Bubungan Tinggi: Jurnal Pengabdian Masyarakat
http://ppjp.ulm.ac.id/journals/index.php/btj/index
e-ISSN: 2722-3043 p-ISSN: 2722-2934
Vol 7 No 2 2025
DOI: : https://doi.org/10.20527/btjpm.v7i2.13466

Workshop on P5 (Pancasila Student Profile Strengthening Project) through Integrated Learning of Local Wisdom

Dewi Dewantara[1], Nuruddin Wiranda[2]*, Rusma Noortyani[3], Muhammad Rizky Hidayat[1], and Siti Marlina[1]
[1]Physics Education Study Program,Universitas Lambung Mangkurat, Banjarmasin, Indonesia
[2]Computer Education Study Program,Universitas Lambung Mangkurat, Banjarmasin, Indonesia
[3]Indonesian Language and Literature Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia
*nuruddin.wd@ulm.ac.id

Article Info

Article history:
Received: September 17, 2024
Revised: November 25, 2024
Accepted: May 5, 2025

Keywords:
Local wisdom
Pancasila student profile strengthening project
Workshop

This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

© 2025 Bubungan Tinggi: Jurnal Pengabdian Masyarakat

Abstract

Teachers of MA Sultan Sulaiman, who are community service partners, need to integrate learning with the local wisdom of the partner area in order to achieve the P5 goal. This requires a solution to increase partner empowerment in the social community aspect, with the main achievement being to improve skills so that teachers can integrate local wisdom through learning technology. The solution to the national character revolution is related to the priority issue of national identity, namely cultural marginalization, which is the P5 Workshop (Pancasila Student Profile Strengthening Project) through Integrated Learning of Banjar Regency Local Wisdom. This Community Service uses the Service Learning (SL) method, which consists of preparation, implementation, and reflection. The material presented concerns the Pancasila Student Profile, the use of learning media to strengthen the Pancasila student profile, and the Introduction and preparation of physics learning media to strengthen the Pancasila student profile. The activity was continued with assistance in preparing physics learning media to strengthen the Pancasila student profile. The achievement of increasing the empowerment of partners in utilizing media in learning was measured using a response sheet using a Likert scale. Achievement was calculated using the average score obtained. Based on the activity evaluation results, this workshop successfully delivered the material and achieved the stated objectives.

To cite this article: Dewantara, D., Wiranda, N., Noortyani, R., Hidayat, M. R., & Marlina, S. (2025). Workshop on p5 (pancasila student profile strengthening project) through integrated learning of local wisdom. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, 7 (2), 474-485.

INTRODUCTION

The Sultan Sulaiman Islamic Education Foundation is a foundation in Banjar Regency that oversees MAS Sultan Sulaiman and has a membership of 20 teachers. MAS Sultan Sulaiman is one of the educational units with an MA level in Jalan Pandak Daun, Karang Intan District, Banjar Regency, South Kalimantan. MAS Sultan Sulaiman began implementing the learning process in the 2011/2012 Academic Year. The vision of MAS Sultan Sulaiman is to realize Islamic, Achieving, Skilled, Independent, Insightful, and Environmentally Cultured Education. The mission of MAS Sultan Sulaiman is to organize education with an

Islamic insight and uphold noble morals, improve and develop an effective and efficient learning system, improve student achievement in science and sports, develop life skills according to students' talents and interests, develop transparent, accountable and democratic management, increase the role of parents and the community in creating an independent madrasah, as well as implement a clean lifestyle and a healthy environmental culture. Partnership is needed to achieve goals that align with the vision and mission. This is in accordance with the issue of SDG 17, namely, partnership in achieving goals. In line with the vision and mission of MAS Sultan Sulaiman, learning is currently starting to be integrated into the Pancasila student profile. This Pancasila Student Profile is designed as a guideline for Indonesian education (Nafaridah et al., 2023). Not only for education policies at the national level, but it is also expected to be a guide for educators in building children's character in smaller learning spaces (Riduansyah et al., 2024; Rondli, 2022). Pancasila students here mean lifelong students who are competent and have a character in accordance with Pancasila values (Holilah et al., 2024; Maulana, 2023; Piesesa & Camellia, 2023). These dimensions include: 1) Faith, devotion to God Almighty, and noble character; 2) Independence; 3) Mutual cooperation; 4) Global diversity; 5) Critical reasoning; 6) Creativity. These six dimensions need to be seen as an inseparable whole (Rohmah et al., 2023).

