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Implementation of P5 Activities Based on Local Wisdom Aceh Culture Teacher Learning Products in Elementary Schools

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ABSTRACT

This study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project (P5) activities based on local wisdom of Acehese culture in producing learning products by teachers in elementary schools. The Merdeka Curriculum encourages the implementation of P5 as an effort to shape students' character according to Pancasila values through a contextual project approach. Acehese local wisdom, which is rich in cultural values and Islamic traditions, has great potential to be integrated into P5 activities to strengthen students' cultural identity and 21st-century skills. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study were elementary school teachers who had implemented P5 based on local wisdom. The results of the study showed that the integration of local culture into P5 encouraged teachers to create more innovative and contextual teaching materials, such as modules, learning media, and student projects based on Acehese culture. The obstacles faced included limited resources and lack of training. However, with collaborative strategies and school support, teachers were able to produce meaningful learning products. This study contributes to the development of project-based learning and the preservation of local culture through elementary education.

1. Introduction

Education in Indonesia is currently in a phase of important transformation that emphasizes strengthening the character of students through a more contextual and relevant approach to everyday life. This is reflected in the implementation of the Independent Curriculum which places the Pancasila Student Profile Strengthening Project (P5) as one of the main pillars in learning. P5 is designed to form students who are not only academically superior, but also have strong characters in accordance with the noble values of Pancasila, such as believing in and being devoted to God Almighty, being independent, thinking critically, being creative, working together, and being globally diverse (Nazariana et al., 2024). This program

uses a project-based approach that allows students to gain direct learning experiences from contextual issues in their environment. In its implementation, P5 provides ample space to integrate local wisdom as an authentic source of learning. Local wisdom is the values, norms, and practices that develop in society and are passed down from generation to generation (Faridahtul Jannah, Thooriq Irtifaq' Fathuddin, 2022). In Aceh, local wisdom is very diverse and rich in noble values rooted in Islamic culture and religion. Values such as honesty, mutual cooperation (*meuseuraya*), respect for teachers and parents, and compliance with customary and sharia rules, are an inseparable part of the lives of the Acehnese people. These values have great potential to be raised into learning activities through P5, either in the form of arts and culture projects, traditional culinary exploration, to local literary documentation such as *Hikayat Aceh* (Sari et al., 2019).

Implementation of P5 (Pancasila Student Profile Strengthening Project) based on local wisdom in elementary schools has not been running optimally (Pratiwi et al., 2023). Teachers as the main actors in learning often have difficulty in linking local cultural values to projects designed in P5 activities (Agustina et al., 2023). This challenge is not only caused by teachers' lack of understanding of the P5 concept and project-based approach, but also limited resources, minimal training, and the absence of applicable implementation guidelines (Nur et al., 2023). As a result, many teachers only carry out P5 as a formality, without really touching on the substance of character or local cultural values in the learning process.

In fact, various studies show that learning based on local wisdom has many benefits in character formation and increasing student learning motivation (Pratiwi et al., 2023). The use of local traditions in learning can increase students' sense of nationalism and cultural identity. In the context of Aceh, the use of traditional dances such as *Saman* and *Seudati*, or the use of typical culinary delights such as *Kuah Pliék U* and *Meugang*, not only teaches students about culture, but also instills the values of cooperation, responsibility, and love for the homeland. In addition, this approach provides space for students to be actively and collaboratively involved in meaningful learning (Hussain et al., 2019).

The implementation of P5 based on local wisdom also opens up great opportunities for teachers to produce innovative and contextual learning products. These products can be in the form of teaching modules, learning videos, creative student projects, to cultural portfolios that not only enrich the learning process but also strengthen the school's cultural identity (Laksono et al., 2020); (Asri & Ratnaya, 2024). Unfortunately, there is still minimal documentation regarding the form of learning products resulting from the implementation of P5 based on local wisdom in Aceh. In fact, this documentation is greatly needed as a source of inspiration and reference for other teachers in designing learning based on cultural values (Hapsari & Zulherman, 2021). The urgency of this study is becoming stronger considering the importance of equipping teachers with effective strategies and practices in implementing the Merdeka Curriculum in its entirety (Sitompul et al., 2019). Teachers are not only required to understand the teaching materials, but must also be able to align learning with local values that live in society (Rahmatullah et al., 2020). Therefore, it is important to explore more deeply how teachers in Aceh

design and implement P5 activities based on local culture and what learning products have been successfully developed from the process (Mardiyana et al., 2023). This study is also a response to the gap in literature that still does not discuss much about the implementation aspects of P5 from the teacher's perspective, especially in areas with cultural richness such as Aceh.

