



Local Culture-Driven Character Education for Empowering Pancasila Students Profile in Senior High Schools

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ABSTRACT

Salah satu hal yang membedakan kurikulum merdeka belajar dengan kurikulum sebelumnya adalah adanya kegiatan berbasis proyek, yang bernama Proyek Penguatan Profil Pelajar Pancasila. Penguatan profil pelajar Pancasila saat ini penting dilakukan untuk mempertahankan nilai-nilai kearifan lokal. Hal yang menjadi daya tarik penelitian ini karena di Yogyakarta sudah terdapat aturan untuk mengintegrasikan budaya dalam pendidikan, bahkan sudah ada peraturan daerah tentang pendidikan Pancasila dan wawasan kebangsaan sebelum ada kebijakan implementasi kurikulum merdeka. Sehingga penelitian ini berupaya mengulas implementasi pendidikan berbasis budaya lokal sebagai sarana pendidikan karakter untuk mewujudkan profil pelajar Pancasila. Jenis penelitiannya kualitatif naratif dengan pendekatan fenomenologi dari empat lokasi penelitian. Hasil temuan penelitiannya adalah pelaksanaan pendidikan karakter berbasis budaya lokal di Daerah Istimewa Yogyakarta sudah dinaungi oleh berbagai peraturan daerah yang relevan, pelaksanaannya sudah menjadi kegiatan yang terprogram dan pembiasaan. Setelah adanya kebijakan IKM (Implementasi Kurikulum Merdeka) dengan P5 (Proyek Penguatan Profil Pelajar Pancasila), sekolah hanya menyesuaikan secara administrasi kependidikannya saja, karena secara isi dan teknisnya banyak sekali kemiripan. Pada saat pelaksanaan penelitian, meskipun dari sekolah menyatakan bahwa IKM P5 baru dilaksanakan (secara administratif) di sebagian kelas maupun jenjang pendidikan, namun secara substansi sudah dilaksanakan oleh seluruh warga sekolah melalui berbagai program pendidikan karakter. Hanya saja yang masih menjadi kendala dalam hal administrasi, persiapan, pelaksanaan, evaluasi, dan rencana tindak lanjutnya terletak pada sarana dan prasarannya saja. Bukan terletak pada sumber daya manusianya, karena sekolah sudah sangat siap menerapkan program tersebut, tinggal penyesuaian yang bersifat teknis.

Budaya Lokal, Pendidikan Karakter, Pelajar Pancasila, Penguatan Karakter

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INTRODUCTION

The Merdeka Belajar Curriculum, recently launched by the Minister of Education and Culture, represents a new paradigm in Indonesian education. A key feature distinguishing this curriculum from its predecessors is the inclusion of project-based activities, specifically the Pancasila Student Profile Strengthening Project. According to Permendikbudristek No. 56/M/2022, the Pancasila Student Profile Strengthening Project (P5) is a co-curricular, project-based activity integral to the Independent Curriculum Implementation (IKM). P5 aims to develop students who embody Pancasila values, including faith and devotion to God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity.

Strengthening the profile of Pancasila students is crucial for preserving local wisdom. Character formation and reinforcement should be instilled from an early age to nurture Indonesians with a local character and a global vision. The Pancasila Student Profile Strengthening Project promotes cross-disciplinary learning to observe and address problems within the surrounding environment. This project can be implemented through intra-curricular, co-curricular, extra-curricular activities, and school culture. Educational units are encouraged to foster an open, curious, and collaborative culture in the context of the Pancasila Student Profile Strengthening Project (Purnawanto, 2022). The Pancasila student profile is a policy supporting national education goals and the continuation of the character-strengthening program. This profile encompasses the character and competencies Indonesian students should possess both during their education and as they engage with society. The six dimensions of the Pancasila student profile faith and devotion to God Almighty, global diversity, independence, cooperation, critical reasoning, and creativity are intended to develop intelligent, character-driven individuals capable of meeting 21st-century challenges. This initiative aims to consistently instill Pancasila values, our national philosophy, thereby contributing to a prosperous and dignified national life, as mandated by the 1945 Constitution. The strategy for developing the Pancasila student profile involves integrating it into formal education through intracurricular, co-curricular, and extracurricular activities within the Pancasila Student Profile Strengthening Project. This policy's implementation is expected to cultivate superior character in the Indonesian nation and enhance its global competitiveness (Irawati et al., 2022).