This service also highlights the revolution of national character related to the marginalization of culture by technology and globalization. Changes in people's lifestyles due to technological developments and globalization currents affect national and local culture (Ariyanti et al., 2022; Haryandi et al., 2023; Noortyani & Fatchul, 2020; Resy et al., 2021). The cultural values that unite society are increasingly fading (Mahmudah et al., 2023; Noortyani et al., 2021, 2023; Noortyani & Taqwiem, 2020; Resy et al., 2021; Wati et al., 2020). The lack of integration between formal education and local wisdom causes a decline in cultural values (Mahmudah et al., 2023; Noortyani et al., 2021, 2023; Noortyani & Taqwiem, 2020; Resy et al., 2021; Wati et al., 2020), even though Indonesia is a country rich in cultural diversity (Nikmah et al., 2017; Noortyani et al., 2021, 2023; Noortyani & Taqwiem, 2020; Sari et al., 2020; Sari et al., 2019). Therefore, learning in Indonesia needs to be based on local culture in order to develop the existing educational potential (Mawaddah et al., 2021; Nikmah et al., 2017; Sari et al., 2020; Sari et al., 2019; Syahmani et al., 2021; Yunita et al., 2018).

P5 needs to be supported by planting and strengthening local environmental elements, so students do not lose their national identity. The local environment close to students' lives in South Kalimantan is wetlands, such as rivers, swamps, and coastal areas (Hartini et al., 2018; Yunita et al., 2018). Not only about the environmental structure, the local wisdom of South Kalimantan residents also has special characteristics due to the environmental factors of the wetlands. South Kalimantan's land is mostly dominated by wetlands in rivers, swamps, and coastal areas (Juliana & Dewantara, 2023; Mawaddah et al., 2021), such as in Banjar Regency. The existence of learning activities that bring students to environmental issues and problems makes students increasingly able to develop their abilities (Hidayati et al., 2022; Syahmani et al., 2021).

Linking local wisdom to learning in Madrasah Aliyah is very important in the context of the Pancasila Student Profile Strengthening Project (P5) because local wisdom reflects cultural values and traditions that are in line with the principles of Pancasila. Local wisdom, such as customs, habits, and value systems that have long existed in Indonesian society, provides a strong foundation for relevant and contextual learning. This integration helps students understand and appreciate the richness of local culture while instilling attitudes that reflect Pancasila values such as tolerance, cooperation, and mutual cooperation.

In addition, linking local wisdom to learning facilitates the development of national identity and a sense of pride in one's own culture. By studying and exploring local wisdom, students in Madrasah Aliyah not only learn about their cultural heritage but also learn to appreciate and preserve it. Activities such as community-based projects or case studies on local cultural practices can deepen students' understanding of how Pancasila values are applied in the context of everyday life and develop relevant critical and creative thinking skills.

Local wisdom also serves as a bridge to link theory and practice in learning. Through P5, students can engage in projects combining academic knowledge with local cultural practices, such as researching local traditions or developing culturally-based solutions to social problems. This increases student engagement and motivation and strengthens their understanding of how Pancasila values can be implemented in real life in society. Thus, integrating local wisdom in learning enriches the learning experience and strengthens the broader goals of Pancasila education.

This service plans P5 workshop activities through the integrated learning of the local wisdom of Banjar Regency. Based on the analysis of the situation and problems of partners, MAS Sultan Sulaiman teachers need to be trained to optimize the integration of learning on local wisdom in the context of P5. The purpose of implementing this service activity is to optimize the ability of teachers to synergize local wisdom in the context of P5. This will answer two main focuses at once: the issue of SDGs with the priority of quality education issues, and the issue of partnerships to achieve goals.

METHODS

The solution to the national character revolution is related to the priority issue of national identity, namely cultural marginalization, which is the P5 Workshop (Pancasila Student Profile Strengthening Project) through Integrated Learning of Banjar Regency Local Wisdom. This is related to the output in the form of increasing partner empowerment in the social community aspect, namely increasing partner skills and knowledge. The participants are 20 teachers in MAS Sultan Sulaiman. The service method is service learning, which involves three main stages: preparation, implementation, and reflection. The implementation of this workshop activity, from preparation until reflection, was carried out from July to October 2024.

