

## Using the local wisdom of Wayang Kulit in implementing the project to strengthen the pancasila students profile (P5) in primary school

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**Abstract:** The purpose of this study was to determine the implementation of the P5 theme of local wisdom of Wayang Kulit in class IV of a private primary school in Purworejo. Qualitative descriptive research was used. Data were collected through observation, interview, and documentation. Data sources included the principal, facilitator team, grade IV teachers, and student samples. Data were analyzed through data reduction, data presentation, and conclusion stages. The results showed that the P5 design of private primary schools in Purworejo includes three main stages: (1) Planning: The principal forms a team of facilitators, identifies school readiness, determines dimensions and themes, allocates time in weekly blocks, and develops project modules; (2) Implementation: Activities include an introduction, contextualization, real action in the form of making Wayang Kulit, and celebration of learning outcomes through class presentations; (3) Evaluation: Conducted through reporting results in the form of student project report cards and evaluating activities through reflection and two-way discussions between teachers and students. In the real action of P5, parents of students in private primary schools in Purworejo play an active role by providing resources in the form of tools and project materials, accompanying students at home, and actively participating in school meetings. It can be concluded that the implementation of P5 on the theme of local wisdom of Wayang Kulit in class IV of private primary schools in Purworejo is carried out systematically, integrates local wisdom, and involves the active participation of parents.

**Keywords:** Local wisdom, Pancasila student profil, Wayang Kulit

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengetahui implementasi P5 tema kearifan lokal Wayang Kulit kelas IV sekolah dasar swasta di Purworejo. Penelitian deskriptif kualitatif digunakan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Sumber data meliputi kepala sekolah, tim fasilitator, guru kelas IV, dan sampel siswa. Data dianalisis melalui tahap reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukkan bahwa desain P5 sekolah dasar swasta di Purworejo mencakup tiga tahapan utama: (1) Perencanaan: Kepala sekolah membentuk tim fasilitator, mengidentifikasi kesiapan sekolah, menentukan dimensi dan tema, mengalokasikan waktu dalam blok mingguan, serta menyusun modul proyek; (2) Pelaksanaan: Kegiatan meliputi pengenalan, kontekstualisasi, aksi nyata berupa pembuatan Wayang Kulit, dan perayaan hasil belajar melalui presentasi kelas; (3) Evaluasi: Dilakukan melalui pelaporan hasil berupa rapor proyek siswa serta evaluasi kegiatan melalui refleksi dan diskusi dua arah antara guru dan siswa. Dalam aksi nyata P5, orang tua siswa di sekolah dasar swasta di Purworejo berperan aktif dengan menyediakan sumber daya berupa alat dan bahan proyek, mendampingi siswa di rumah, serta berpartisipasi aktif dalam pertemuan sekolah. Dapat disimpulkan implementasi P5 tema kearifan lokal Wayang Kulit kelas IV Sekolah Dasar Swasta di Purworejo dilaksanakan secara sistematis, mengintegrasikan kearifan lokal, serta melibatkan partisipasi aktif orang tua.

**Kata kunci:** Kearifan lokal, profil pelajar Pancasila, Wayang Kulit

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## INTRODUCTION

Education in Indonesia is currently directed to not only develop academic potential but also build students' personalities who are Pancasila virtuous. The government realizes this in the strengthening Pancasila student profile project (P5) in schools. This program is a

program designed as a project-based co-curricular activity that supports the strengthening of skills and behaviors that follow the Pancasila learner profile (Fadhilah et al., 2023; Prihantini & Khoirunnisa, 2023). The profile includes faith, creativity, critical thinking, cooperation, independence and global diversity (Rusnaini et al., 2021). Strengthening the Pancasila student profile emphasizes the development of the nation's personality and its application (Rahayuningsih, 2021). Students are allowed to experience learning freedom with more dynamic rules. Schools can create schedules based on needs so that the effectiveness of learning can increase because the relevance to the environment can be known by students directly (Baransano et al., 2017; Sulistiyaningrum & Fathurrahman, 2023). The project on strengthening the profile of Pancasila students at the primary school level covers six themes including Bhinneka Tunggal Ika, local wisdom, build the soul and body, entrepreneurship, sustainable lifestyle, technology and engineering (Satria et al., 2024). One of the themes that can enrich students' personality development by the values of Pancasila is local wisdom.