Character strengthening to create a Pancasila Student Profile can be achieved in various ways. Research on the independent curriculum has demonstrated its effectiveness in developing students' character through the development of Pancasila student profiles. Pancasila students engage in project-based learning activities as part of their profile development. The Pancasila student profile aims to produce graduates who exhibit the necessary characteristics, abilities, and skills, while also solidifying noble

values. It is hoped that students will become individuals with character values aligned with those embedded in each Pancasila precept (Hamzah et al., 2022). The value of local wisdom is a strategic approach to creating a new paradigm in global competence, advancing towards the Pancasila pioneer profile through character education (Nurasiah et al., 2022). Integrating education with the Pancasila student profile project and local wisdom is a prudent step, as it instills both character and the cultural values of the surrounding environment (Sutrisno & Rofi'ah, 2023).

The process of character strengthening, when adapted to local wisdom, introduces new and interesting dynamics. Schools organize programs aligned with the values of local wisdom. Efforts to strengthen character in accordance with the Pancasila student profile based on local wisdom have been widely implemented. This process is adapted to the values of local wisdom inherent in each region, maintaining good practices from generation to generation. The value of local wisdom is a strategic approach in creating a new paradigm in global competence, preparing students to compete globally towards the Pancasila student profile (Karimah, 2023).

Examples of previous research illustrate the successful implementation of these principles: (1) Learning integrated with Balinese local wisdom values aims to make learning material easily understood while strengthening national character in students and creating a Pancasila Student Profile (Santika, 2022); (2) The values in the art of Ojung and Singo Ulung align with the Pancasila student profile, emphasizing global diversity, mutual cooperation, creativity, critical thinking, independence, faith, piety to God Almighty, and noble character (Hadi et al., 2022); (3) Reinforcement of Pancasila student profiles integrated with local cultural values is exemplified in the Sabda U'a Pua Malaju activity, where the school principal encourages the preservation of Rimpu culture on Saturdays and other significant days (Karimah, 2023); (4) The development of a teaching module for the Pancasila student profile strengthening project, with a theme of local wisdom, improves cultural literacy as evidenced by an increase in average scores from 77 to 88.3 and positive student responses (Mahanani et al., 2023); (5) Character education at SMAN 1 Malang in the P5 Batik Malangan project reflects the dimensions of the Pancasila student profile, including global diversity, mutual cooperation, creativity, national spirit, and responsibility (Ruwaida et al., 2023); (6) The values of local wisdom in Nuju Jerami serve as educational resources for strengthening the Pancasila student profile, promoting gratitude, cooperation, cultural preservation, creativity, harmony, tolerance, family, and mutual respect (Paranita, 2023); (7) The project to strengthen the Pancasila student profile based on Balinese local wisdom fosters environmental awareness and the importance of nature and environmental preservation (Pratama & Indrawirawan, 2023); The implementation of the local wisdom program to strengthen the Pancasila student profile includes the Cultural Saturday program, Market Days, and Project-Based Learning Programs (Haromain et

al., 2023). These studies underscore the importance of local wisdom in aligning character strengthening with the objectives of the Pancasila Student Profile.

This research complements previous studies, differentiating itself in terms of location and the number of schools involved. While prior research focused on a single school, this study is conducted in Yogyakarta, encompassing four different schools. This approach allows for a more diverse elaboration and comparison of data from various perspectives, while still adhering to the concept of local wisdom, specifically referring to Yogyakarta's culture. Yogyakarta was chosen due to its unique characteristics and the implementation of the DIY District Regulation Number 5 of 2011 on the Management and Maintenance of Culture-Based Education, which had been in place even before the IKM (Implementation of Independent Curriculum) regulations. Additionally, the Regulation of the Governor of the Special District of Yogyakarta Number 66 of 2013 Regarding the Culturally Based Education Curriculum, and the Yogyakarta Special Region Regulation Number 3 of 2017 Concerning the Preservation and Development of Culture, further emphasize Yogyakarta's status as a cultured city. Moreover, DIY has successfully pioneered the Pancasila Education Regulation and the National Vision in Indonesia (Humas DIY, 2022). This is aimed at creating the special *Kejogjaan* education, directed towards producing "jalmo kang utomo" (the main human being), characterized by intelligence, mastery of science and technology, and good manners (Humas DIY, 2023).

