freedom and creativity, significant challenges persist. The independent curriculum, particularly through the Pancasila Student Profile Strengthening Project (P5),

aims to enhance student literacy and integrate themes of local wisdom. However, this curriculum shift demands substantial adaptation from schools, teachers, and students, who must navigate new educational landscapes and methodologies (Syahroni, 2019; Leksono & Kosasih, 2020). This shift is particularly challenging as it requires a transformation in teaching practices and learning approaches, necessitating comprehensive support and training for educators to effectively implement the new curriculum.

Current studies indicate significant gaps in the understanding and application of the P5 projects, especially among elementary school teachers who have adopted the Merdeka Curriculum but lack clarity on its implementation (Rachmawati et al., 2022; Wijayanti et al., 2022). This gap often results in misconceptions about how P5 should integrate with regular learning activities, highlighting a critical area for research and development. There is a need for clear guidelines and support structures to ensure that teachers can effectively implement the P5 projects and achieve the intended educational outcomes.

Addressing these gaps, this study explores the implementation of Indonesian language learning projects based on local wisdom within the independent curriculum framework. It seeks to analyze how schools conduct these projects and identify the challenges they face. This focus on local wisdom not only preserves cultural heritage but also enhances students' learning experiences by making them more relevant and engaging (Anggraini & Alfikri, 2022; Hidayati et al., 2020). By integrating local wisdom into the curriculum, students can develop a deeper understanding and appreciation of their cultural roots, which in turn fosters a sense of national identity and pride.

The significance of this research lies in its dual aim: first, to document and explain the implementation processes of P5 projects in Indonesian language learning, and second, to uncover the obstacles schools encounter. By doing so, the study provides practical insights that can improve future implementations, ensuring these projects effectively contribute to the holistic development of students as envisioned by the Pancasila Student Profile (Asiati & Hasanah, 2022). This research aims to bridge the gap between policy and practice, offering actionable recommendations for educators and policymakers to enhance the effectiveness of the independent curriculum.

In conclusion, this study aims to contribute significantly to the understanding of how P5 projects can be effectively implemented within the Indonesian language curriculum. By addressing the practical challenges and highlighting successful strategies, it seeks to offer a model for integrating local wisdom into education, thereby fostering a stronger national identity and better preparing students for the demands of the modern world. This research underscores the

importance of culturally relevant education and its role in preserving national identity amidst the pressures of globalization.

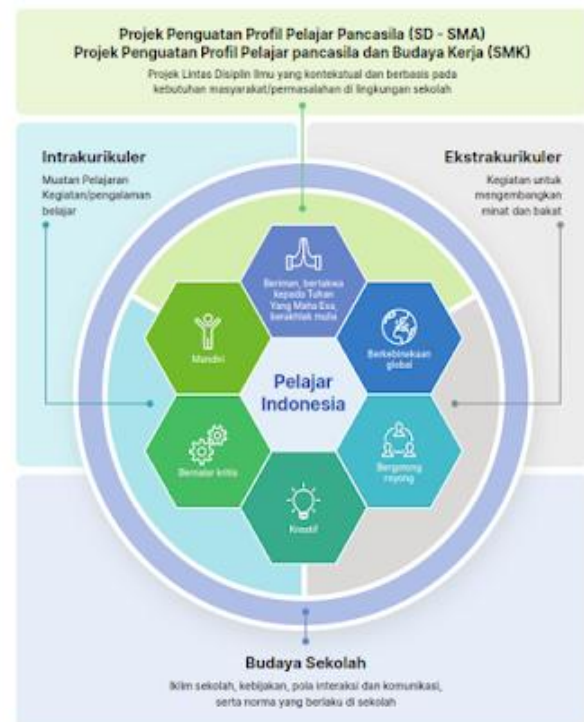


Figure 1. Overview of the Implementation of the Pancasila Student Profile in Education Units

The project to strengthen the profile of Pancasila students aims to reduce the traditional learning load in class (intracurricular), following recommendations from international studies. This reduction is intended to provide students with more opportunities to study in various settings that are less formal, less structured, and more interactive. By engaging in community-based learning experiences, students can develop practical skills and knowledge that extend beyond the confines of the classroom. This approach encourages active participation and collaboration, fostering a deeper connection with their cultural and social environments (Kemendikbudristek, 2021).

