

Analysis of Local Regional Potential Empowerment as a Learning Resource in the Project for Strengthening the Profile of Pancasila Students (P5)

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Abstract

This research focuses on empowering local regional potential as a source of P5 learning in elementary schools. This research uses a qualitative approach with a descriptive research design. Data collection was carried out using observation techniques, in-depth interviews with informants using snowball sampling, and documentation. Data analysis was carried out by applying a descriptive qualitative interactive model approach through the steps of data collection, data reduction, data presentation, verification and drawing conclusions. The research results show that the planning stages carried out in empowering local regional potential as a P5 learning resource are choosing a theme, choosing a coordinator, forming a team, determining a supervisory team, determining a topic, determining implementation time, and developing modules. Implementation of the use of local regional potential as a P5 learning resource is carried out in the form of Cultural Saturday programs and market days which display products from local agricultural and plantation products. Evaluation of the empowerment of local potential as a P5 learning resource pays attention to input and process aspects that focus on daily assessments and periodic assessments to obtain responses from teachers and students, and determine follow-up plans.

Keywords: *Local regional potential, learning resource, the Project for Strengthening the Profile Students (P5)*

Abstrak

Penelitian ini fokus pada pemberdayaan potensi daerah lokal sebagai sumber pembelajaran P5 di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan desain penelitian deskriptif. Pengumpulan data dilakukan dengan teknik observasi, wawancara mendalam kepada informan dengan menggunakan snowball sampling, dan dokumentasi. Analisis data dilakukan dengan menerapkan pendekatan model deskriptif kualitatif interaktif melalui langkah pengumpulan data, reduksi data, penyajian data, verifikasi dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa tahapan perencanaan yang dilakukan dalam memberdayakan potensi daerah sebagai sumber belajar P5 adalah pemilihan tema, pemilihan koordinator, pembentukan tim, penentuan tim pengawas, penentuan topik, penentuan waktu pelaksanaan, dan pengembangan modul. Implementasi pemanfaatan potensi daerah setempat sebagai sumber belajar P5 dilakukan dalam bentuk program Sabtu Budaya dan hari pasar yang menampilkan produk-produk hasil pertanian dan perkebunan lokal. Evaluasi pemberdayaan potensi lokal sebagai sumber belajar P5 memperhatikan aspek input dan proses yang fokus pada penilaian harian dan penilaian berkala untuk memperoleh respon dari guru dan siswa, serta menentukan rencana tindak lanjut.

Kata kunci: *Potensi daerah lokal, sumber belajar, Proyek Penguatan Profil Siswa (P5)*

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INTRODUCTION

The scope of education cannot be separated from the existence of the curriculum considering that the curriculum is a reference or guide for teachers in carrying out the learning process to achieve educational goals. In this case, Elbadiansyah and Masyni (2021, p. 71) view the curriculum from two points of view, namely the curriculum as a plan or written material that can be used as a guide for teachers in schools, and as a program that is planned and implemented in real situations at home. class. Based on this opinion, it can be said that the curriculum is a set or system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. Therefore, all parties involved and directly related to the world of education must understand the existence of the curriculum that is being implemented, be it school principals, teachers, students, parents of students, or the government through the education service.

The curriculum is always changing and developing in accordance with the goals of the educational philosophy which is used as the basis for formulating educational institutional goals. Another thing that influences curriculum changes is the situation and conditions of the times. In the context of Indonesian education, there are currently ongoing efforts to improve the quality of learning and develop students' independent abilities to face future challenges. One of them is the implementation of the Merdeka Curriculum as an effort to restore learning after the Covid 19 pandemic. According to the Decree of the Ministry of Education and Culture, Research and Technology Number 256 of 2022 concerning Amendments to the Decree of the Ministry of Education and Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing the Merdeka Curriculum in the Context of Learning Recovery, the Merdeka Curriculum introduces learning intracurricular and the Project for Strengthening the Pancasila Student Profile (P5).

