

Analysis Of Challenges and Strategies In Implementing Pancasila Student Profile Values Through The Introduction Of Local Wisdom in School

Novita Majid¹⁾, Wingkolatin²⁾, Asnar³⁾, Nur Aini⁴⁾

^{1), 2), 3), 4)} Mulawarman University, Samarinda, Indonesia

¹⁾ novita.majid@fkip.unmul, ²⁾ wingkolatin2525@gmail.com, ³⁾ asnar@fkip.unmul.ac.id, ⁴⁾ nurainicut23@gmail.com

ABSTRACT

The Pancasila student profile has urgency in fixing problems related to the nation's noble values and morals, as well as improving the quality of education in Indonesia. The six Pancasila student profile indicators cannot be separated from the 2020-2035 education road map. Efforts to integrate local wisdom in Civics learning provide a bridge for the younger generation. The method in this research is qualitative with descriptive analysis and data collection techniques in the form of interviews, questionnaires, literature studies and documentation. This research aims to analyze the obstacles and efforts to apply the values of the Pancasila student profile in PPKn learning from the implementation of local wisdom activities for 7th generation teaching campus students. The results of the research explain that there are obstacles in implementing the Pancasila profile for students at SMPN 8 Tenggarong, namely internal and external factors. Internal factors: different student characteristics, lack of student literacy skills, lack of teacher understanding of the project to strengthen the Pancasila profile, limited use of media and teacher limitations in designing lesson plans; external factors, less than optimal government implementation, lack of support from some parties, and limited time for teaching and learning activities. efforts to implement students' Pancasila profile values through the introduction of local wisdom in schools, namely: integrating local wisdom into intracurricular, co-curricular and extracurricular learning materials; Teachers are given training on how to integrate local wisdom in the learning process, because teachers have a central role in the knowledge transfer process; and Adequate infrastructure required.

Keyword: Character, Local Wisdom, Pancasila

INTRODUCTION

This new curriculum, called the independent curriculum, prioritizes the character of each student. Apart from that, they are also expected to have the values and spirit of Pancasila in their daily lives. Education is the right of Indonesian citizens as mandated by law. Potential development can be continued in elementary school education units to develop character according to Pancasila, teachers then provide added value to each activity.

The profile of Pancasila students has urgency in fixing problems related to the noble values and morals of the nation; maturing into citizens, supporting the realization of social justice, and achieving superior competencies in the 21st Century to improve the quality of education. The six Pancasila student profile indicators cannot be separated from the 2020-2035

education road map which is caused by universal technological, social and environmental changes.

The strengthening of the Pancasila student profile project is currently starting to be implemented in educational units through the driving school program (PSP) at the elementary, middle school and also high school/vocational school levels. The Driving School Program seeks to encourage educational units to transform into efforts to improve the quality of learning in schools, one of which is by implementing curriculum prototypes. 4 The application of the Pancasila student profile can be done through school culture, intracurricular learning, co-curricular and extra-curricular activities which include an emphasis on character and ability formation. built in everyday life and lived within each individual. Then school culture is also the school climate, policies, relationship patterns, communication and habits that apply at school. Intracurricular activities include lesson content or learning experiences.

Learning based on local wisdom is very important for teachers to apply in learning which is useful for increasing students' knowledge and understanding and as a medium for cultivating a sense of love for local wisdom in their area, cultivating positive character according to the noble values of local wisdom and equipping students to face all problems outside of school. . Preserving local wisdom in Indonesia is currently experiencing various challenges. First, modernity continues to strengthen, at the same time weakening local identity. At that time, Pancasila acted as an antidote to identity that came from outside through character education. Character education based on local identity will encourage students to preserve local wisdom that still exists, even though in the end this identity is still less attached to the current Gen Z generation.

Today's students tend to have characteristics that are responsive to external identities, so strengthening students' identity through Pancasila education really needs to be carried out in the education curriculum. 7 Second, the current government has included Pancasila education through a character-based curriculum. This curriculum will be a driving force for strengthening students' identity. The challenge is that teachers must be able to provide active learning methods, because basically Pancasila character education prioritizes understanding or is doctrinal in nature.

Based on the results of observations carried out at SMPN 08 Tenggara, Kutai Kartanegara Regency, it can be concluded that this research is deemed important to carry out because currently we can observe that the character and values applied to our next generation are increasingly deteriorating. . The influence of technology and foreign culture which they consider more interesting will slowly replace the culture in Indonesia which is ultimately

forgotten by their own generation. Currently these two schools are schools appointed to implement campus teaching programs in the Kutai Kartanegara Regency area. The Pancasila student profile is part of the vision and mission of the Ministry of Education and Culture which is very important to be implemented in educational institutions, to develop students as Pancasila students who demonstrate the values of faith and devotion to God Almighty. and having noble character, critical reasoning, global diversity, mutual cooperation, independence and creativity.