2. Literature Review

The independent curriculum, designed to perfect its predecessor, aims to prepare students for real-world situations, addressing contemporary needs and challenges (Qolbiyah, 2022). Understanding and implementing the independent curriculum is crucial for all education stakeholders in Indonesia, especially in overcoming the educational setbacks caused by the pandemic (Sukirno Putri et al., 2021). The Ministry of Education, Culture, Research, Technology, and Higher Education, in collaboration with the Ministry of Religion, have issued essential regulations for the implementation of this curriculum across educational units.

Local wisdom plays a vital role in comprehending the culture and lifestyle of regional communities. Values, norms, customs, traditions, and policies handed down through generations are encapsulated in local wisdom, forming an integral part of communal life (Misriyati & Pranowo, 2019). The incorporation of local wisdom in education is seen as a critical measure to reinforce cultural identity and national character, ensuring the preservation of Indonesia's rich cultural diversity.

High-quality education must explore, appreciate, and integrate local wisdom to shape national character effectively. Socio-cultural phenomena and student creativity, expressed through literary works, are pivotal in this process (Fitri, Naibaho, et al., 2023). Additionally, integrating local wisdom into education is an effective strategy to confront the challenges of globalization, which pose a threat to cultural diversity and national identity (Rahman et al., 2018). The relentless advance of globalization brings a flood of information and digital technology, making it imperative to strengthen cultural foundations and national identity to mitigate potential negative impacts.

Education plays a crucial role in shaping the character and personality of students. Given Indonesia's cultural diversity and the foundational values of Pancasila, it is essential to integrate local wisdom and Pancasila values into the educational framework. The Ministry of Education and Culture's Merdeka Curriculum, which includes the Pancasila Student Profile Strengthening Project (P5), is an initiative to incorporate local learning approaches (Kemendikbudristek, 2020). Learning based on local wisdom serves as an antidote to the erosion of local cultural values among students. This approach to education ensures that students remain connected to their immediate cultural environment, emphasizing the importance of maintaining, preserving, and practicing local cultural values (Endraswara, 2013: 144). The Pancasila Student Profile Strengthening Project, a co-curricular activity, aims to enhance student competency and develop characteristics aligned with the Pancasila Student Profile, based on Graduate Competency Standards (Kemendikbudristek, 2020).

The integration of local wisdom in education not only serves as a cultural safeguard in the face of rapid globalization but also fosters strong character and self-identity in students. These values promote independence, honesty, fairness, wisdom, and creativity, equipping students with the resilience to resist the detrimental influences of globalization. Endraswara (2013:144) emphasizes that developing cultural values through local wisdom inherently protects students from global cultural degradation. Learning Indonesian through the lens of local wisdom offers several benefits: it fosters generations with morals and dignity, reflects cultural values familiar to students, aids in shaping national character, and

contributes to the preservation of the nation's culture (Kharisma, 2023).

Despite the recognized importance of integrating local wisdom into education, there are significant gaps in the practical application and understanding of how these concepts can be effectively implemented within the independent curriculum. Previous research has not thoroughly addressed how teachers can incorporate the Pancasila Student Profile Strengthening Project into their teaching practices, particularly in elementary schools. This study addresses this gap by exploring the specific implementation processes and challenges faced by schools.

The novelty of this study lies in its detailed examination of the integration of local wisdom into Indonesian language learning through the P5 projects. It provides new insights into practical strategies for enhancing student engagement and cultural understanding, which are crucial for developing a well-rounded national character.

The implications of this study are far-reaching. By documenting successful implementation practices and identifying obstacles, this research offers valuable recommendations for educators and policymakers. It underscores the importance of culturally relevant education in preserving national identity and equipping students with the skills and values necessary to navigate an increasingly globalized world.