P5 in the Merdeka Curriculum aims to produce graduates who are competent and behave in accordance with Pancasila values at every level of education. According to the Project Development Guide for Strengthening the Pancasila Student Profile prepared by the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education and Culture, Research and Technology (2022), the Pancasila student profile aims to answer the big question for students, namely what kind of profile (competency) the education system wants to produce. Indonesia. In this regard, the Pancasila student profile has a competency design that complements the focus on cultivating character in accordance with Pancasila values to achieve competency standards for graduates at all levels of educational units. P5 is one way to achieve the Pancasila student profile which provides students with the opportunity to "experience knowledge" as a character building process, as well as the opportunity to learn from the surrounding environment. P5 is expected to inspire students to contribute to the surrounding environment. Practically, P5 aims to provide knowledge and skills obtained from the surrounding environment where students live. In other words, the environment is used as a learning resource in order to provide knowledge and skills to students. Regarding the environment as a learning resource, Sujarwo, et al. (2018, p. 59) states that the environment as a learning resource is everything that is around or around students, one of which is human culture, which can be used to support learning and learning activities more optimally. This opinion emphasizes that the environment is a potential source and can act as a learning resource to achieve learning goals and objectives. In connection with the implementation of the Independent Curriculum and environmental learning resources, educational units are required to implement P5 by involving, among other things, local regional potential.

Local regional potential is things that become local wisdom in both cultural and social life. The Pancasila student profile is the character and abilities that must be instilled in students through local regional potential both in intracurricular, co-curricular

and extracurricular learning. Parmin, et al. (2015) stated, "Local potencies are uniqueness owned by a certain area. "Physical environment such as variations of flora and fauna as well as sociocultural aspects such as utilization of simple technology are two examples of local potential" (Jumriani and Prasetyo, 2022, p. 41). In other words, local regional potential is the uniqueness of a particular region. The physical environment such as various types of flora and fauna as well as sociocultural aspects are examples of local regional potential. Empowering local regional potential as a learning resource can provide many benefits for students. One of them is that students are given the opportunity to develop character. For example, empowering local culture as a learning resource can develop the character of students because culture is the result of human creations that describe human attitudes and behavior. Henslin states that culture provides several aspects, namely language, beliefs, values, norms, behavior and material objects. These aspects are things that are passed down from generation to generation. Recognition of this culture is the basis for culture-based learning (Laksana, 2021, p. 3). This opinion underlines that studying culture offers things related to the development of students' character because in culture there are values, norms and behavior that students can learn.

Another benefit of empowering local regional potential was conveyed by Jumriani and Prasetyo (2022, p. 49), "One of the students' attitudes that has been improved from local potential-based science learning is environmental care. This attitude is certainly required by all students so that students better understand the various local potentials in their area and jointly maintain, preserve and appreciate various local potential as a natural heritage". In other words, one of the student behaviors that is developed from local regional potential is concern for the environment. This behavior needs to be had so that students can better understand various local potentials in the local area. This is very appropriate if it is related to achieving the Pancasila student profile whose aim is to strengthen character education in Indonesia. Through the application of the six dimensions of the Pancasila student profile, namely faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning and creativity, it is hoped that students will become intelligent and characterful individuals. However, the empowerment of local regional potential as a learning resource is not carried out by teachers in the learning process. According to Wilujeng, et al. (2019, p. 183), "Based on the results of research conducted by, it was found that the utilization of local potential is still minimum; only about 38.23% of teachers have addressed the issues in the Lesson Plans (RPP) or Students' Worksheets (LKS) by exploiting the objects at school". In other words, only around 34.23% of teachers empower the local potential of the region as a learning resource. There are still very few local potential issues that are included in learning plans, teaching modules or student worksheets.