Furthermore, the findings of this study will also be useful for policy makers, especially in designing teacher training and professional development programs. Local and central governments can use the results of this study as a basis for compiling training modules, teacher development programs, and developing local content curricula integrated into P5. In addition, the results of this study can be used as evaluation material for schools in compiling policies for developing school culture based on local values, in order to strengthen educational identities that are in accordance with the context of each region. Thus, this study has the potential to be an important reference in developing learning that is oriented towards character, culture, and local context. The implementation of P5 activities based on local wisdom of Acehese culture will not only strengthen the integration between national and local values, but will also create a more meaningful, relevant, and transformative learning space for students in elementary schools.

2. Methodology

This study uses a descriptive qualitative approach with the aim of gaining a deep understanding of the implementation of the Pancasila Student Profile Strengthening Project (P5) activities based on local wisdom of Acehese culture in elementary schools. The qualitative approach was chosen because it was considered the most appropriate for comprehensively exploring the experiences, views, and strategies of teachers in implementing P5, as well as the form of learning products resulting from the process. This approach is effective when researchers want to explore social phenomena naturally and complexly, where the interaction between actors, context, and meaning is the main focus of the research (Sugiyono, 2019).

The research location was carried out in several elementary schools in Aceh Province that had implemented the Merdeka Curriculum and P5. These schools were selected purposively by considering the readiness and experience of teachers in implementing P5 based on local wisdom. The main subjects in this study were elementary school teachers who actively designed and implemented the P5 project integrated with Acehese cultural values. In addition to teachers, this study also involved school principals and education personnel as supporting informants to obtain information about school policies, structural support, and factors that influence the success or obstacles in implementing the program.

Data were collected through three main techniques, namely observation, in-depth interviews, and documentation. Observations were conducted in a non-participatory manner to directly observe how P5 activities are implemented in the classroom, including teacher strategies, student responses, and the use of local wisdom in learning activities. Interviews were conducted in a semi-structured manner with

flexible open-ended questions, in order to explore teachers' experiences and perceptions regarding the implementation of P5, the challenges they face, and the forms of learning products that have been developed. In addition, documentation techniques were used to collect physical evidence in the form of teaching modules, student project reports, digital teaching materials, and photo or video documentation of the implementation of P5 that support the validity of field data. To ensure the validity of the data, this study used source and method triangulation techniques. Triangulation was carried out by comparing data obtained from various informants (teachers, principals, education personnel), as well as from various data collection techniques (observation, interviews, documentation). In addition, a member checking process was also carried out, namely returning the results of data interpretation to informants to confirm their truth. With this strategy, it is hoped that the data obtained will have a high level of credibility and reliability.

Data analysis was conducted interactively by referring to the Miles and Huberman (2014) model which includes three stages, namely data reduction, data presentation, and drawing conclusions. At the data reduction stage, the information that has been collected is selected and classified based on the main themes that are in accordance with the focus of the research. The data presentation stage is carried out in the form of descriptive narratives and summary tables to facilitate the extraction of meaning. While at the final stage, conclusions are drawn by identifying patterns that emerge from the data, which are then verified through a process of reflection and cross-checking between data. With this methodological design, this study is expected to be able to describe in full and in depth how teachers in Aceh implement P5 activities based on local wisdom, the challenges they face, and the form of learning products produced as a real contribution to building education that is rooted in local culture and values.

3. Result and Discussion

The results of the study indicate that teachers in elementary schools in Aceh have begun implementing the Pancasila Student Profile Strengthening Project (P5) activities based on local wisdom values, although with varying levels of implementation. In general, the strategies used by teachers in integrating local culture into P5 include selecting themes that are relevant to the lives of the Acehnese people, such as "Mutual Cooperation in the Meugang Tradition", "Acehnese Hikayat Stories as Character Builders", and "Preservation of Saman and Seudati Dances as Cultural Heritage". In its implementation, teachers develop project-based learning activities, such as creating cultural performances, writing folk tales, and cooking traditional foods in groups (Meliza et al., 2024).

These activities have been proven to be able to increase student participation and strengthen the dimensions of the Pancasila Student Profile, especially in the aspects of mutual cooperation, creativity, and independence (Fatmi & Fauzan, 2022). One of the important findings of this study is that the learning products produced from P5 activities are very diverse, both in terms of form and quality (Nurhikmayati & Sunendar, 2020). These products include Acehnese culture-based learning

modules, student worksheets, project documentation in the form of videos and photos, and student writing in the form of folk tales and cultural exploration reports. Teachers have also begun to compile student cultural project portfolios that are directly linked to P5 learning outcomes.