Based on the problems above, the author is interested in conducting research with the title "Analysis of Challenges and Strategies In Implementing Pancasila Values through The Introduction Of Local Wisdom in Schools"

METHOD

This research was conducted at SMPN 8 Tenggarong Kutai Kartanegara. There were 2 participants, including a Civics teacher at the school and grade 8 students. Data in this research means information or facts obtained through observation or research in the field which can be analyzed to understand a phenomenon or to support a theory. According to Lofland and Loflan, the main data source in qualitative research is words, and the rest of the actions are additional data such as documents and so on. Research data was obtained through two data sources, namely primary data and secondary data.

There are several data collection methods in qualitative research, including interviews, observation, and documentation. This aims to obtain accurate and complete data in a study. When approaching and establishing relationships with research subjects, as well as making observations, taking field notes, even when the researcher interacts with the subject's environment and informants, all of this is processed.

In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reports and what actually happened to the object under study. Then, what is meant by reliability in qualitative research is reality that is multiple/multiple, dynamic/always changing, so that nothing is consistent and repeats itself as before.

In this research, researchers used descriptive validity techniques, Johnson & Christensen stated that descriptive validity refers to the factual accuracy of the phenomena explained by qualitative researchers, meaning that descriptive validity refers to the accuracy of the information reported by researchers. This information includes phenomena or events, objects, people's behavior, as well as place and time. If various sources or procedures are consistent, then the researcher is considered to have obtained valid data or conclusions. Triangulation is a

technique for checking the validity of data that uses something other than for inspection purposes or the final results obtained are in the form of analytical discussions.

RESULT AND DISCUSSION

Result

The Pancasila Student Profile is a picture of an extraordinary Indonesian student, which reflects lifelong learning, character development, global ability development, and behavioral behavior that is in line with the basic principles of Pancasila. This profile has a central role as the main reference in directing educational policy and as a guide for teachers in developing the character and competence of their students (Shofia Rohmah *et al.*, 2023).

Based on the results of observations made on teachers and students, the research results aim to analyze the challenges and strategies for implementing the values of the Pancasila student profile through local wisdom in schools. The research results show important points that have been studied by researchers;

1. Obstacles in implementing Pancasila Student Profile values in Civics Learning from implementing local wisdom activities in class IX SMPN 08 Tenggarong

Barriers to implementing the Pancasila Student Profile through the introduction of local wisdom include several things, namely the teacher's lack of understanding of the concept of the Pancasila student profile and how to combine it with local wisdom. This is due to the lack of training and mentoring available to teachers. In addition, many schools experience limited resources, such as a lack of relevant teaching materials and low student interest in local culture. Apart from that, limited time in the curriculum and lack of support from the community and family can also hinder implementation. In line with the rapid development of technology and digitalization, students are often more interested in global culture, so that the introduction of local wisdom becomes less effective.

As the results of interviews conducted with PPKn SMPN 08 Tenggarong teachers, according to Mrs. "Then regarding how when practicing in class singing the national anthem, respecting differences, being tolerant of ethnic differences, or loving cultural diversity, it is done from the heart, according to class 8 T students that:

I did all this from the heart, because since I was little my family has instilled Pancasila values in me and then at school my teachers also instilled Pancasila values in me which made me love my homeland including the culture in it. .

Based on observations and the results of interviews conducted with several informants, according to researchers, the factor that is an obstacle in implementing the values of the Pancasila student profile through the introduction of local wisdom is the teacher's lack of understanding about the Project for Strengthening the Pancasila Student Profile, where teachers

need to understand the objectives, principles and components. implementation of P5. Apart from that, the lazy character attitude of a small number of students as well as environmental influences can have an influence in instilling character education in students.

Long-term strategy or plan has the teacher designed to implement the values of the Pancasila student profile through the introduction of local wisdom at SMPN 8 Tenggara

The long-term strategy or design for implementing the Pancasila Student Profile through the introduction of local wisdom needs to be carried out systematically and sustainably. One way is to integrate local wisdom into the curriculum in a comprehensive manner. This can be done by mapping local wisdom in each region and incorporating it into various subjects, such as arts and culture, language and character education. There are several strategies to overcome obstacles related to the application of Pancasila student profile values in Civics learning from implementing local wisdom activities, namely;

a. Teacher Training

Teachers need to be given training and assistance on how to integrate local wisdom in the learning process to make it more contextual and relevant. This training can include an understanding of history, customs and local values that can be linked to the values of the Pancasila Student Profile

b. Collaboration With Local Communities

Partnerships with local communities, cultural figures and community leaders also need to be built to support this implementation. The involvement of these parties can provide students with deeper insight and enrich their learning experience. By involving local communities, students can learn directly through activities such as cultural visits, project collaboration, or field studies related to local wisdom.