3. Method

This study employs a mixed-method research design, integrating both quantitative and qualitative approaches. Data collection began with quantitative methods, followed by qualitative methods, to provide a comprehensive understanding of the research problem (Iwan Hermawan, 2019).

Quantitative research aims to test specific theories by examining relationships between variables (Adhi Kusumastuti, 2022). The primary purpose is to generalize the findings from the sample to the broader population (Prof. Dr. Bambang Sugeng, 2022). In contrast, qualitative research prioritizes in-depth understanding and interpretation of meanings, realities, and relevant facts. It involves collecting descriptive data in the form of spoken or written words about observable human behavior (Rachmawati, 2022).

3.1 Participants

The population for this study included school principals from three grade IV elementary schools in the Cilacap area: SD N Karangsari 05 Cilacap, SD Penggalang 04 Cilacap, and SD N Adipala 05 Cilacap. The sample school, SD N Karangsari 05 Cilacap, was chosen based on the school's perception that its 50 students found learning Indonesian too easy and monotonous. This challenge was used as an opportunity to encourage students to think critically, logically, and creatively, while developing their

knowledge to solve everyday problems through the Pancasila Student Profile Strengthening Project in Indonesian language learning within the independent curriculum framework.

3.2 Instruments and Procedures

The research sample selection employed a purposive sampling technique, aiming to provide a comprehensive picture of the implementation of the Pancasila Student Profile Strengthening Project at the selected schools. Two types of research instruments were used. The first instrument consisted of questions regarding the stages of implementing the Pancasila Student Profile Strengthening Project. The second instrument was an interview sheet designed to assess the consistency between the responses on the first instrument and their actual implementation in the school.

Data collection involved both surveys and interviews, utilizing valid and reliable instruments. The surveys were conducted via Google Forms, which were distributed to 50 students from the three selected schools. This digital approach was chosen for its efficiency and ease of processing research data (Mubarok, 2020).

3.3 Data Analysis

The data analysis procedure combined both quantitative and qualitative methods. Quantitative data were analyzed using simple statistics, specifically by calculating the average level of implementation of the Pancasila Student Profile Strengthening Project. Descriptive statistical analysis was employed to provide an overview of the quantitative data. For qualitative data analysis, the researcher grouped, coded, and interpreted the data, ensuring a thorough examination of the research topics. Data were categorized by topic to address the research questions and objectives (Morissan MA, 2018).

Quantitative methods were selected for their ability to gather and analyze data based on specific topics. The qualitative data analysis involved interpreting responses from the surveys and interviews to gain insights into the implementation and challenges of the Pancasila Student Profile Strengthening Project. This mixed-method approach ensured a robust analysis, combining statistical data with rich, descriptive insights.

The use of Google Forms facilitated efficient data collection, allowing for easy distribution and timely responses. This method has been validated in several studies for its effectiveness in collecting survey data (Mubarok, 2020). The collected data were processed to identify schools that had implemented the Pancasila Student Profile Strengthening Project and to gather information on the project's impact on student character development in alignment with Pancasila principles.

3.4 Implementation and Evaluation

The research focused on evaluating the implementation of the Pancasila Student Profile Strengthening Project in the selected schools. Interviews were conducted to gather sample data on the project's execution and to obtain recommendations for best practices. These interviews provided valuable insights into overcoming various obstacles and challenges faced during the project's implementation. The findings from this research contribute to understanding how the Pancasila Student Profile Strengthening Project can effectively grow student character in accordance with Pancasila norms (Rachmawati, 2022).

4. Result

Based on data analysis, the research results and discussion are presented as follows. Quantitative data analysis involved calculating the average level of implementation of the project to strengthen the profile of Pancasila students. For qualitative data analysis, researchers grouped, coded, and interpreted the data. At the target school, instruments were completed from January 13, 2024, to February 20, 2024.