Local wisdom is a cultural element that forms the identity of a community, is reflected in language and daily activities, and has a crucial role in local life (Afif, 2022). Each region has unique characteristics in its local wisdom that reflect the rich cultural heritage of various ethnic groups (Magdalena et al., 2020). Local wisdom has long been part of the cultural sustainability of local communities as a lifestyle rich in values and wisdom in daily life (Damopolii et al., 2024; Faedah & Ngazizah, 2024). Local wisdom can be preserved through education that is based on this local wisdom (Rummar, 2022; Silahooy et al., 2024). Local wisdom-based education encourages students to stay connected to the reality around them (Nurvitasari et al., 2022). Local wisdom that can be introduced to students is Wayang Kulit. Wayang Kulit can serve as an efficient means of building students' personalities and affirming local values in society if the methods used are appropriate (Joyo et al., 2018). Wayang Kulit is an Indonesian culture that is full of moral and ethical values. This art was recently recognized by UNESCO as a world cultural heritage. Wayang Kulit contains values that are in line with Pancasila, such as togetherness, honesty, and responsibility.

The implementation of P5 in primary schools has specific workflows that need to be optimized to support its success. The success of this project depends on the continuity of the process from planning, and implementation, to project evaluation (Sam et al., 2023). Preparation consists of designing and organizing activities following the P5 principles. Implementation includes implementing learning activities that aim to improve students' personalities through the project approach. This approach invites students to learn through the construction of knowledge and understanding of meaning from their personal experiences (Rachma et al., 2024). Evaluation is conducted to assess the success of the program and make needed improvements. Without a thorough evaluation, schools run the risk of not being able to learn from previous experiences, which can hinder continuous improvement in the expected quality of learning (Maruti et al., 2023). The success of the P5 also depends on the involvement of various parties. According to Lestari et al. (2022), developing a child's personality can occur through education at school, and or interaction in the family and community environment. The role of parents is vital in assisting children to understand and apply the knowledge gained at school, as well as creating a family atmosphere that supports the strengthening of the Pancasila student profile. With the participation of parents, children can understand the knowledge gained at school is not only

relevant in the learning process but also useful in their daily lives. Lestari et al. (2022) emphasized that parental involvement is vital for the success of children's education, both in the aspect of learning and in academic development, knowledge, abilities, and moral attitudes.

However, its implementation still faces many obstacles. Data from the Ministry of Education shows that only 50% of schools in Indonesia routinely evaluate P5, indicating that its implementation is not optimal. One of the main challenges is the lack of monitoring and evaluation, as well as the lack of parental involvement. Families have an important role in shaping children's personalities. Family environment is a place to lay the foundations of a child's personality from an early age, where children are very sensitive to influences from their environment (Baharun, 2016). Unfortunately, many parents do not understand the concept of P5 and consider it only as an addition to the curriculum (Rachma et al., 2024). This results in their involvement in supporting the program being less than optimal. Private primary schools in Purworejo have implemented P5 with structured stages, starting from preparation, and implementation, to evaluation and involving parents. This study tries to see how a structured preparation, implementation, and evaluation process can increase the effectiveness of the implementation of the P5 and see if the involvement of parents can also support the success of this project.

## **METHOD**

This research is qualitative descriptive research. Descriptive research is research that describes the object of research on a factual basis, then analyzed and interpreted. Data is obtained through observation, interviews, and documentation. Observations were conducted to assess the implementation of the P5 in schools. The focus of the observation includes: (1) facilities and infrastructure that support the implementation of P5; (2) implementation of P5 includes teaching methods used and student involvement; and (3) student project results include the creativity of the products produced and the application of Pancasila values. The interviews were conducted with the school principal, one representative from the facilitator team, one fourth-grade teacher, and five fourth-grade students with initials AP, SSA, AKZ, EFK, DEM. Documentation includes photos of activities and project reports. The data analysis stage includes: (1) data reduction, which is the activity of selecting, summarizing, and focusing on the important points of the data that has been obtained; (2) data presentation in narrative format; and (3) drawing conclusions based on data obtained in the field.