Currently, SDN Kepel 03 Madiun is implementing the Independent Curriculum, especially for students in grades I, II, IV and V. One form of implementing the Independent Curriculum is strengthening character education through P5 activities. The implementation of P5 in the school takes 20% of the total teaching load time per year. Therefore, the head of the education unit together with the teachers work together to determine the implementation time, starting from planning, preparing teaching modules, implementation and evaluation. The implementation of P5 within two semesters chose two themes from the seven existing themes, namely Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Body and Soul, Voice of Democracy, Engineering and Technology to Build the Republic of Indonesia, and Entrepreneurship. This semester, the theme chosen and developed in accordance with the urgency and focus at the school is Local Wisdom. According to observations, what the school is doing is raising local regional potential in the Kepel village area, Kare sub-district, Madiun district. Based on the results of interviews with the head of the

education unit, it shows that the school facilitates extracurricular and intracurricular activities that involve local regional potential. One of them is visiting the home industry for making cassava chips in Kepel village, Kare sub-district, Madiun district, which is not far from the school. In this place, students can see directly the process of making cassava chips, starting from the process of picking cassava, drying, processing, packaging and marketing. The students were very enthusiastic in asking questions from the home industry and even tried to follow the manufacturing process. The learning process by utilizing local regional potential has a positive impact on students.

The local potential of the area which is also used as a learning resource at SDN Kepel 03 Madiun is the jackkrek arts culture. Dongkrek art is local wisdom in the Madiun area because it is one of the cultural heritage and traditional arts. The dongkrek art was originally used as a ritual to ward off disease outbreaks which at that time attacked the local community. As time goes by, dongkrek art has great potential to be used as a learning resource because it contains local wisdom to be integrated with learning in elementary schools (SD). By utilizing dongkrek art as a learning resource, students at SDN Kepel 03 Madiun have the opportunity to study subject matter from concrete learning resources located in the surrounding environment, gain knowledge about dongkrek art as a local work of art typical of the region, and develop awareness of the importance of preserving local art. . In this case, students can develop character because dongkrek art contains religious, spiritual, moral, leadership and aesthetic values. Dongkrek art contains noble values that have the potential to be used as a means of increasing cultural resilience.

Research on the theme of local regional potential conducted by Haromain, et al. (2023) shows that the implementation of local wisdom programs to strengthen the profile of Pancasila students is carried out through establishing programs according to the P5 theme in the independent curriculum, and implemented in Cultural Saturday programs, market days/bazaars, project based learning, language context debates, preserving local games, days traditional clothing, traditional arts performances, culinary presentations, and extracurricular performances. The form of evaluation of the local wisdom program to strengthen the profile of Pancasila students that is carried out is daily assessment of discipline, ethics enforcement, environmentally friendly activities, follow-up plans for the local wisdom program. Another research was conducted by Nazarudin and Aan (2023) which aimed to preserve local wisdom and regional potential to shape the profile of Pancasila students. The results of the research conclude that the involvement of local wisdom and regional potential has many positive influences on students, one of which can provide awareness for students to preserve regional potential and culture. Students' awareness of cultural sustainability and interest in studying local wisdom and arts can develop.

Another research on the theme of local regional potential was conducted by Anggraini, et al. (2023) with the aim of knowing the implementation of P5 in building students' character through documentary film design activities from one of the local potentials of the region, namely Riau Malay folk games. This research shows that the implementation of P5 is carried out in line with the implementation of the Independent Learning Curriculum. This program is implemented by taking into account the needs of the learning subject in order to form the character of students. At this stage, program activities run according to the specified theme. Folk game documentaries are an option agreed upon by teachers and students in order to apply local wisdom themes. The activities carried out by students during the film making process are able to fulfill the six desired character dimensions. Students are required to be responsible for maintaining team togetherness and cohesiveness, developing reasoning abilities, mastering roles, increasing creativity, self-confidence, collaboration and developing social skills for the success of these activities. Students also participate in preserving local wisdom by promoting regional culture to the public by uploading videos of each group's work on

their YouTube account. In this way, character formation and development is balanced with efforts to perpetuate regional culture.

