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Implementation of Digital Teaching Material Containing Local Wisdom Values for Strengthening Pancasila Student Profile Project (P5) of Kurikulum Merdeka in Social Studies Learning

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ABSTRACT

The Strengthening Pancasila Student Profile (P5) project is one of the main programs developed by the government in the Merdeka curriculum at the school level. This policy needs to be responded to positively to achieve the expected Pancasila Student Profile. P5 is a number of character traits and competencies of students which are based on the values of Pancasila including an attitude of faith, devotion to God Almighty, noble character, global diversity, independence, mutual cooperation, critical reasoning and creativity. This research focuses on the implementation the development of digital teaching materials containing local wisdom in P5 as an effort to support the successful achievement of the Pancasila Student Profile in the Independent Curriculum which is full of the values of Pancasila based on the characteristics of educational units in Bandung. The research method used is descriptive quantitative with questionnaires and interviews involving social studies teachers in Bandung as a life curriculum in the field implementing the Merdeka Curriculum. The research results show that P5 in Greater Bandung has been running well through various project model strategies including project development, performance, and inserting the P5 value in social studies teaching materials. The implementation by inserting local wisdom of the area around the school, such as cultural values contained in traditional ceremonies, traditional dances, local food, *pupuh* (traditional Sundanese songs), and others. Finally, teaching materials are developed by teachers using manual and digital tools in the form of PowerPoint, e-modules and activity videos as a supporting tool.

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1. INTRODUCTION

The Indonesian government has launched an independent curriculum with various programs that have been implemented in schools. One of the programs, namely the Project for Strengthening the

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Pancasila Student Profile (P5), according to the Educational Standards, Curriculum and Assessment Agency (2022), P5 aims to build the profile (competency) of students with Pancasila character in accordance with the objectives of the Indonesian Education system. P5 has a competency design focused on cultivating character in accordance with Pancasila values to achieve competency standards for graduates at all levels of educational units. P5 provides students with the opportunity to have direct experience as a character building process, as well as the opportunity to learn from the surrounding environment (Nafaridah, T. et al., 2023). In P5 activities, students are accommodated to explore through real experience important issues including climate change, counter-radicalism, mental health, culture, entrepreneurship, technology and democratic life. The final goal of the program is that it is hoped that students can gain inspiration and offer solutions so they can contribute positively to the surrounding environment.

The implementation of P5 in schools is packaged in such a way by teachers to attract participants' interest and achieve the expected goals. To achieve this goal, the P5 program is supported by structured planning, processes and evaluation. P5 planning is designed through activity designs in the form of themes, goals, activity targets, and supporting facilities in the form of teaching materials, media, and other infrastructure in accordance with the designed program. The activity process is carried out directly by students with guidance from teachers at school with periodic monitoring for further evaluation. In this series of activities, one aspect that is considered important is the development of teaching materials which are often overlooked and considered not very important. However, in this case, teaching materials can support the sustainability of P5 as an important part of project planning.

Based on the results of previous research, information was obtained that digital teaching materials have an effective role in learning by paying attention to aspects of efficiency of use and ease of access for students (Holilah, M., 2023). Often the implementation of learning programs in schools is less than optimal because schools have limited infrastructure. However, the role of creative teachers is an important potential that can anticipate these limitations. One of them is through the development of digital teaching materials that are developed independently by teachers. Teachers have high optimism that digital teaching materials can support the achievement of the objectives of implementing the applicable curriculum, including the P5 program.

It is very important to develop digital teaching materials containing local wisdom in P5 as an adaptive effort to the dynamics of innovative learning needs but still paying attention to the local values of the local community. The Industrial Revolution 4.0 has had a revolutionary impact on all aspects of human life, including changes in the world of education (Naisbit, 2001). Teachers as the spearhead of education are required to have the ability to adapt to these changes. One of them is opening insight and skills using digital teaching materials in learning as part of a new lifestyle (Meisari & Heidari, 2014; Kanellopoulou & Darra, 2018). Therefore, the development of digital teaching materials containing local wisdom values in P5 needs to be carried out in a sustainable manner which is internalized in social studies learning.