Preparation

This stage involved careful planning and preparation before the activity was carried out. Preparation also included the schedule, resources, media, and necessary permits. Scheduling is a key element that includes determining the date and time of implementation that suits the participants' schedules and planning a realistic duration of the activity. Regarding resources, it is important to prepare a budget that includes all necessary costs, such as transportation, accommodation, food, and honorarium. In addition, identify and prepare the necessary equipment, such as projectors, microphones, and an internet connection. The preparation of media and materials is also crucial. Relevant materials, such as presentation slides and modules, must be prepared well. Permits, such as location permits and permits to carry out activities outside the campus, need to be taken care of before the activity begins.

Implementation

The activity was continued with the implementation involving the entire service team, including the team leader, lecturers, students, and field assistants. Partners acted as participants in this training. The materials presented during the implementation are local wisdom of Banjar Regency, learning integrated with local wisdom of Banjar Regency, components of teaching materials integrated with local wisdom of Banjar Regency, and introduction and preparation of teaching materials integrated with local wisdom of Banjar Regency. The next activity was mentoring in preparing teaching materials integrated with the local wisdom of Banjar Regency. The last activity was the presentation, review, and clinic of teaching materials integrated with the local wisdom of Banjar Regency.

The application of technology in optimizing the synergy of digital resources and local wisdom in P5 (Pancasila Student Profile Strengthening Project) can provide many benefits in strengthening the education of Pancasila values in the younger generation. The following are 2 (two) applications of technology that will be carried out: (1) the digital learning platform: Creation of a digital learning platform that contains materials about Pancasila and local wisdom. The platform that will be used is Google Suite cloud-based that can be accessed by teachers and students from anywhere; (2) Interactive Education: Development of interactive educational content based on animated videos for learning using the Powtoon application and educational games that strengthen the understanding of Pancasila values and local wisdom in a fun and interesting way for students.

Reflection

After the project was completed, the community service team conducted a reflection session to evaluate the implementation and experiences gained during the activity. Reflection was carried out by distributing response questionnaires to community service partners. The data collected was analyzed quantitatively using a Likert scale. This process also provided an opportunity for the team to evaluate the effectiveness of this community service.

RESULTS AND DISCUSSION

Preparation

This stage involves very thorough planning and preparation before the activity is carried out. This process begins with designing a detailed activity plan, including the objectives to be achieved, implementation steps, and evaluation methods to be used. The team needs to ensure that every aspect of the activity is carefully planned to avoid potential obstacles that may arise. In addition, good planning also includes coordination with all related parties, including internal and external parties, so that all activity elements can function optimally. Figure 1 shows the team making preparations with partners.

Figure 1 Discussion of workshop activity preparation

This preparation also included important logistical arrangements, such as proper scheduling to ensure that the activity runs according to plan without disruptions. Resource arrangements included the provision of materials, equipment, and facilities needed during the activity. In addition, the media that was used to support the activity must be well

prepared, including aids such as presentations and handouts. The licensing aspect must also be considered, ensuring that all necessary permits have been obtained so that the activity can run smoothly and in accordance with applicable regulations. With careful planning and preparation, the activity is expected to run successfully and achieve the desired results.

Implementation

The activity continued with the implementation involving the entire service team, including the team leader, lecturers, students, and field assistants, each of whom has an important role in the success of this activity. The entire team worked together to ensure that every aspect of the training ran according to plan. Partners who acted as participants in this training were actively involved in various sessions and activities designed to increase their understanding of the local wisdom of Banjar Regency. The involvement of all parties is very important to achieving the objectives of this activity.

Figure 2 Delivery of material at the P5 workshop through integrated learning of local wisdom of Banjar Regency

The materials presented during the activity implementation cover several important topics related to the local wisdom of Banjar Regency. First, the material on local wisdom could provide a deep understanding of the values and cultural practices typical of Banjar Regency. Furthermore, the training included learning integrated with local wisdom so that the participants could understand how to link local wisdom in the context of education. In addition, the material also included components of teaching materials, such as the learning implementation plan, teaching materials, student worksheets, and assessment sheets, all of which are integrated with the local wisdom of Banjar Regency.