The importance of this research lies in addressing the crisis of character and the survival of local wisdom. As human civilization progresses, the risk of moral (character) degradation increases. Smith identifies the younger generation as the primary target of this degradation (Smith, 2004). Moral or character education is the solution, with the best foundation being the social values esteemed by the society in which the subject resides (Wringe, 2006). This highlights the urgency of this research, which uses local wisdom-based learning to strengthen the profile of Pancasila students.

METHOD

This research employed a qualitative method with a phenomenological approach, drawing on the experiences of research subjects who applied character education in schools. Primary data was obtained through interviews, documentation, and observation, while secondary data was sourced from relevant journals, books, legal regulations, and websites. The study was conducted in upper secondary schools, specifically SMA Negeri 3 Yogyakarta in the City of Yogyakarta, SMA Negeri 1 Depok in Sleman Regency, and SMA Negeri 1 Srandakan in Bantul Regency. The research took place from June to December 2023, with data processing occurring from April to June 2024. Data analysis employed the interactive analysis model of Miles and Huberman,

which included data reduction, data presentation, and conclusion drawing. The validity of the data was ensured through the source triangulation technique.

RESULT AND DISCUSSIONS

The connection between culture and education in Yogyakarta has a long history, predating the regulation on the implementation of the Independent Curriculum with the P5 program. This is evidenced by the existence of various regulations, including the DIY District Regulation Number 5 of 2011 on the Management and Maintenance of Culture-Based Education; Yogyakarta Special Region Governor's Regulation Number 68 of 2012 regarding Guidelines for the Application of Noble Cultural Values in the Management and Maintenance of Education; Yogyakarta Special Region Governor's Regulation Number 66 of 2013 about the Culture-Based Education Curriculum; Regulation of the Special Region of Yogyakarta Number 3 of 2017 about the Preservation and Development of Culture; Regulation of the Special Region of Yogyakarta Number 1 of 2022 about Pancasila Education and National Vision; and Regulation of the Governor of the Special Region of Yogyakarta Number 60 of 2022 about Implementation Guidelines for Pancasila Education and National Vision. Most recently, the Yogyakarta Special Region Governor's Regulation Number 21 of 2024 regarding the Integration of Thematic Materials in the Curriculum of Secondary Education Units was enacted (Legal Documentation and Information Network of the Yogyakarta Special Region Government, 2024). Additionally, the regional government's concern for the nationalism of its people is evident, as seen in the implementation of the DIY Governor's Circular No. 29/2021 about Playing the National Anthem of Greater Indonesia (Humas DIY, 2021). This underscores the recognition of the spirit of nationalism and patriotism based on local wisdom in Yogyakarta.

The implementation of the Pancasila student profile strengthening aligns closely with various regional regulations in Yogyakarta, particularly the Yogyakarta Special Region Regulation Number 1 of 2022 regarding Pancasila Education and National Vision, and the Yogyakarta Special Region Governor's Regulation Number 60 of 2022 regarding the Guidelines for the Implementation of Pancasila Education and National Vision. These regulations emphasize the role of formal education, non-formal education, government, and community participation in their implementation. At the city level, the Yogyakarta City Mayor's Regulation Number 42 of 2021 regarding the Strengthening of Character Education in Education Units also plays a significant role. This research focuses primarily on the implementation within formal education, which will be further elaborated in the following section.

SMA Negeri 1 Depok

The policy at SMA N 1 Depok classifies it as a self-learning school, meaning it has not yet fully adopted the independent curriculum. However, the Pancasila student

profile program has been integrated into several subjects. The preparation of educators is a crucial factor for the success of this program. Educators and teachers have kept pace with developments in the education sector. Even before this program, Pancasila values had already been internalized among students.

Character strengthening has become familiar to students. For instance, all activities begin with prayers according to their respective religions. Nationalism is fostered by singing the national anthem, "Indonesia Raya," every morning. Additionally, during the commemoration of Hari Kartini, students participate in programs featuring works on themes of diversity. Students are also encouraged to think critically about diverse school situations. Although not all teachers can optimally apply the problem-based learning method, they have created a learning environment conducive to the Pancasila Student Profile.

Learning media for all subjects do not fully support the strengthening of the Pancasila Student Profile, as SMA Negeri 1 Depok has not fully implemented this program. To support its implementation, teachers must collaborate across subjects. The current condition at SMA Negeri 1 Depok shows that not all teachers are administratively prepared (though they understand the substance), necessitating training on the material and activities to be implemented. Some subjects, such as Pancasila Education and Citizenship and Religious Education, have already been implemented (Awaliah & Achadi, 2023). Several policies relevant to the IKM P5 program are also in place, such as school programs addressing student violence, regulation and control of student activities, religious literacy, optimization of the role of Counseling Guidance, and enforcement of order (Wati, 2020).