## **RESULTS AND DISCUSSION**

The Strengthening Pancasila Student Profile Project (P5) is a government program to realize Pancasila's virtuous character education. Guidelines for implementing this program have been provided by the Ministry of Education, Culture, Research, and Technology through the *Merdeka Mengajar* Platform. The implementation of the P5 for class IV private Primary School in Purworejo is carried out through stages: (1) Preparation; (2) Implementation; and (3) Evaluation.

## **Preparation stage**

Preparations began with the formation of a team of facilitators for the P5. The team consists of the person in charge, the coordinator of each phase, and the facilitators, formed by the school principal and vice principal through a discussion forum. The facilitator team plays a role in planning, running, and evaluating the program (Satria et al., 2024). The facilitator team at the private primary school in Purworejo has a decree from the local education office. The team membership structure is subject to change every new school year. The school principal explained that:

“Every new school year will be redetermined. Whether there will be a change of person in charge or not. This is done at the beginning of the school year, around July. After that, we just make the submission of the teacher decree and the decree of the facilitator team (Interview, June 12, 2024).”

The purpose of forming this team is to develop a work program with a clear division of tasks so that the project can run effectively (Lathif & Suprpto, 2023). The person in charge is responsible for providing strategic direction and ensuring the program runs according to the predetermined goals. The coordinator of each phase is responsible for managing program implementation at the phase level, including monitoring the performance of facilitators. Meanwhile, the facilitator acts as the main implementer who directly interacts with students in project activities.

The facilitator team that has been formed then analyzes the school's readiness. School readiness is a key factor in the successful implementation of P5, which can differ between schools depending on the facilities, accessibility, and overall condition of the school (Fachrina et al., 2024). School readiness is divided into three categories, namely initial, developing, and advanced (Rachmawati et al., 2022). The analysis shows that private primary schools in Purworejo are in the developing category. This identification is based on the following criteria: (1) Some teachers have understood the concept of project learning; (2) Project-based learning has been applied regularly; (3) Project-based learning has a support system (Satria et al., 2024). However, the implementation of P5 in private primary schools in Purworejo has not been optimal. This is due to some teachers who do not fully understand the basic concepts of the project. One of the facilitator team said that:

“The school's readiness for this year has started to be ready, and the infrastructure has been supported, but there are still things that need to be improved because the information about the Pancasila Learner Profile Strengthening Project was only obtained at the beginning of last semester so we are also still learning it (Interview, October 21, 2024).”

Teacher readiness plays an important role in determining the success of this project implementation. Prepared teachers are those who understand the concept of the Pancasila Student Profile deeply, can design learning that is integrated with Pancasila values, and is skilled in turning project activities into meaningful and relevant learning. With good readiness, the implementation of the project can run structured, follow government guidelines, and have a significant impact on the formation of the nation's next generation with Pancasila character (Fachrina et al., 2024; Fausta et al., 2024).

The next step is to determine the dimensions and themes of the Pancasila Student Profile that will be achieved. According to Satria et al. (2024), dimensions can be oriented to school ideals, programs to be run, education report cards, student needs, mapping potential and/or environmental problems. Meanwhile, the selection of themes can be considered based on the stage of readiness of students, teachers, and schools. Private primary schools in Purworejo give freedom to teachers in each phase to determine the dimensions and themes to be applied. This step is taken with the hope that the project runs according to the abilities and needs of teachers and students. Teachers of grade IV private primary schools in Purworejo choose dimensions and themes by involving students through discussion and voting activities. The results obtained show that the dimensions to be achieved include the dimensions of cooperation, creativity, faith and noble character. Meanwhile, the theme taken is local wisdom. Local wisdom integrated into the P5 can support students in understanding content related to local culture in their area (Sa'bani & Ngazizah, 2024). Specifically, the theme of local wisdom taken is Wayang Kulit

The next step is to determine the time allocation. The P5 at the primary school level for grades I-V is held for 252 lesson hours per year. It can be organized in daily blocks, weekly blocks, or monthly blocks (Ulandari & Rapita, 2023). Daily block means utilizing several lesson hours in one day. A weekly block means utilizing one full day a week. Monthly block means utilizing several weeks in one month (Safitri et al., 2022). Private primary schools in Purworejo implement the project on a weekly block basis for 3 lesson hours every Saturday by adjusting school conditions. However, with this allocation, the total number of P5 lessons per year is only around 108 hours, which falls short of the 252 lesson hours per year requirement. This suggests the need for schedule adjustments or additional strategies to optimally meet the government's time target.