Based on the description of relevant research that has been carried out by previous researchers, this research has something in common, namely that it is related to the empowerment of local wisdom or local regional potential. The difference between previous research that is relevant to this research lies in the local potential of the area being empowered. Another thing that makes a difference is the readiness of educational units in planning and implementing the Strengthening Pancasila Student Profile (P5) Project activities, such as the level of teacher understanding of P5. Apart from that, different situations and conditions as well as school infrastructure facilities can influence the implementation of local potential empowerment in this research.

The empowerment of local regional potential as a learning resource for the Project for Strengthening the Profile of Pancasila Students (P5) at SDN Kepel 03 Madiun makes the author interested in revealing further how it is implemented. This needs to be done considering that implementing P5 in schools is an important thing which aims to strengthen the character and develop the competence of students. Implementing P5 can also develop the knowledge, attitudes and skills that students need to work on projects in a certain time period. Apart from that, empowering local regional potential is the right step as an effort to provide varied learning resources that can facilitate student learning. In this case, learning resources are not only obtained from teachers and theoretical textbooks, but can also be obtained from the environment around where students live. The existence of the surrounding environment is a local potential that can be used to support student activities in the learning process. This research is entitled "Analysis of Regional Local Potential Empowerment as a Learning Resource for the Project for Strengthening the Profile of Pancasila Students (P5) at SDN Kepel 03 Madiun".

METHOD

Time and place of research

This study is conducted for six months from November 2023 to April 2024. This research was conducted at SDN Kepel 03 Madiun. The school is located in Kepel village, Kare subdistrict, Madiun district.

Subject and object of research

The subjects in this research were all parties involved in the activities of empowering local regional potential as a learning resource for the Pancasila Student Profile Strengthening Project (P5) at SDN Kepel 03 Madiun. Researchers used snowball sampling techniques to determine research subjects, which according to Pandey and Pandey (2015, p. 55) are, "The term; snow ball sampling' has been used to describe a sampling procedure in which the sample goes on becoming bigger and bigger as the observation or study proceeds. The term snowball stems from the analogy of a snowball sample which would allow computation of estimates of sampling error and use of statistical tests of significance". Snowball sampling is a technique for sampling data sources initially with a small amount and growing to a large number. This was done because the small number of data sources could not provide valid data, therefore researchers looked for other data sources.

The object of this research is the empowerment of local regional potential as a learning resource for the Strengthening Pancasila Student Profile (P5) Project at SDN Kepel 03 Madiun. In this regard, initial data during pre-research was obtained from observations of activities to empower local regional potential as a learning resource that had been carried out at the school. The researcher then conducted interviews with the school principal and teachers to strengthen information about the existence of local potential empowerment activities as a learning resource in the school. Efforts made by

researchers to seek more in-depth information on research are actually carried out through observations, interviews, questionnaires and documentation.

Research design

This research applies a qualitative research approach. In this case, this research has characteristics, namely 1) data collection is carried out in natural settings; 2) the researcher is the main instrument in collecting and interpreting data; 3) qualitative research is very rich and full of holistic description and analysis; 4) qualitative research requires researchers to carry out research activities in the field themselves (as first-hand experience in the field); 5) in qualitative research there are triangulation activities carried out extensively, including method triangulation, data source triangulation, and data collector triangulation; and 6) sampling is carried out purposively rationally (logical, purposive sampling). The type of qualitative research applied in this research is descriptive research. It can be said that descriptive research is research that attempts to describe the subject or object being studied in more depth, detail and breadth. Descriptive research is used to solve or answer a problem by collecting data, carrying out analysis, classification, making conclusions and reporting. The instruments used in this research are observation format and interview format. The preparation of the research instrument was carried out by paying attention to the grid containing the indicators observed and those asked about. For the research instrument grid, researchers used indicators of the Project for Strengthening the Profile of Pancasila Students (P5). This research uses an interactive data analysis. The interactive data analysis in this research was carried out in stages, namely data collection, data reduction, data display, and drawing conclusions or verification. The data that appears is in the form of words and not a series of numbers. The data has been collected through several methods, namely observation and interviews, and then processed through recording and noting using words arranged into expanded text.