SMA Negeri 3 Yogyakarta

SMA Negeri 3 Yogyakarta has indirectly implemented the Pancasila Student Profile through various intracurricular and extracurricular activities. The school is currently preparing for the new policy related to the independent curriculum, focusing on equipping teaching resources with information and training on the application of the Pancasila Student Profile. Through socialization efforts, teachers have come to understand the grand design of the independent curriculum, which includes the Pancasila Student Profile.

The values that constitute the dimensions of the Pancasila Student Profile are already familiar through various school activities. For instance, there is a piety program for students every Friday, daily class teacher sessions, and a flag ceremony every Monday, which provides an opportunity for class teachers to internalize the expected character values. Additionally, the school organizes outdoor activities aimed at reinforcing students' discipline, cooperation, and other character traits.

The school also provides facilities to support the implementation of these programs. Generally, the existing facilities are highly supportive of the independent

curriculum, with plans for further development, including a digital library. SMA Negeri 3 Yogyakarta also runs a Culturally Based Education (PBB) program, accommodating the diverse religious beliefs of its students, as six religions are recognized within the school. This inclusivity supports the value of diversity. Overall, SMA Negeri 3 Yogyakarta is prepared to implement the independent curriculum and the Pancasila Student Profile program. Even prior to the introduction of the Pancasila Student Profile project policy, the school had been conducting activities aimed at character formation for students. The preparation of both educator and student resources is a crucial factor in the initial success of this independent curriculum.

The findings of this study will align with and reinforce previous research on the role of teachers in the character education of students at SMA Negeri 3 Yogyakarta. Teachers play several roles: (a) as educators, providing assistance and encouragement in adhering to school rules and societal norms; (b) as role models, setting examples for students; (c) as motivators, inspiring students and enhancing their work ethic and potential; and (d) as instructors and guides, imparting knowledge and skills to students. Additionally, the principal's role in student character education includes: (a) acting as a manager, accommodating all student needs related to character education; (b) providing leadership through guidance, supervision, decision-making, and communication; and (c) encouraging all teachers and staff to be exemplary character models for students (Ajmain & Marzuki, 2019).

SMA Negeri 2 Bantul

SMA Negeri 2 Bantul has implemented the Pancasila Student Profile policy in accordance with the independent curriculum, but at the time of the research, it was applied only to class 10, while classes 11 and 12 still followed the K13 national curriculum. In preparation for this shift, the school has equipped its educational resources to understand the independent curriculum. One method of preparing educators is through the independent teaching platform, which serves as training for teachers to comprehend existing programs. The goal is that, through this platform, teachers will be able to understand the module on the Pancasila Student Project.

In general, all teachers have incorporated the Pancasila Student Profile, resulting in various projects. For instance, one applied theme is entrepreneurship, where students are tasked with interviewing entrepreneurs and subsequently creating reports and action plans based on their findings. The learning environment has also been adapted to be more comfortable, utilizing not only classrooms but also other school facilities such as gazebos.

The character education program is integrated across all subjects, with history education being a notable example. History teachers at SMA Negeri 2 Bantul demonstrate creativity by shifting from a traditional teaching role to that of an educator. They incorporate life values into lessons by connecting historical events to current

conditions, thereby facilitating a better understanding of history and embedding character values through diverse teaching methods (Baskoro, 2018).

The school is also supported by media that enhances the Pancasila Student Profile strengthening program, although it is acknowledged that not all learning media are fully supportive of character strengthening. This is partly because the new project activities have only been in place for half a semester. The school's facilities aim to support the independent curriculum program, providing an environment conducive to the Pancasila Student Project. For example, the third theme, related to a sustainable lifestyle, includes waste processing initiatives supported by the school's waste bank.

Overall, even before the independent curriculum, character education was familiarized within the school. However, it is now a programmatic requirement to align with the dimensions expected by the government.