These products not only enrich the media and learning resources in schools but also provide concrete evidence that project-based learning can produce real results that can be used and replicated by other teachers (Pratiwi et al., 2023). The implementation process, teachers face a number of challenges. The most dominant challenge is the limited understanding of teachers regarding the concept of project-based learning and how to systematically integrate it with local culture. Many teachers stated that they had not received special training related to P5 design based on local wisdom. In addition, technical constraints such as minimal supporting facilities, limited implementation time, and the absence of standard modules also hampered project optimization.

The lack of training and references for culture-based learning caused the implementation of P5 to be only symbolic. However, there are several supporting factors that strengthen the implementation of P5 based on local wisdom in elementary schools (Thoriq et al., 2024). Among them are the enthusiasm and creativity of teachers, the support of the principal in the form of flexible lesson schedules, and the involvement of parents and the local community. In some cases, parents also contribute traditional tools or become resource persons in cultural projects, for example to explain the peusijuk process or how to make typical Acehnese food.



Figure 1. Acehnese Traditional Food Making Activities

The discussion of the results of this study shows that the implementation of P5 based on local wisdom has major implications for the quality of learning in elementary schools. First, local culture-based activities strengthen the connection between students and their socio-cultural environment.



Figure 2. Making Peusijek Ingredients

Learning becomes more contextual, meaningful, and down-to-earth. Second, this process also provides space for teachers to innovate and produce authentic learning products, not just relying on textbooks. Third, this project brings education closer to the community, making schools a center for preserving local cultural values.

Tables: 1. Cultural Values

Learning Aspect	Cultural Values Reflected	Explanation
Strengthening students' connection with cultural environment	Togetherness Cultural identity	Students learn to recognize, appreciate, and feel part of their own culture.
Contextual and meaningful learning	Local wisdom Authenticity	Learning is grounded in students' social and cultural realities.
Teachers' innovation in learning	Creativity Independence	Teachers develop new teaching methods and materials based on local culture.
Community involvement in education	Mutual cooperation Cultural preservation	Schools and communities collaborate to preserve and promote local culture.
School as a center for cultural preservation	Social responsibility Sustainability	Schools play an active role in passing on cultural heritage to younger generations.

The results of this study also show that through culture-based P5, students are more active, critical, and have a sense of pride in their regional identity. In projects such as storytelling, making documentation of traditional dances, or writing reflections on experiences in traditional activities, students show a deeper understanding of the values taught. They do not just memorize the material, but experience it directly in their lives (Riezal et al., 2020). This is the advantage of a project approach based on local values and practices creating a complete learning space between cognition, affection, and psychomotor. By considering the overall results of the study, it can be concluded that the implementation of P5 activities based on local wisdom of Acehese culture has great potential to be an effective, innovative, and meaningful learning approach (Sari et al., 2019). However, the success of this implementation is highly dependent on the capacity of teachers in designing and implementing projects, as well as systemic support from schools and education policy makers

(Maulida et al., 2023). Therefore, more structured interventions are needed in the form of training, provision of modules, and regulations that support the integration of local culture into the national curriculum consistently (Meliza et al., 2024).

4. Conclusion

This study shows that the implementation of P5 activities based on local wisdom of Aceh culture in elementary schools can increase student engagement, strengthen character, and produce contextual learning products. The strategies used by teachers reflect creativity and concern for local culture, although they are still faced with challenges such as limited resources and pedagogical understanding. Support from schools and communities is an important factor in the success of implementation. Therefore, teacher training and development of local culture-based modules need to be strengthened to realize meaningful learning rooted in local values. The implementation of the Pancasila Student Profile (P5) program based on local wisdom significantly improves the quality of elementary education.

By integrating local cultural elements into learning activities, students develop stronger relationships with their socio-cultural environment, resulting in more contextual, meaningful, and down-to-earth learning experiences. This approach also encourages teachers to innovate beyond textbook-based instruction, fostering creativity and the development of authentic learning resources. In addition, it strengthens the role of schools as cultural centers, bridges the gap between education and society, and promotes the preservation and sustainability of local cultural values. Thus, the culture-based P5 project not only enriches the educational process but also upholds and revitalizes local traditions within the school ecosystem.

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