Techniques of collecting data

This research uses a qualitative approach, therefore the collection techniques used according to Lamangida (in Rahmat, 2020, p. 165) are observation, interviews and documentation.

Technique of data analysis

Data analysis in this research refers to qualitative data analysis by Miles and Huberman which is carried out interactively and takes place continuously through data reduction, data display, and conclusion drawing or verification (Sugiyono, 2020). Data analysis in this research was carried out in three stages, namely data reduction, data presentation, and drawing conclusions or verification. The data that appears is in the form of words and not a series of numbers. The data has been collected through several methods, namely observation and interviews, and then processed through recording and noting using words arranged into expanded text. The data analysis steps are presented in the following figure.

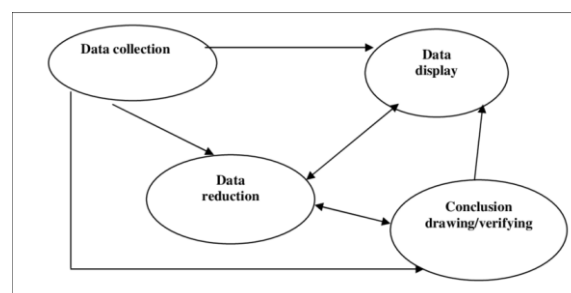


Figure 1. Steps of Interactive Data Analysis

Based on the picture above, the stages of data analysis in this research can be explained as follows. First, the researcher collects data about ecological literacy learning for students' of elementary school through observation, interviews, and questionnaire. Second, after the data collection is complete, the researcher reduces the data that has been obtained, namely by classifying, directing, discarding what is not necessary, and organizing the data. Third, researcher presents the data of ecological literacy learning in the form of descriptive words. Fourth, the researcher makes conclusions from the data obtained. Furthermore, this research uses an induction thinking pattern in the form of drawing general conclusions from specific cases in the form of interpretation results. This means achieving a correct understanding of the reality faced and studied because it relies on objective evidence and achieving authentic truth, namely information about analysis of regional local potential empowerment as a learning resource for the Project for Strengthening the Profile of Pancasila Students (P5) at SDN Kepel 03 Madiun.

RESULTS AND DISCUSSION

Based on the results of this research, it was found that the profile of Pancasila students was strengthened. This has been carried out through the Cultural Saturday program, market days/bazaars, project based learning, language context debates, preservation of local games, traditional clothing days, traditional arts performances, presentation of typical Sasak culinary delights, and extracurricular performances. This also explains that all programs and products are in accordance with the Independent Curriculum which includes the Project for Strengthening the Profile of Pancasila Students (P5) on one of the themes related to local wisdom. Armadani et al (2023) in their research findings revealed that P5 activities aim to develop students' skills through the production of various products and projects that are tailored to the profile of Pancasila students and adapted to the themes provided by the Ministry of Education and Culture.

Implementation of the Project for Strengthening the Profile of Pancasila Students as an Effort to Strengthen the Character of Students (Ulandari & Rapita, 2023). Researchers emphasize the main achievement of P5, namely the formation of students' character in accordance with the values and norms contained in Pancasila. The selection of P5 is a bridge to strengthen students' character. P5 themes according to the guidelines include Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build Your Body and Soul, Engineering and Technology, Voice of Democracy, Entrepreneurship and specifically for Vocational High Schools there is the theme of Work.