In line with the research results of Rachmawati (2022), VF Musyadad (2022), and Aditia, D. (2021) that virtual learning tools combined with innovative learning techniques can support learning effectively. Several researches show that integration between technology, pedagogical skills, and in-depth study of material is very important in learning in the modern era. Some research has been conducted by Mishra, P. (2006), Koehler, M. J. (2008), Harris, J., & Hofer (2009), and Marshall, M (2013). Everything shows that digitalization is very necessary in developing learning.

This article describes the results of research regarding the development of digital teaching materials in social studies learning by highlighting local wisdom values to strengthen the Pancasila student profile project in the Independent Curriculum. It is hoped that this research can become an innovative development for the implementation of P5 in schools so that it can support the achievement of the objectives of the P5 program and strengthen students' Pancasila character. The development of digital teaching materials containing local wisdom was carried out to strengthen the profile of Pancasila students

in the independent curriculum as a basis for strengthening the competence of researchers in the field of social studies learning.

2. METHODS

This research uses quantitative descriptive methods with questionnaires and interview instruments. Quantitative descriptive research is a method that aims to create an objective description of the situation using numbers, starting from data collection, interpretation of data, and presentation of research data (Arikunto, 2018). Quantitative descriptive research is research that only describes the contents of a variable in the research, not intended to test a particular hypothesis (Sugiyono, 2018). Through quantitative descriptive research procedures, researchers present conditions as they are in accordance with the natural conditions found in the field to draw conclusions using numbers presented via graphs and interpreted in the form of descriptions. The research instruments were questionnaires and interviews. Questionnaires were distributed to respondents to obtain information regarding the implementation of the P5 program in schools, then researchers conducted interviews to strengthen the data from the questionnaire results. The quantitative descriptive method was chosen because it is very appropriate to the aim of this research, namely to describe the implementation of P5 Independent Curriculum Containing Local Wisdom Values in Social Studies Learning in Bandung.

3. FINDINGS AND DISCUSSION

Research Subject Profile

Research activities involved 6 schools consisting of 2 schools in Bandung City, Bandung Regency and West Bandung Regency. The junior high schools involved are SMPN 10 Bandung, SMPN 45 Bandung, SMP Pasundan 1 Bandung, SMP Labschool UPI Cibiru, and SMPN 1 Ibun, SMPN 1 Lembang. The determination of research collaborator schools was based on the representativeness of a sample of schools in the Bandung area. This is done with the hope that the information presented in the research report can become a representative reference for examples of implementation of the P5 program in Bandung area. The schools chosen varied from public and private without determining school clusters, considering that currently accepting new students uses a zoning system. The selection of schools is based on junior high schools in the Bandung area and have implemented the P5 program.

Based on the research results, information was obtained regarding the implementation profile of P5 at the research location as follows.

Graph 1. P5 Developer Teachers in Schools

Source: Research Data (2023)

Based on the data in graph 1 above, it was found that 85% of teacher respondents who act as driving force for P5 Developers in schools are driving teachers and 15% come from teachers who have not been involved in the driving teacher program. This provides information that P5 activities are mostly designed by teachers involved in the teacher mobilization program. These data show that driving teachers have an important role as a driving force for developing activities in schools, one of which is P5.

Graph 2. Implementation Length of Implementation of P5 in Schools

Source: Research Data (2023)

Based on the information in Graph 2. schools have implemented P5 over various periods of time. There are 35% of schools that have implemented P5 in less than 1 semester, 30% of schools have implemented it in 1 year, and 35% have implemented it for more than 1 year. This condition shows that the implementation time for P5 varies in schools, this is based on the school's readiness to implement P5 so that the start time for implementation varies.