In the planning phase, researchers took the following steps: 1) determined data collection and analysis methods; 2) identified initial schools at SD Cilacap; 3) created a school WhatsApp Group (WAG); 4) disseminated research instruments; 5) visited one elementary school in Cilacap; 6) conducted interviews regarding the project implementation; 7) documented activities at the school; 8) identified findings based on visits; and 9) compiled data analysis results from instruments and visits. The research was conducted based on the instruments and visits to one school, providing a detailed record of the project's implementation.

The implementation of the Pancasila Strengthening Project consists of five stages: 1) Preparing the Education Unit Ecosystem; 2) Creating a project design; 3) Managing the project; 4) Documenting and reporting project results; and 5) Evaluation and follow-up. Stakeholders, including school principals, educators, students, parents, and partners, are required to play active and collaborative roles to support the project's successful implementation (Halidjah & Hartoyo, 2022).

Qualitative data were obtained through interviews at three schools, including direct quotes from individuals about their experiences with the project. This data was recorded as field notes. Additionally, questionnaires were administered to schools in the Cilacap area in 2023, focusing on the project's implementation. Interviews were conducted with principals, teachers, students, and parents or partners involved in the project. The results indicate that the school principal effectively carried out their role in forming the project team (94%), overseeing the

project's progress (98%), and planning, implementing, reflecting, and evaluating (90%). Communication and data community development were implemented at an average rate of 80%. These findings conclude that the school principal has played an active role in implementing project-based learning. Figure 2 presents diagram for the survey.

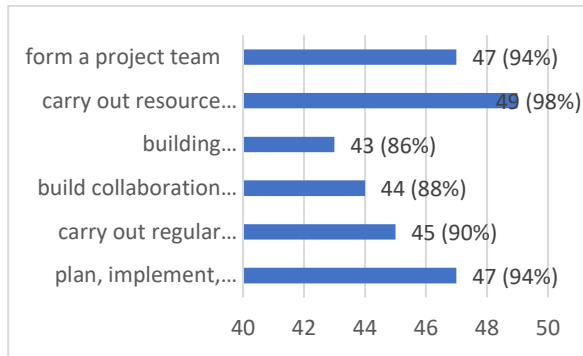


Figure 2. Role of the Principal in P5

Educators have carried out their role in the project well as proven by 100% data based on the teacher planning the project, being a facilitator, being a companion and guide, resource person in the project, supervisor and moderator in project activities. The role of educators must be strengthened when collaborating with stakeholders in implementing projects, namely 74% answered that they were good and working together. The following is a diagram regarding the role of educators.

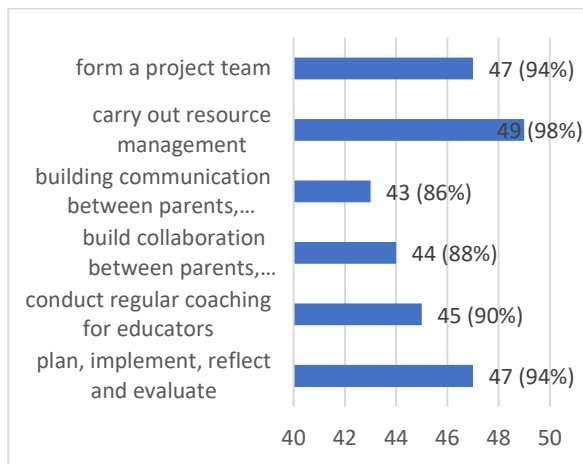


Figure 3. The role of educators in implementing P5

This text illustrates the division of roles and tasks, collaboration, and commitment necessary for the successful implementation of the project to strengthen the profile of Pancasila students. Both school principals and teachers play pivotal roles in this process. The principal's responsibilities include forming teams, planning projects, supervising, and fostering collaboration. Teachers, on the other hand, serve as project planners, facilitators, companions, resource persons, supervisors, consultants, and moderators.

These roles are intended to encourage students to actively participate in projects, think critically and independently in solving problems, and maintain a strong sense of faith, devotion to God Almighty, teamwork, and global diversity (Nisa, 2022).