The training also included an introduction to and preparation of teaching materials that integrate with Banjar Regency's local wisdom. The participants were given guidance on how to develop teaching materials that convey lesson material and reflect local values and culture. With guidance and support from the community service team, it is hoped that the participants can produce teaching materials that are more relevant and useful for the local context.

After the material was delivered, the activity continued with a mentoring session to prepare teaching materials integrated with local wisdom. The community service team assisted and gave participants input to ensure that the prepared teaching materials met the expected standards and effectively delivered local wisdom material. This assistance aims to improve and perfect the teaching materials before being used in the learning process. The final activity in the implementation was the presentation, review, and clinic of teaching materials integrated with local wisdom. In this session, the participants presented the prepared teaching materials and received feedback from the community service team and their colleagues. This review is important to assess the effectiveness of the teaching materials and provide suggestions for improvement so that the teaching materials are more

optimal in their application. The teaching materials clinic also provided an opportunity to discuss and improve the materials prepared based on the feedback received.

The implementation of this service is in line with previous services (Miriam et al., 2023). It is very important to integrate local wisdom into learning (Hafizah & Istyadji, 2021; Mahlianurrahman & Aprilia, 2022; Noorhidayati et al., 2022; Ramadhani et al., 2024a). Each regency has unique local wisdom, which is good to highlight in learning (Badeni et al., 2024; Datuk et al., 2020; Syahrul et al., 2019). The profile of Pancasila students is currently booming and is to be strengthened (Ramadhani et al., 2024b). This profile reflects the students' Indonesian identity (Aini et al., 2023; Saragih, 2022). Therefore, teachers need to strengthen the profile of Pancasila students (Budiono et al., 2023; Irawan et al., 2023; Rasidi et al., 2023; Suryani et al., 2023)This will help teachers become accustomed to integrating local wisdom, especially to strengthen the profile of Pancasila students.

Reflection

One of the indicators assessed in evaluating the material presented is the clarity of the material structure. Based on the data, 25% of participants rated the material structure very good, while 75% rated it good. This indicator reflects how clearly and organized the material is presented to participants. This assessment shows that most participants feel that the material has been presented well and structured, although there is a possibility of improvement to achieve a higher level of clarity, as shown in Figure 3.

The next indicator is the resource person's ability to deliver the material. From the available data, 25% of participants rated the resource person's ability as very good, and the other 75% rated it as good. This indicator shows how effectively the resource person delivers information to participants. A high rating indicates that the resource person is able to explain the material in a way that is easy to understand, but there is still room for further improvement.

The third indicator evaluated is the usefulness of the material and media provided. The data shows that 50% of participants rated the usefulness as very good, while 41.67% rated it as good. This indicator assesses the extent to which the material and media are used to support participants' understanding and application of information. A very good assessment of this indicator indicates that the materials and media provided are very useful and relevant, making a major contribution to participants' understanding.

The last indicator assessed is the opportunity to ask questions and discuss. Based on the data, 41.67% of participants assessed this opportunity as very good, and 58.33% assessed it as good. This indicator reflects how much space participants are given to ask questions and discuss the material. A good assessment indicates that participants feel quite satisfied with the opportunity to interact, although this aspect could be improved.

Overall, the assessment of the clarity of the material shows that most participants feel that the material is delivered clearly and orderly. A good assessment in this case reflects that the material delivery has met expectations, but there is still potential for improvement.