c. Development Of Local Wisdom-Based Teaching Modules

The module is designed to integrate local wisdom in learning as part of efforts to strengthen the profile of Pancasila students. Through the introduction of local wisdom, students are expected to not only understand their regional culture but also have the awareness to preserve it. This is important to face the challenges of globalization which often shift. Implementing project-based programs that highlight local wisdom can also be a long-term strategy. Infrastructure support such as school libraries equipped with local wisdom literature and access to digital teaching materials also need to be considered. Finally, it is necessary to carry out regular evaluations and reflections to see progress in implementing the Pancasila Student Profile.

d. Strengthen The Role Of Parents

The role of parents in children's character education is very important, especially in internalizing the values of the Pancasila Student Profile. Local wisdom as part of cultural identity is an effective means of introducing and implementing values within the family environment. So it is very important to improve communication with parents through joint activities based on local wisdom.

Based on observations and the results of interviews with several informants that have been conducted, according to researchers the strategy used to achieve the application of the values of the Pancasila Student Profile in the classroom is to integrate local wisdom into intracurricular, co-curricular and extracurricular learning materials. So teachers need to be given training and assistance on how to integrate local wisdom in the learning process to make it more contextual and relevant because a teacher has a central role in the knowledge transfer process. Lastly, adequate infrastructure is needed for the learning process in the classroom and of course strengthening the role of parents.

Discussion

a. the urgency of strengthening the values of the Pancasila student profile

Pancasila Student Profile values such as religiosity, mutual cooperation and independence are important pillars in forming student character. However, the challenges of globalization have brought major changes to the mindset of the younger generation who tend to move away from their cultural roots and local values. Therefore, integrating local wisdom is a strategic step to embed these values contextually.

b. synergy between the school and the local community

The research results emphasize the importance of collaboration between schools and local communities. For example, in introducing traditional arts, schools can collaborate with local artists to provide direct training to students. In this way, students not only understand the concept of culture but also experience its practice firsthand..

c. the role of the teacher as a facilitator

Teachers play a key role in implementing this strategy. However, to carry out this role optimally, teachers need training and support, both from the government and educational institutions. A flexible curriculum is also needed so that teachers have the freedom to integrate local wisdom material.

d. use of technology in learning

In the digital era, technology can be an effective tool for introducing local wisdom. Developing an interactive learning application or platform based on local wisdom can increase student interest. For example, the use of augmented reality (AR) to visualize traditional culture.

e. psychological and social challenges

Apart from structural challenges, there are psychological challenges such as students' low motivation to learn local wisdom. This can be overcome by creating fun learning experiences, for example through culturally based educational games.

CONCLUSION

Implementing the values of the Pancasila Student Profile through the introduction of local wisdom in schools faces various challenges, such as a lack of teacher understanding, limited resources, and low student interest. However, with strategies involving teacher training, collaboration with local communities, use of technology, and flexible curriculum policies, these challenges can be overcome. Synergy between the government, schools and the community is very important to ensure the sustainability of this implementation.

REFERENCES

- Hidayah, N. (2020). "Peran Kearifan Lokal dalam Pendidikan Karakter," *Jurnal Pendidikan dan Kebudayaan*, 25(3), 345-359.
- Ismail, S., Suhana, S., & Zakiah, Q. Y. (2021). Analisis Kebijakan Penguatan Pendidikan Karakter Dalam Mewujudkan Pelajar Pancasila Di Sekolah. *Jurnal Manajemen Pendidikan*, 2(1), 76–84
- Kemendikbudristek. (2021). Panduan Implementasi Profil Pelajar Pancasila. Jakarta: Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
- Kemdikbudristek. (2021). Profil Pelajar Pancasila. Jakarta: Kemdikbudristek
- Raharjo, S. (2019). "Pendidikan Berbasis Kearifan Lokal: Tantangan dan Strategi," *Jurnal Pendidikan Karakter*, 10(2), 112-125.
- Rachmawati, N., dkk (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Implementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625.
- Septikasari, R., & Frandy, R. (2018). Keterampilan 4C Abad 21 Dalam Pembelajaran Pendidikan Dasar. *Jurnal Tarbiyah Al Awlad*, 8, 107–117.
- Suwignyo, H. (2022). "Integrasi Kearifan Lokal dalam Kurikulum Pendidikan," Prosiding Seminar Nasional Pendidikan, 4(1), 25-30.
- Shofia Rohmah, N. N., Markhamah, Sabar Narimo, & Choiriyah Widyasari. (2023). Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global Di Sekolah Dasar. *Jurnal Elementaria Edukasia*, 6(3), 1254–1269. <https://doi.org/10.31949/jee.v6i3.6124>
- Wahyuni, R. (2021). "Pembelajaran Berbasis Proyek untuk Mengenalkan Kearifan Lokal pada Siswa," *Jurnal Inovasi Pendidikan*, 15(4), 87-98.