Despite these efforts, some challenges persist. Based on instruments and interview results, while students actively participated in project implementation, some did not engage optimally due to limited information. The obstacles faced by schools include issues related to the school, teachers, and students. Specifically, project activities lack adequate mentoring support, and teachers often need to independently discover how to implement these projects. Data from the mentoring instrument showed a 76% satisfaction rate. However, school principals and teachers have not fully optimized the provision of alternative solutions when educational units encounter obstacles. The education unit committee, acting as a partner, plays a significant role in implementing the project, with an involvement rate of 82%. Collaboration with external partners, considering regional proximity and student needs, is crucial. The school committee has been particularly helpful in elementary schools, with the role of parents, facilitated by the school committee, making project activities easier and more enjoyable.

Additionally, strengthening the basic training capacity of project teams is essential. While 98% of teachers have participated in enhancing their understanding of project-based learning, only 66% of schools have provided materials related to reflection and mentoring strategies. The following diagram of the survey conducted illustrates these findings.

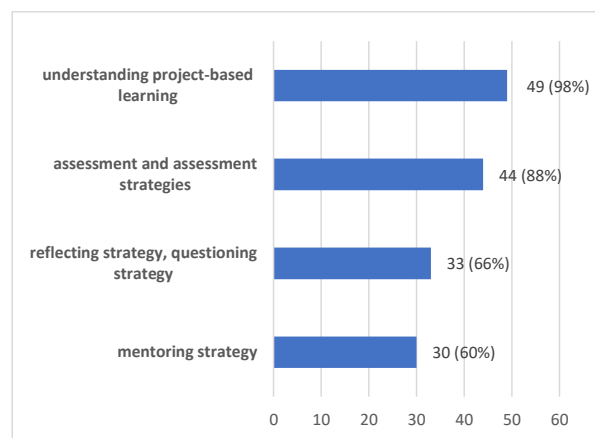


Figure 4 Strengthening training capacity P5

While the number of teachers involved in the project, from 3 teaching units, there is 1 school stating that all teachers have received training, 2 schools stating that 66.66% of teachers have received training materials, and 2 schools stating that teachers are less or the same as 66.66% of teachers involved in the project team have received training.

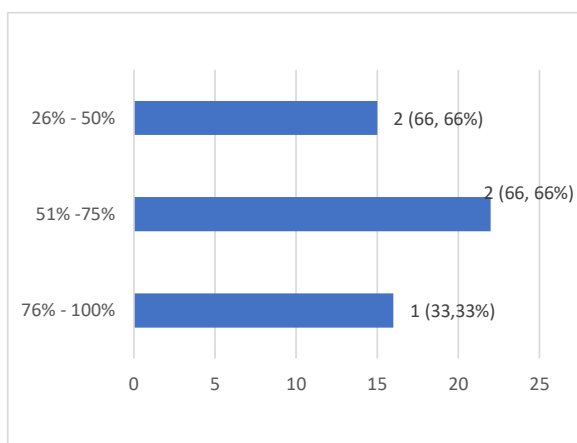


Figure 5. Teacher training for P5

For further training, 78% of educational units have provided material on Class Management and Educational Units in Project-Based Learning, while material on Community Involvement Process or Environmental Units is only 46% and material on community involvement processes and learning celebrations is only 36% of units. education that has provided teachers with an understanding of the material.

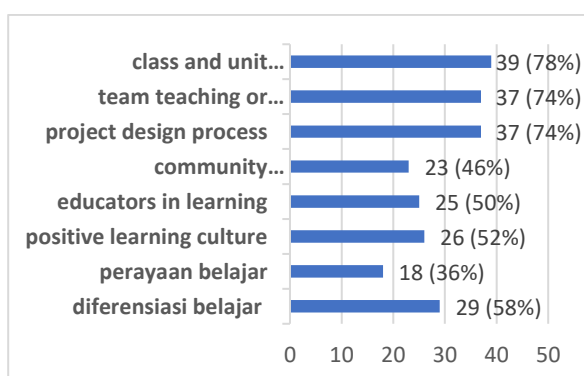


Figure 6. Further training for teachers.