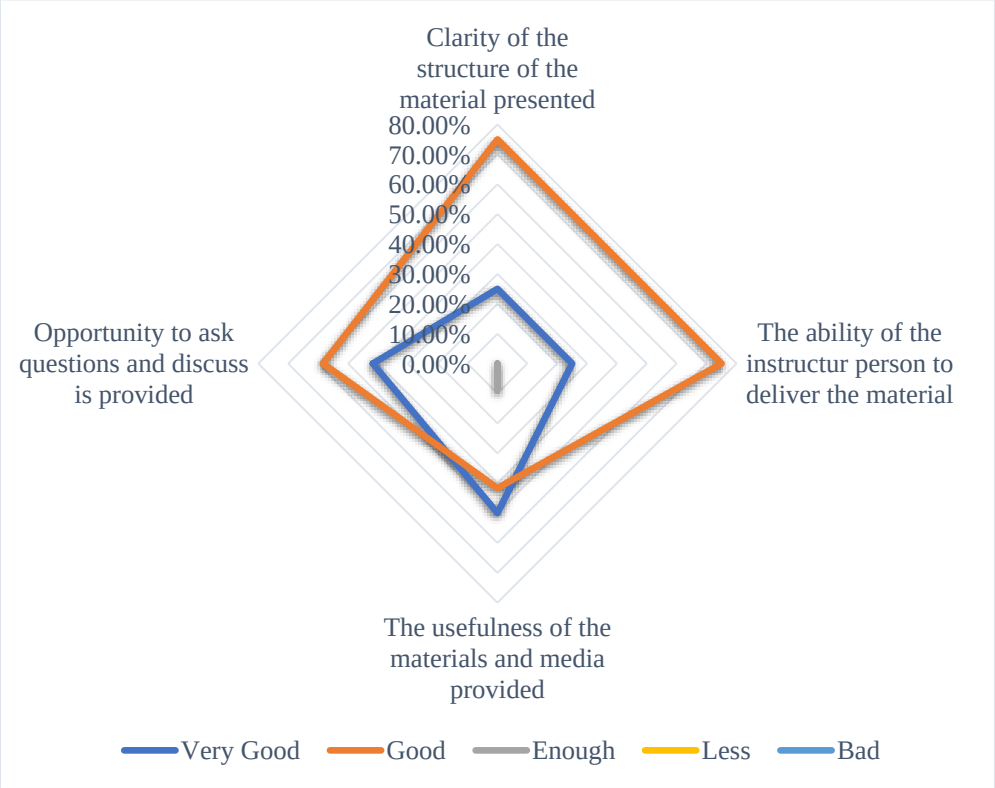

Figure 3 Partner response questionnaire results

Overall, the evaluation data shows that the organization of this event or material generally went well, but some areas could be improved to maximize the participant experience further. Good ratings in most indicators indicate that the organizer's efforts have met the expected standards, but further improvements are still important to achieve optimal results.

CONCLUSION

From the results of the reflection of the P5 workshop activities through the integrated learning of the local wisdom of Banjar Regency, the clarity of the material structure and the ability of the resource persons showed that most participants felt that these two aspects were at a good level, with 75% assessing both variables as good. The usefulness of the materials and media provided also received a very positive assessment, where 50% of participants assessed it as very good, indicating that the materials and media were effective in supporting learning. In addition, the opportunity to ask questions and discuss was assessed as good by 58.33% of participants, indicating that the interaction in the workshop was quite adequate. Overall, this activity had a significant positive impact on the integrated learning of local wisdom, although there is room for improvement in several aspects to further increase participant involvement.

. CONFLICTS OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTIONS STATEMENT

All of the authors have contributed to the conceptualization, methodology, formal analysis, investigation, and writing this article.

ACKNOWLEDGEMENT

The author would like to thank the Directorate of Research, Technology, and Community Service of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia for funding assistance for implementing this community service in the 2024 Fiscal Year.

REFERENCES

Aini, K., Hidayatillah, Y., Misbahudholam, M. A., Bahri, S., & Yeni Puji Astuti. (2023). Pelatihan projek penguatan profil pelajar pancasila di sdn palongan. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *5*(2), 659–669. https://doi.org/10.20527/BTJPM.V5I2.6851

Ariyanti, A. M., Zainuddin, Z., & Dewantara, D. (2022). Development of electronic teaching material containing south kalimantan's traditional game to improving students' problem-solving ability. *Radiasi : Jurnal Berkala Pendidikan Fisika*, *15*(2), 60–71. https://doi.org/10.37729/radiasi.v15i2.2207

Badeni, B., Saparahayuningsih, S., & Juarsa, O. (2024). Improving the ability of vacational high school teachers to implement student-character education based on local cultural wisdom. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(3), 649–656. https://doi.org/10.20527/BTJPM.V6I3.10409

Budiono, A., Yahya, S., Pratiwi, D., & Ginting. (2023). Pelatihan mendesain proyek penguatan profil pelajar pancasila (p5) bagi komite pembelajaran dalam kurikulum merdeka. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *5*(1), 410–420. https://doi.org/10.20527/BTJPM.V5I1.7672