Graph 3. School Strategy in Implementing P5

Source: Research Data (2023)

Graph 3 shows the school's strategy for implementing P5. Most schools implement P5 through Project Based Learning, followed by differentiated learning and developing teaching materials, the remaining 1% develop other programs. The implementation of P5 in schools is based on the principles of P5 development set out by the Ministry of Education and Culture in the Independent Curriculum.

Implementation of P5 at the Research Location

The implementation of P5 in schools is based on the principles of P5 development set out by the Ministry of Education and Culture in the Independent Curriculum.

Table 1. P5 Practices in Schools

Number	P5 Activity	Description
1		Students learn to process inorganic waste into creative works
2		Students are given the opportunity learn to present works and art on stage
3		Students explore the surrounding environment to carry out rubbish cleanup movements
4		Students make batik patterns, where batik is Indonesia's cultural heritage

Source: Research Data (2023)

Based on table 1 above, information is obtained that P5 practices in schools involve full student participation. Teachers facilitate students to have direct experience in exploring local potential around the school in order to build a Pancasila Student Profile. Through a variety of diverse themes, P5 is designed to be interesting, fun, and leads to cultivating students' Pancasila character.

Development of Digital Teaching Materials Containing Local Wisdom in P5

The development of digital teaching materials containing local wisdom will be designed based on input from the needs of teachers in the field. In this case, it is necessary to study the needs of teachers regarding the development of P5 in schools, which can be seen in the following table.

Table 2. Teacher Strategies Implementing P5 on Social Studies Learning

Number	Aspect	Implementation at School
1	Implementing PJBL Model	Through the PJBL model in the classroom, students are invited to be able to think critically and create creative and innovative ideas in making a project about the economic advantages that exist in the region.
		Create project modules, carry out routine coordination with P5 implementing teachers, train and familiarize students to interact and work together with their friends.
2	Implementing Fun Learning	Carrying out differentiated learning through game based learning and utilizing surrounding objects into something more useful.

		Applying interesting strategies with student-centered learning. Learning is carried out in a fun way, for example through ice breaking so that the teacher's arrival in class is anticipated.
		The teacher acts as a facilitator in learning activities that provide opportunities for students to explore.
3	Character Application	Implementing the characters pioneered in P5 is connected to social studies learning so that these characters are more attached to students.
		Developing strengthening of students' character and developing differentiated learning.
		Character cultivation in P5 can be done through: carrying out Dhuha prayers, midday prayers in congregation and memorizing the Koran (1st dimension) Independent, able to complete tasks on time (2nd dimension) Mutual cooperation, able to work together in group learning activities (dimension 3rd) critical reasoning, able to provide information about the material provided as well as provide solutions to the problems faced and answer the challenges faced (4th dimension) Globally diverse, able to accept differences, both ethnic, religious and racial (4th dimension). 5) Creative, able to work collaboratively with fellow group members in the learning process, motivated to innovate and be creative (6th dimension).
		Teaching and practicing in learning activities, that the nation's successors must defend the country by practicing the principles of Pancasila and having good character in everyday life.
4	P5 Integration in Social Studies Learning	Inserting intracurricular activities into classroom learning so that the goal of a P5 score in social studies subjects is achieved.
		Using LKPD that is very interesting and easy for students to understand.
		Incorporating values into social studies learning objectives with continuous learning, as well as creating teaching modules that are relevant to students' current circumstances according to students' learning styles.
		Integrating the dimensions of global diversity through delivering material on social and cultural interactions as well as carrying out group discussions so that students can apply forms of cooperation.
		The development of social studies learning materials in P5 is taken from students' experiences, for example in the theme "The Voice of Democracy" it can be taken from children's opinions about democracy and then brought into theoretical social studies material.
		Prepare a P5 program based on school conditions, students and teachers. Plan and design learning programs according to the theme raised.
5	Evaluation of P5	P5 results can be converted into formal or summative values according to the existing learning aims.