All the teachers involved in the project participated in further training sessions. The following diagram illustrates the percentage of teachers who received additional training materials.

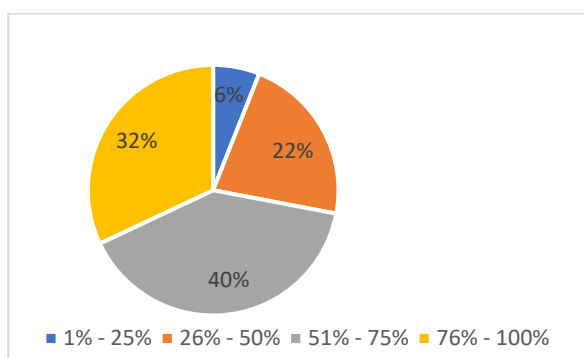


Figure 7. Percentage of teachers who have received further training

The figure 7 shows that only 25% of teachers from the three schools involved in the project received further training directly from the central training sessions. However, sample interviews indicate that teachers who did not receive direct training were provided guidance and support from their colleagues.

From this description, it can be concluded that the components of the school ecosystem—namely school culture, the role of stakeholders, and the strengthening of the project team's capacity—greatly influence the success of the project. Overall, there are no significant obstacles within the school ecosystem. However, existing data suggest that the role of supervisors is not optimal, and community involvement in project implementation remains limited.

The second stage before implementing the project to strengthen the profile of Pancasila students is designing the project. The education unit has systematically followed the steps in project design. In the stage of selecting educational unit themes, 58% of educational units are at the developing stage. This systematic approach ensures that the project design aligns with the overall goals and objectives of strengthening the profile of Pancasila students.

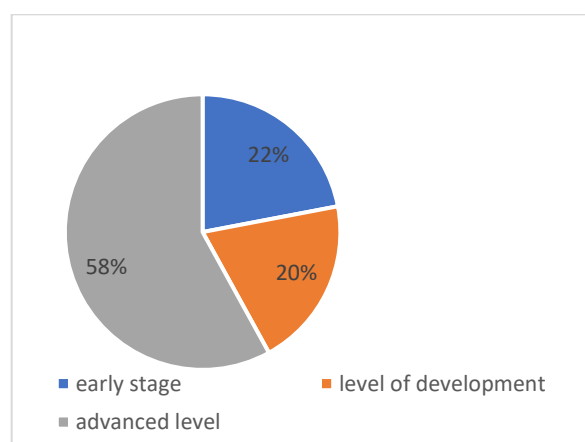


Figure 8. Stages of Determining a Project Theme

At the stage of determining the project, the educational unit undertakes the project internally without involving outside parties. This is reflected in the survey data, where 76% of respondents indicated that external parties were not involved in the project's execution. The education unit has conducted a thorough project evaluation, as evidenced by the 92% of respondents who confirmed this comprehensive assessment. Moreover, 66% of schools have reported having the necessary tools and methods in place for evaluating project implementation effectively. Impressively, nearly 100% of student progress reports are available, indicating a high level of documentation and monitoring of student development. The following diagram provides a detailed picture of the project evaluation survey, illustrating these findings comprehensively.

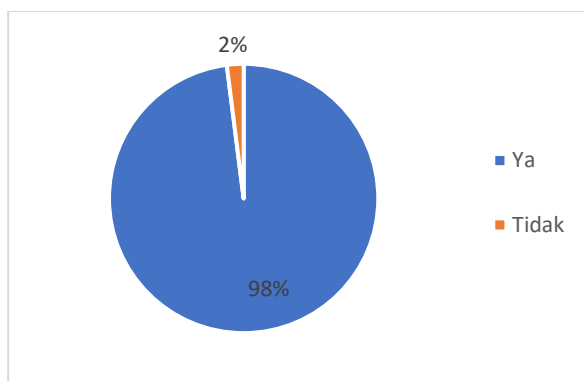


Figure 9. Evaluation and Follow-up Plan at P5

The expected follow-up from the project activities that have been carried out is to collaborate with partners outside the education unit. We also hope that members of the education unit will work together to think about optimal ways to manage the project to strengthen the profile of Pancasila students