Datuk, A., Almu, F.F., & Ramlah, S. (2020). Workshop untuk pembuatan bahan ajar ilmu pengetahuan alam berbasis kearifan lokal sidoarjo. *JPM (Jurnal Pemberdayaan Masyarakat)*, *5*(2), 453–460. https://doi.org/10.21067/JPM.V5I2.4416

Hafizah, E., & Istyadji, M. (2021). Pelatihan pembuatan dan pengembangan bahan ajar elektronik menggunakan flip pdf professional pada mata pelajaran ipa smp berbasis kearifan lokal lahan basah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *3*(3), 278–285. https://doi.org/10.20527/BTJPM.V3I3.3535

Hartini, S., Isnanda, M. F., Wati, M., Misbah, M., An'Nur, S., & Mahtari, S. (2018). Developing a physics module based on the local wisdom of Hulu Sungai Tengah regency to train the murakata character. *Journal of Physics: Conference Series*, *1088*. https://doi.org/10.1088/1742-6596/1088/1/012045

Haryandi, S., Wati, M., Misbah, M., Azhari, A., Maulana, M. I., Azzahra, N. A., & Fitri, M. R. (2023). Penguatan implementasi kurikulum merdeka melalui pelatihan pengembangan modul ajar berbasis kearifan lokal di lingkungan lahan basah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *5*(4), 1726-1733. https://doi.org/10.20527/btjpm.v5i4.10188

Hidayati, M., Zainuddin, Z., & Dewantara, D. (2022). Pengembangan modul elektronik impuls dan momentum linear bermuatan ayat-ayat al-qur'an untuk melatihkan keterampilan pemecahan masalah peserta didik. *Journal of Mathematics Science and Computer Education*, *2*(2), 84-95. https://doi.org/10.20527/jmscedu.v2i2.6239

Holilah, M., Nur, M., Hardianti, R. A., & Aulia, Q. (2024). Implementation of digital teaching material containing local wisdom values for strengthening pancasila student profile project (p5) of independent curriculum in social studies learning. *The Innovation of Social Studies Journal*, *5*(2), 121-131. https://doi.org/10.20527/issj.v5i2.11876

Irawan, A., Febriyanti, C., & Muchbarak, A. (2023). Strengthening differentiate learning using ethnomathematics in the implementation of the independent curriculum. *ABDIMAS: Jurnal Pengabdian Masyarakat*, *6*(4), 4455–4461. https://doi.org/10.35568/ABDIMAS.V6I4.3896

Juliana, E. N., & Dewantara, D. (2023). Electronic module with scientific approach in training students' science process skills on solid elasticity learning material. *Journal of Mathematics Science and Computer Education*, *3*, 12–25.

Mahlianurrahman, M., & Aprilia, R. (2022). Lokakarya pengembangan media pembelajaran video berbasis kearifan lokal pada kurikulum merdeka. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *4*(4), 1377–1384. https://doi.org/10.20527/BTJPM.V4I4.6119

Mahmudah, S., M, A. S., & Dewantara, D. (2023). Development of physics teaching materials containing local wisdom to train students critical thinking skills. *Berkala Ilmiah Pendidikan Fisika*, *11*(1), 28-39. https://doi.org/10.20527/bipf.v11i1.14059

Maulana, M. (2023). Penguatan profil pelajar pancasila: implementasi pembelajaran manajemen pendidikan karakter. *ELSE (Elementary School Education Journal): Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, *7*(2), 198-210.

Mawaddah, S., Budiarti, I., & Aulia, M. (2021). Pengembangan perangkat pembelajaran konteks lingkungan lahan basah berorientasi hots. *EDU-MAT: Jurnal Pendidikan Matematika*, *9*(1), 14-24. https://doi.org/10.20527/edumat.v9i1.9750

Miriam, S., Salam, A. M., Dewantara, D., Kahar, A. R. S. B., Hidayat, M. R., Wardani, N., & Refna Zia. (2023). Pelatihan pembelajaran inovatif yang bermuatan lingkungan lahan basah di ma sultan sulaiman untuk optimalisasi kemapuan pedagogik guru. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *5*(4), 1687–1694. https://doi.org/10.20527/BTJPM.V5I4.10081

Nafaridah, T., Ahmad, A., Maulidia, L., Ratumbuysang, M., & Kesumasari, E. M. (2023). Analisis kegiatan p5 sebagai penerapan pembelajaran berdiferensiasi pada kurikulum merdeka era digital di sma negeri 2 banjarmasin. *Seminar Nasional PROSPEK II*, *Prospek II*, 84–97.