The next step is to develop a project module. This module includes objectives, learning steps, media, and assessments to implement the P5. The government has provided a sample project module that can be used as a reference or adopted by schools. Teachers can also study the module independently, utilizing existing teaching tools, and adjusting them to the situation and school readiness (Atmaka, 2022; Pambudi et al., 2022). The fourth-grade teacher at Purworejo private primary school modified the project module according to the theme taken, namely the local wisdom of Wayang Kulit. The module includes materials such as the history of Wayang Kulit, the integration of Pancasila values in Wayang Kulit, and basic techniques for making Wayang Kulit using simple materials. This is reinforced by the fourth-grade teacher's statement:

“The module used is a modification of the existing module (Interview, August 05, 2024)”.

A deep understanding of the making of teaching modules is very important because the module becomes the main guide in achieving the objectives of the Pancasila student profile (Lathif & Suprpto, 2023).

### **Implementation stage**

The implementation stage is divided into 3 stages, namely opening project activities, optimizing project implementation, and closing the series of project activities. In class IV of private primary school in Purworejo, the teacher starts the activity with an introduction and

contextualization. The introduction is filled with introducing the history of Wayang Kulit through videos and how they exist today. This stage can build students' sensitivity to the preservation of local culture. The fourth-grade teacher testified that:

“Previously I played a video first. The goal is to introduce Wayang Kulit. Then I introduced the existing Wayang Kulit characters. It turns out that we can also make our Wayang Kulit (Interview, August 05, 2024).”

The next activity is contextualization. Students are directed to observe the surrounding environment regarding the existence of Wayang Kulit shows. Nowadays, Wayang Kulit shows are experiencing changes in values due to the development of science and technology. Teachers and parents rarely tell the stories of Wayang Kulit characters that have noble values. Even for the younger generation, Wayang Kulit shows are considered outdated and less interesting (Mulya & Fauziah, 2024). Based on student observations, the teacher invites students to make Wayang Kulit from simple materials. This activity helps improve aspects of trust, devotion to God and morality in a person. Wayang Kulit teach religious values through the exemplary characters of the characters. In addition, Wayang Kulit teach students gratitude for the cultural wealth bestowed by God.

The next stage is to optimize the implementation of the project through the real action of the P5. Students are divided into small groups to work together to make Wayang Kulit from simple materials. This aims to foster the character of mutual cooperation in students (Mery et al., 2022). Each student has a responsibility for the group task they are working on. Student participation provides opportunities for them to learn, create, and develop (Asiati & Hasanah, 2022). Before carrying out real action, the fourth grade teacher equips students by showing a video of making Wayang Kulit. In an interview with 5 fourth grade students, they explained that:

“Yes, making Wayang Kulit from cardboard. Before making Wayang Kulit, we are provided with material first, such as the definition of Wayang Kulit and their types. Then a video is shown on how to make them. After that we practiced making Wayang Kulit (interview with student initials AP and AKZ, October 21, 2024).”

The activity of making Wayang Kulit trains students' creativity through the utilization of simple materials around them into a work of art. In Figure 1, the materials used are cardboard for the base of the Wayang Kulit body and bamboo slats to support and move the Wayang Kulit.



Fig. 1. Wayang Kulit making process by class IV students

The last stage is to close the series of project activities through the celebration of learning outcomes. The celebration can be in the form of presentations, concrete actions, exhibitions, and campaigns. According to Satria et al. (2024) the celebration of learning outcomes can be done simply or festively according to the school's ability. The celebration of learning outcomes in class IV of a private primary school in Purworejo was carried out through class presentations. Students present the Wayang Kulit that have been made with their groups in front of the class.