SMA Negeri 1 Srandakan

SMA Negeri 1 Srandakan is currently implementing the Pancasila Student Profile policy for class 10. Teacher resources are being prepared through activities such as MGMP (Subject Teacher Consultation), workshops, and guidance from the education unit supervision of Bantul Regency. The implementation of the Pancasila Student Profile project requires collaboration among all subject teachers, especially those teaching class X, due to the new policy's adaptation process within the educational environment. Prior to this policy, the school had already been accustomed to implementing Pancasila character education. Although the curriculum has undergone changes in terminology over time, the responsibility of instilling character remains with the educational institution. This program is also supported by other policies, such as the implementation of digital literacy policies to prevent cyberbullying at SMAN 1 Srandakan (Anggita, 2023).

Facilities and infrastructure, including learning media, are maximized to support various student activities. School facilities are adapted to meet needs and can adequately support activities. However, facilities change over time. A current challenge is that teachers must independently seek resources, and there is an independent study program for teachers, acknowledging that not all teachers have the same capabilities. There is a need for intensified training for teachers to prepare for new policy programs. If training is done independently with maximal school demands, it cannot be fulfilled quickly; a process and evaluation of each activity are necessary.

Based on the research conducted in the four schools sampled, it is evident that the Implementation of the Independent Curriculum (IKM), through the integration of the Pancasila Student Profile Strengthening Project (P5), has been carried out via curricular activities. The integration process of P5 has been implemented through various subjects, including religious studies (Awaliah & Achadi, 2023), history (Baskoro, 2018), English (Putri & Besral, 2020), mathematics (Muyassaroh & Sunaryati, 2021), and notably,

Pancasila and citizenship education. Additionally, P5 activities have been incorporated into co-curricular and extracurricular programs. The implementation of these activities had already become commonplace before the introduction of P5 regulations, due to the existing framework of culture-based education in the Special District of Yogyakarta, supported by various relevant regional regulations. Schools have reported that these activities have been well-programmed and familiar. With the advent of IKM P5, schools needed only to adjust their educational administration, as there were many similarities in content and technology.

Although schools reported that IKM P5 had only recently been implemented administratively in some classes and educational levels, in practice, the principles had already been integrated by all school members through various character education programs. The primary challenge lay in administrative aspects, preparation, implementation, evaluation, and follow-up plans, particularly regarding facilities and infrastructure, rather than human resources. Schools were well-prepared to apply the program, requiring only technical adjustments.

Schools play a crucial role in character education by providing necessary facilities, planning robust character development programs, offering role models, maintaining consistent habituation, and reinforcing character continuously (Zurqoni et al., 2018). Outside the classroom, character education is reinforced through competitions and extracurricular activities (Julia & Supriyadi, 2018). This approach should be consistently applied, as good habits emerge when schools enforce positive discipline and commitment to character education in alignment with local wisdom and culture (Hermino & Arifin, 2020). Selain program internal sebagaimana dipaparkan di atas dengan pengembangan model nilai karakter terintegrasi telah dikembangkan di sekolah menengah atas dengan integrasi model nilai karakter knowing, feeling, dan action (Azis et al., 2023). Teachers contribute to character education by setting examples, acting as mentors, fostering a moral community, developing moral discipline, creating democratic classrooms, enhancing problem-solving skills, incorporating values into learning activities, and promoting habituation (Widiantari, 2020). Externally, schools must involve families and communities in forming students' character (Saputro & Murdiono, 2020), as successful character education requires the collaboration and coordination of all internal and external school components to monitor student character development.

The results of this research affirm that the implementation of sociocultural-based character education can serve as an alternative solution and learning model for instilling character values by leveraging the strengths of regional culture and addressing the potential decline in social and cultural values (Fadli, 2021). This character education design demonstrates that education can be holistic and integrated.

Coordination among students, parents, schools, and the government is essential to sustain and enhance this good practice.

CONCLUSION

Overall, both teachers and school principals have indicated that the Pancasila Student Profile policy aligns well with the needs of both educators and students. Generally, teachers have already been incorporating material that reflects the values of the Pancasila Student Profile, even prior to the program's formal establishment. Specifically in Yogyakarta, various regional regulations ensure the integration of culture, Pancasila education, and a national vision into teaching and learning activities. Schools implement these values through curricular, co-curricular, and extracurricular activities. The effectiveness of these implementations can be observed in various school activities, both programmed and habitual. Additionally, the process of imparting Pancasila Student Profile values during classroom learning has shown positive results. This project has successfully contributed to shaping students' character, making them more cooperative, critical thinkers, environmentally sensitive, and less prone to radical or extremist interpretations of their religious teachings.

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