Nikmah, S., Sari, F. P., Kuswanto, H., & Wardani, R. (2017). Development of android physics comics based on local wisdom pak-pak dor for sound wave material. *6th ICRIEMS Proceedings*, 18–28.

Noorhidayati, N., Putra, A. P., Hardiansyah, H., & Mahrudin, M. (2022). Bimbingan teknis penyusunan bahan ajar biologi berbasis potensi lokal pada mgmp biologi sma/ma kabupaten barito kuala. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *4*(1), 159–164. https://doi.org/10.20527/BTJPM.V4I1.4439

Noortyani, R., & Fatchul, M. (2020). Semantic field of hand activities in manuping tradition of South Kalimantan Indonesia. *International Journal of Educational Policy Research and Review*, *7*(4), 141–150.

Noortyani, R., Mu'in, F., Munawwarah, R., & Normelani, E. (2023). Ethnolinguistic study of the traditional indonesian parenting song "dindang maayun anak": cultural reflection in the socio-cultural life of the banjar in south kalimantan. *SAGE Open*, *13*(2), 1-17. https://doi.org/10.1177/21582440231175127

Noortyani, R., Mutiani, M., Syaharuddin, S., Jumriani, J., & Abbas, E. W. (2021). Penguatan perkembangan anak melalui alunan lagu pengantar tidur "dindang banjar." *Khazanah: Jurnal Studi Islam Dan Humaniora*, *19*(1), 105. https://doi.org/10.18592/khazanah.v19i1.4638

Noortyani, R., & Taqwiem, A. (2020). Kearifan lokal pentas tradisi topeng banjar. *Pelataran Seni*, *5*(1), 1-10. https://doi.org/10.20527/jps.v4i1.7172

Piesesa, M. S. L., & Camellia, C. (2023). Desain proyek penguatan profil pelajar pancasila untuk menanamkan nilai karakter mandiri, kreatif dan gotong-royong. *Jurnal Moral Kemasyarakatan*, *8*(1), 74–83. https://doi.org/10.21067/jmk.v8i1.8260

Ramadhani, D., Aprilia, R., Fitria, D., Mulyahati, B., & Ayudia, I. (2024a). Pemanfaatan keanekaragaman hayati lokal sebagai penguatan profil pelajar pancasila di sekolah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(1), 148–157. https://doi.org/10.20527/BTJPM.V6I1.10125

Ramadhani, D., Aprilia, R., Fitria, D., Mulyahati, B., & Ayudia, I. (2024b). Pemanfaatan keanekaragaman hayati lokal sebagai penguatan profil pelajar pancasila di sekolah. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(1), 148–157. https://doi.org/10.20527/BTJPM.V6I1.10125

Rasidi, R., Bimantoro, M. E., Karnia, F. T., Nugraheni, A., Kinanti, O. P., & Aji, M. A. B. S. (2023). Mitigation-based assistance project for strengthening pancasila student profile (p5) to realize independent learning at sukodadi 2 elementary school, bandongan district. *ABDIMAS: Jurnal Pengabdian Masyarakat*, *6*(2), 4001–4010. https://doi.org/10.35568/ABDIMAS.V6I2.3121

Resy, R., Wati, M., & Misbah, M. (2021). The analysis of students' rakat mufakat character through the application of local wisdom-integrated module on heat and temperature topic. *Journal of Mathematics Science and Computer Education*, *1*(1), 28-35. https://doi.org/10.20527/jmscedu.v1i1.3397

Riduansyah, R., Atmono, D., Setiawan, A., & Rahmattullah, M. (2024). Pengaruh penerapan profil pelajar pancasila pada pembelajaran ekonomi terhadap karakter siswa man 3 banjarmasin. *Jurnal Pendidikan Ekonomi (JUPE)*, *12*(1), 104–111. https://doi.org/10.26740/jupe.v12n1.p104-111

Rohmah, N. N. S., Narimo, S., & Widyasari, C. (2023). Strategi penguatan profil pelajar Pancasila dimensi berkebhinekaan global di sekolah dasar. *Jurnal Elementaria Edukasia*, *6*(3), 1254-1269.