5. Discussion

The implementation of the independent curriculum in Indonesian language learning, grounded in local wisdom, is epitomized by the Project for Strengthening the Profile of Pancasila Students. This initiative encompasses five stages: forming a facilitator team, assessing the school's readiness to implement the project, creating Pancasila student profile dimensions with appropriate themes and time allocations, developing project modules (teaching modules), and devising a strategy for reporting project results (Kemendikbud, 2022). The facilitator team was established through discussions during a coordination meeting focused on the P5 activity plan. An interview with the principal of class IV at SD N Karangsari 05 Cilacap revealed that the facilitator team comprised homeroom teachers.

The next step involved assessing the school's readiness to implement the project. Interviews with class IV teachers indicated that SD N Karangsari 05 Cilacap was adequately prepared to conduct P5 activities. The readiness of a school to implement a project is critical for its success, involving the evaluation of resources, stakeholder support, and organizational preparedness. At SD N Karangsari 05 Cilacap, interviews with class IV teachers indicated that the school was well-prepared for the P5 activities due to adequate facilities and active parental involvement in providing necessary equipment and materials (Blaine et al., 2017).

Research by Blaine et al. (2017) highlights the importance of assessing readiness at both leadership and staff levels, offering curriculum training sessions during school hours, and using wellness champions to support teachers, aligning with the broader view that readiness assessment should include individual and organizational levels. Additionally, Storey et al. (2016) emphasize the need for a comprehensive readiness

evaluation encompassing assessment, visioning, prioritizing, action plan development, and progress monitoring, suggesting that successful implementation requires considering multiple dimensions of readiness.

Following the assessment of readiness, the next step in the implementation of P5 activities at SD N Karangsari 05 Cilacap involved selecting the dimensions, themes, and time allocations for the activities. The theme chosen for the project, approved by the school principal and teacher council, centered on local wisdom, with a specific focus on the culinary delights of Cilacap Regency. This choice of theme reflects a deliberate effort to integrate local culture and traditions into the educational activities, providing students with a deeper understanding and appreciation of their community (Blaine et al., 2017).

The involvement of all class IV students in these activities, along with their respective class teachers, underscores the inclusive nature of the project, ensuring that all students have the opportunity to participate and benefit from the learning experience. By engaging both students and teachers in the P5 activities, the school promotes a collaborative learning environment that fosters mutual cooperation and shared learning experiences (Storey et al., 2016).

The selection of dimensions for the Pancasila student profile at SD N Karangsari 05 Cilacap, which include faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity, is integral to the P5 activities. These dimensions are aligned with the overarching goals of the project, aiming to instill essential values and skills in students. By emphasizing mutual cooperation, students learn the importance of working together harmoniously. Global diversity encourages students to appreciate different perspectives and cultures, fostering a sense of inclusivity and understanding. Additionally, focusing on creativity nurtures innovation and problem-solving abilities among students, preparing them for future challenges (Nurhayati et al., 2022). Moreover, scheduling the P5 activities weekly on Fridays provides a structured framework for implementation. This consistent schedule allows students and teachers to anticipate and prepare for the activities, ensuring that they are seamlessly integrated into the school curriculum. By establishing a routine, the school maximizes student engagement and learning outcomes, as students can actively participate in and benefit from the planned activities on a regular basis (Firdiansyah, 2023).

Following this, the preparation of project modules to enhance the Pancasila student profile was undertaken. These modules were developed by teachers, taking into account school readiness and student characteristics, as highlighted in research findings (Farliana et al., 2023). The study underscored the importance of aligning project modules with students' developmental stages. The subsequent phase

involved designing a strategy for reporting project results. Class IV at SD N Karangsari 05 Cilacap employed three types of evaluations: initial, formative, and summative.