Fig. 2. Wayang Kulit made by class IV students

The real action of the P5 involves various parties including parents. Every project undertaken by students at school is prepared with parental support (Kurniati et al., 2023). This is very much needed to ensure students' smooth running and understanding of the assigned tasks. Parents can contribute by providing valuable insights, providing necessary resources, and assisting students in working on the tasks of the Pancasila Learner Profile Strengthening Project. In addition, parents serve as the main support at home in guiding their children to develop Pancasila values (Abdussahid & Anhar, 2024). Through good collaboration between parents and schools, students can obtain more comprehensive guidance in building behavior by the dimensions of the Pancasila Students Profile. Regular meetings between the two parties, allow parents to provide input and agree on a joint commitment to supporting the implementation of the project. This step is also implemented by a private primary school in Purworejo. The fourth-grade teacher explained that:

"A meeting is held to discuss the P5. It is usually held when going to carry out Market Day and Gelar Karya (Interview, August 05, 2024)".

Open communication between parents and schools is essential to the success of the P5. In Purworejo's primary schools, parents' involvement is evident in their role in preparing the materials needed for the P5 of making Wayang Kulit. Parents not only provide resources but also assist students in completing tasks at home. For example, when students encounter difficulties in making Wayang Kulit, parents support them by providing guidance and instructions, helping students understand the process and the values embedded in Wayang Kulit culture. This support fosters a positive learning environment and strengthens the relationship between parents and the school. With maximum parental involvement and support, the P5 can be implemented more efficiently, achieving the expected outcomes (Ramadhan et al., 2022).



### **Evaluation stage**

The evaluation stage includes reporting the results of activities and evaluating the P5 program as a whole. The reporting of this program is presented in the project report card. The project report card is a report on the results of the assessment of student performance while participating in project activities. This report card is different from the report card in general because the assessment is not in the form of numbers but a scale of already developed, developing as expected, starting to develop, and not yet developed. The assessment is oriented towards the dimensions of the Pancasila student profile. The dimensions that have been successfully achieved in the implementation of this program in class IV of private primary schools in Purworejo are the dimensions of creativity, faith noble character, and cooperation. The report card format consists of school and student identity, title and theme, description of activities, objectives and achievement indicators, and parent and teacher signatures.

Evaluation of the P5 is the process of recognizing learning weaknesses, evaluating student progress, finding ways for improvement, and preparing for the next learning (Ulandari & Rapita, 2023). Evaluation is conducted by students, teachers, and schools. Various evaluation methods can be used, including (1) two-way discussion; (2) observation and experience; (3) rubrics; and (4) student progress reports (Satria et al., 2024). The fourth-grade teacher of a private primary school in Purworejo used two-way reflection and discussion methods. Teachers and students assess each other and discuss their progress thereafter completing the Wayang Kulit making project. Reflection sessions are conducted regularly at the end of each project, where students are asked to reflect on their experiences during the Wayang Kulit making process, challenges faced, and lessons learned. During these sessions, the teacher asks open-ended questions. Students are also allowed to provide feedback to the teacher regarding the teaching methods used during the project. Through this method, the teacher can listen to students' perspectives on their development in the context of the project, as well as the teacher's development process in teaching. This ensures that the assessment is not biased.

### **CONCLUSION**

Education in Indonesia currently focuses on developing students' academic potential and virtuous character according to the values of Pancasila. This effort is realized through the strengthening Pancasila student profile project (P5), which is implemented in various schools, including private primary schools in Purworejo. The program is a project-based co-curricular activity that supports student character strengthening through themes such as local wisdom, entrepreneurship, and sustainable lifestyles. Local wisdom, particularly Wayang Kulit, is an important element in building students' personalities and instilling moral values.

The implementation of P5 includes three stages: preparation, implementation, and evaluation. The preparation stage includes the formation of the facilitator team, analysis of school readiness, determination of themes and dimensions, time allocation, and preparation of project modules. The implementation stage involves students' collaborative and creative activities, such as introduction, contextualization, real action, and celebration of learning outcomes. Meanwhile, evaluation is conducted to assess student progress and program



effectiveness, including reporting of learning outcomes as well as overall program evaluation.

The success of P5 relies heavily on careful preparation, contextualized implementation, thorough evaluation, and parental support. Parents play a role in providing guidance at home, accompanying students, and actively participating in school activities. Good cooperation between parents and schools ensures that any obstacles can be overcome effectively so that the objectives of the Pancasila learner profile strengthening project can be achieved optimally.

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