Source: Research Data (2023)

Based on table 2. above, teachers develop various P5 implementation strategies starting from developing learning plans in the form of implementing PJBL fun learning, cultivating character, integrating P5 in social studies learning, and using P5 as learning evaluation. Teachers implement the P5 project module in various ways, this is relevant to the principles of social studies learning, namely developing varied learning models, utilizing a variety of learning resources in the environment around

students, identifying environmental potential and student characteristics, and providing feedback for improving social studies learning (Soemantri, 2001). This shows that the P5 program can be implemented in a varied manner and is supported by adequate learning resources. In line with the opinion of Jones (2020) who states that the use of digital teaching materials with local wisdom content can motivate students by linking learning materials with their everyday experiences. This situation shows that the implementation of P5 is very open to various learning components and requires creative collaboration between teachers, students and schools.

Table 3. Teacher strategies for inserting local wisdom values in developing P5

Develop artistic cultural values typical of the area around the school and provide opportunities for students to modify them according to their creativity.
P5 is carried out by preserving local culture.
Using local wisdom in the form of Sundanese language and culinary delights.
Observing the school environment, the potential that can be explored for P5 activities containing local wisdom, for example holding a student bazaar using traditional food ingredients.
The value of local wisdom includes the introduction of traditional batik in Indonesia.
The local wisdom values developed in the P5 project are in the form of cultural arts, especially dance, vocal and pencak silat as well as entrepreneurship.
The value of local wisdom that is developed is mutual cooperation. cooperation, deliberation for consensus, kinship, deliberation, and tolerance in religion.
Visiting places that have historical value, for example museums related to social studies subjects.
Implementing religious values, moral values, mutual cooperation values, and tolerance values in the local community.
Local wisdom starts from children's understanding of Sundanese culture, starting from knowledge which is then put into practice through projects, for example exhibitions of Sundanese cultural traditions.

Source: Research Data (2023)

Implementation of local wisdom values by inserting the potential of local wisdom in the area where students live. Potential can be explored through religious values, community organizations, livelihoods, knowledge systems, language, arts, and technological systems and equipment. These findings confirm the opinion of Smith and Brown (2021) who stated, "Education that is rooted in local wisdom helps engage students in a more meaningful learning process and has a positive impact on character development."

Next, we discuss teacher strategies in designing teaching materials based on local wisdom values in developing the P5 program, which can be seen in table 4 below..

Table 4. Teacher strategies in designing teaching materials based on local wisdom

Teaching materials are based on the potential of local wisdom that is unique to the area where students live or in the environment around the school.
Preparing teaching materials in collaboration with other colleagues across subjects.
Looking around the school environment, what can be utilized in developing teaching materials to suit the implementation objectives of the P5 program.
Preparing teaching materials that stimulate students to be able to preserve the culture of their respective regions.

Preparing teaching materials by instilling local wisdom values which have begun to be eroded by foreign culture and entered through an intensive process of association and infiltration into students' daily habits
Designing teaching materials based on local wisdom values through differentiated learning and positive culture. For example, teaching materials are prepared in line with the Adhiwiyata program, the implementation of which is fun and student-centered.
Teaching materials by preserving regional culture, introducing cultural forms of songs, dances, regional specialties and other local potential.
Digital teaching materials through the PBL model are prepared by identifying the potential of local wisdom in the field of arts and culture, innovative works that develop and become the hallmark of a community.
Teaching materials are prepared by creating real goals for project activities, designing time allocations, forming a team of facilitators, identifying readiness to run the program, selecting themes, determining specific topics, and designing project modules P5

Source: Research Data (2023)

The teaching materials developed by teachers are adapted to the local wisdom values implemented in the P5 program. According to Johnson (2017), "Teaching materials developed by teachers with local wisdom values can stimulate students' interest and motivation to learn, because the learning materials become more relevant to the context of their daily lives. These local wisdom values are internalized with the social studies materials developed in P5 and designed as part of the project module. Teaching materials are prepared as a complement to the P5 implementation guidelines used by teachers and students.