At SD N Karangsari 05 Cilacap, an initial evaluation established the foundation for the P5 project, followed by periodic formative evaluations throughout the project's duration. These evaluations provided continuous feedback through written reports, meetings, and informal conversations, enabling the school to monitor progress and make necessary adjustments (Wicher, 2023). A summative evaluation at the project's conclusion assessed the overall outcomes and impact, offering insights into achievements and areas for improvement (Rima & Rodriguez, 2022). A predetermined assessment rubric, tailored to the Pancasila student profile, evaluated students' performance, focusing on values such as mutual cooperation, global diversity, and creativity (Mertasari, 2022). Effective planning was identified as crucial for the project's success, with research by Widyatna (2023) emphasizing that meticulous preparation yields significant benefits for students by creating a structured framework for implementation, optimizing engagement, and enhancing the learning experience.

Research by Zulfikar and Nisa (2023) also supports the notion that careful planning facilitates the smooth implementation of P5 activities. The implementation of Project Activities for Strengthening the Profile of Pancasila Students based on Local Wisdom at SD N Karangsari 05 Cilacap adhered to the project activity plan. The project activities comprised three stages: the introduction stage, the contextual stage, and the action stage.

The introduction stage involved familiarizing students with the project objectives and activities. The contextual stage provided students with relevant background information and context for the project. Finally, the action stage involved hands-on activities and the practical application of the learned concepts, allowing students to engage deeply with the project's theme and objectives. During the introduction stage, teachers communicated the aims and benefits of the P5 activities, introducing the theme of local wisdom and the culinary specialties of Cilacap. The contextual stage involved theoretical material, discussions on local culinary delights, and evaluation questions to reinforce learning. The action stage required students to bring materials, work in groups to prepare typical Cilacap dishes, and perform regional arts, culminating in a work presentation.

The primary aim of this project is to enrich the character competencies of Pancasila students through activities centered on the theme of local wisdom. Additionally, this project serves as a medium for students to recognize local potential and participate in efforts to preserve their environment and culture. Integrating character education and local wisdom

principles into school culture can shape student character holistically. Learning based on local wisdom offers a new teaching approach that strengthens students' overall character (Sulianti et al., 2019).

The benefits of implementing character education based on local wisdom include strengthening cultural and national identity, ensuring learning relevance to social and cultural contexts, developing attitudes of appreciation and respect, enhancing social and emotional skills, and maintaining local wisdom and cultural heritage (Sari, 2020). These various dimensions of the Pancasila student profile, such as mutual cooperation, global diversity, and creativity, are achieved through this project. Despite the project's successes, there are notable gaps. The involvement of external partners and the broader community remains limited, and the role of supervisors is not optimal. Future research should explore strategies to enhance community involvement and optimize supervisory roles. Additionally, further studies could investigate the long-term impacts of integrating local wisdom into various subjects and its effectiveness in other regions and cultural contexts.

6. Conclusions

In conclusion, the study underscores the critical role of comprehensive support in achieving the vision of Indonesian education through the Project for Strengthening the Profile of Pancasila Students (P5). This initiative aims to develop resilient, independent, and critical-thinking students who are well-prepared to face modern challenges while maintaining faith, morality, and cultural diversity. Based on the research conducted at SD N Karangsari 05 Cilacap, findings indicate successful implementation of the P5 project, despite some obstacles. These challenges provide valuable insights for future implementations, offering best practices for other schools undertaking similar projects. The co-curricular approach of P5 has proven flexible and engaging, allowing students to explore their potential and interact meaningfully with their communities, thereby fostering comprehensive character development. Key recommendations for enhancing P5 include greater involvement of parents and community partners, optimizing supervisor roles, and ensuring thorough context analysis of student needs. Future research should focus on improving community engagement, exploring blended learning strategies for supervision, and examining the long-term impacts of integrating local wisdom into the curriculum. By addressing these areas, educators and policymakers can further refine the P5 project to better preserve cultural heritage and prepare students for a globalized world.

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