Rondli, W. S. (2022). Menumbuhkan nilai kewirausahaan dalam penguatan profil pelajar pancasila melalui pembelajaran project market day. *Jurnal Prakarsa Paedagogia*, *5*(1), 111-117. https://doi.org/10.24176/jpp.v5i1.8227

Saragih, S. (2022). Sosialisasi pentingnya nilai-nilai pancasila dan eksistensinya bagi mahasiswa. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *4*(2), 699–705. https://doi.org/10.20527/BTJPM.V4I2.5151

Sari, F. P., Nikmah, S., Kuswanto, H., & Wardani, R. (2019). developing physics comic media a local wisdom: Sulamanda (engklek) traditional game chapter of impulse and momentum. *Journal of Physics: Conference Series*, *1397*(1). https://doi.org/10.1088/1742-6596/1397/1/012013

Sari, F.P., Nikmah, S., Kuswanto, H., & Wardani, R. (2020). Development of physics comic based on local wisdom: Hopscotch (engklek) game android-assisted to improve mathematical representation ability and creative thinking of high school students. *Revista Mexicana de Fisica E*, *17*(2), 255–262. https://doi.org/10.31349/REVMEXFISE.17.255

Suryani, I., Suwandana, C., Supriatna, A., Rahman, S. A., Kustasi, K., Sobari, S., Warta, K. W., & Sauri, S. (2023). Enhancement quality learning student in implementing project strengthening profile pancasila students (5p) with lifestyle theme continuing at karya pembangunan baleendah high school. *ABDIMAS: Jurnal Pengabdian Masyarakat*, *6*(1), 3162–3171. https://doi.org/10.35568/ABDIMAS.V6I1.2938

Syahmani, Hafizah, E., & Sauqina. (2021). Pengaruh pembelajaran dengan pendekatan STEM berbasis lahan basah pada literasi sains siswa. *Prosiding Seminar Nasional Lingkungan Lahan Basah*, *6*(2), 1–5.

Syahrul, S., Arifin, A., Datuk, A., Almu, F. F., & Ramlah, ST. (2019). Pengembangan bahan ajar berorientasi literasi kearifan lokal di mas al-hikmah soe nusa tenggara timur. *JPM (Jurnal Pemberdayaan Masyarakat)*, *4*(2), 371–379. https://doi.org/10.21067/JPM.V4I2.3628

Wati, M., Misbah, M., Haryandi, S., & Dewantara, D. (2020). The effectiveness of local wisdom-based static fluid modules in the wetlands environment. *Momentum: Physics Education Journal*, 102–108. https://doi.org/10.21067/mpej.v4i2.4769

Yunita, A., Saadi, P., & Kusasi, M. (2018). Pemanfaatan sumber belajar dari lingkungan lahan basah melalui pendekatan ctl terhadap hasil belajar pada pembelajaran larutan asam basa. *Prosiding Seminar Nasional Pendidikan Kimia*, 20–28.

AUTHOR PROFILES

Dewi Dewantara
Dewantara_pfis@ulm.ac.id,
expertise in physics learning,
affiliation: Physics Education Study Program, Faculty of Teacher Training and Education.
Google Scholar, Sinta, Scopus

Nuruddin Wiranda
nuruddin.wd@ulm.ac.id,
expertise in Mobile Computing, Intelligent Control,
affiliation: Computer Education, Faculty of Teacher Training and Education.
Google Scholar, Sinta, Scopus

Rusma Noortyani
rusmanoortyani@ulm.ac.id,
expertise in Culture and Indonesian Language,
affiliation: Department of Language Education and Indonesian Literature, Faculty of Teacher Training and Education.
Google Scholar, Sinta, Scopus

Muhammad Rizky Hidayat
2210121210008@mhs.ulm.ac.id,
affiliation: Physics Education Study Program, Faculty of Teacher Training and Education.

Siti Marlina
2310121120002@mhs.ulm.ac.id,
affiliation: Physics Education Study Program, Faculty of Teacher Training and Education.