The development of teaching materials containing local wisdom in P5 is one of the efforts to support the success of the Independent Curriculum program. The government launched various Merdeka curriculum programs with diverse intracurricular learning, through strengthening content to deepen concepts and strengthen competencies through direct experience. Teachers have the freedom to determine the teaching tools needed according to the characteristics and learning interests of students. The development of P5 based on certain themes determined by the government has been directed at achieving learning achievement targets and is not tied to the content of certain subjects, so this opens up wide opportunities for various subjects to collaborate, one of which is the Social Sciences subject. According to Garcia (2021), "Flexibility in choosing teaching tools empowers teachers to become innovators and learning leaders who can adapt the curriculum to social and technological changes." In his research, Utomo (2020) stated, "Pancasila students create an inclusive school culture, where differences are respected and equality is the basis of social interaction."

The Pancasila Student Profile is in accordance with the Vision and Mission of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024: Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity, as shown in the following picture:

Figure 1. Pancasila Student Profile
Source: Kemdikbud.go.id (2022)

These six characteristics are described as follows:

1) Have faith, be devoted to God Almighty, and have noble character

   Indonesian students who have faith, are devoted to God Almighty, and have noble morals are students who have morals in their relationship with God Almighty. He understands religious teachings and beliefs and applies this understanding in his daily life. There are five key elements of faith, devotion to God Almighty, and noble character: (a) religious morals; (b) personal morals; (c) morals towards humans; (d) morals towards nature; and (e) state morals.

2) Global diversity

   Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, thereby fostering a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the noble culture of the nation. Elements and keys to global diversity include recognizing and appreciating culture, intercultural communication skills in interacting with others, and reflection and responsibility for experiences of diversity.

3) Work together

   Indonesian students have the ability to work together, namely the ability to carry out activities together voluntarily so that the activities carried out can run smoothly, easily and easily. The elements of mutual cooperation are collaboration, caring, and sharing.

4) Independent

   Indonesian students are independent students, namely students who are responsible for the process and results of their learning. The key elements of independence consist of awareness of oneself and the situation at hand as well as self-regulation.

5) Critical reasoning

   Students who reason critically are able to objectively process both qualitative and quantitative information, build relationships between various information, analyze information, evaluate and conclude. The elements of critical reasoning are obtaining and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes, and making decisions.

6) Creative

   Creative students are able to modify and produce something original, meaningful, useful and impactful. The key elements of creativity consist of generating original ideas and producing original works and actions.

   The six character traits of the Pancasila student profile are noble ideals that are expected to emerge from students. Through P5, it is hoped that it can provide positive feedback for the development of students' character. Schools are required to provide full support in the form of adequate facilities,

infrastructure, permits and funding for sustainable implementation of P5. It is hoped that the P5 program will directly benefit students' daily lives.

4. CONCLUSION

It is very necessary to develop digital teaching materials containing local wisdom in the P5 program by considering various aspects of supporting learning. This research concludes that:

a. Teachers develop various P5 implementation strategies starting from developing learning plans in the form of project modules, developing varied learning models, utilizing various learning resources in the environment around students, identifying environmental potential and student characteristics, as well as providing feedback from the process of implementing P5 in learning Social Sciences. P5 implementation is very open to various learning components and requires creative collaboration between teachers, students and schools.

b. Implementation of local wisdom values by inserting the potential of local wisdom in the area where students live. Potential can be explored through religious values, community organizations, livelihoods, knowledge systems, language, arts, and technological systems and equipment.

c. The teaching materials developed by teachers are adapted to the local wisdom values implemented in the P5 program. These local wisdom values are internalized with social studies material developed in P5 and designed as part of the project module. Teaching materials are prepared as a complement to the P5 implementation guidelines used by teachers and students.

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