In its implementation, the selection of themes is adjusted to the character dimensions of the Pancasila Student Profile to be achieved. This is in line with the theory that theme selection must be based on the dimensions you want to develop (Yanzi et al., 2022). Apart from that, determining a theme can also start from problems that occur at school, the agenda, school goals or the wishes of students (Widyastuti, 2022). The choice of types and forms of programs held in schools is highly adapted to the specificities of each region, as the researchers revealed in their findings that schools have a Cultural Saturday program which is held every Saturday with different themes, including, namely; Gatra Love Gymnastics, Class Teacher Development, and Clean Environment or what can be called mutual cooperation. For Gemar Gatra Gymnastics, it is gymnastics created by the Education Department with traditional games. Apart from that, the homeroom teacher development program is one way for teachers to develop students to be better in the future.

According to Nurmayanti et al (2023) revealed in their research that the implementation of the Cultural Saturday program at SMPN 13 Mataram is carried out once a month in the third week there are several civic character activities (Civil Disposition), namely in the form of: (a) the activity of singing regional songs, (loyalty to the nation or loyalty to the nation and the principles, the character of tolerance for diversity, (b) Sasak traditional dress code activities (the character of religious tolerance, the character of politeness (respect and civil discourse) and the character of loyalty to the nation (loyalty to the nation and the principles), (c) the activity of playing regional musical instruments (the character of tolerance for diversity or Compassion, the character of discipline or self-discipline, (d) the activity of making typical Sasak food (the character of discipline or self-discipline and the character of compromise), (e) mass dance activities (the character of compromise or Compromise, disciplined character or self-discipline, (f) student work exhibition activities (character of individual responsibility and, open-minded character). The more organizational members who accept the core values and the greater their commitment to these values, the stronger the culture will be (Haromain, 2019).

Based on the results of this research, it was found that program evaluation by means of carry out daily assessments of discipline and ethical enforcement, test the results of environmentally friendly Briquette, and conduct assessments every 6 months to obtain responses from teachers and students, determine program follow-up plans for understanding, program preservation, mastery, and skills for playing products and programs wisdom, and the school takes follow-up action. In principle, program evaluation is not only about assessing or measuring the final results of a program, but these findings reveal that schools have carried out regular evaluations, from the beginning of the process until it becomes a product and determines the decision as to the next program. This program must provide beneficial value for participants, this was stated by Kholidah et al (2022) that the P5 Local Wisdom Activity Program Evaluation is able to become a new value for students and teachers so that the project implemented does not hinder the learning process. But once again, no matter how good the curriculum is, it will not work well without the cooperation of various implementation experts, for what reason can this P5 program offer primary learning to students. In line with this research which reveals that the P5 program is strengthened by stages of theoretical study and understanding the P5 concept, the teacher prepares the P5 program to shape the character of students. In developing the Pancasila student profile, learning activities are carried out on a project basis which contains the character values embedded in each point of the Pancasila principles.

Researchers revealed that program evaluation can be seen from local wisdom programs and products, such as making student work from plastic waste that can be recycled, for example making calligraphy from paper in arts and culture subjects, making briquettes from wood, and so on. Hapsari et al (2021) Plastic waste has become an important problem in Indonesia. It was further stated that public awareness is responsible for protecting the environment by handling economically valuable waste. The measure of results that can be seen over a long period of time is the instilling of environmental conservation values through understanding health and cultivating the soul Entrepreneurship can start from elementary school education level. Socialization and practical methods are given to students so that they get used to protecting the environment, reducing waste and practicing making marketable goods made from plastic waste. The results obtained from this activity are that students understand the long-term dangers of waste, practice to better protect the environment and learn new knowledge to process plastic waste into items that can be used, such as accessories, handicrafts and decorations (Hapsari et al. 2021) . This was further strengthened by Sofiana (2010) that plastic waste still has enormous potential in the form of products

such as bags and household equipment. It's just that efforts are needed to have higher economic value and be able to compete with other similar products.

Thus, the evaluation of the local wisdom program to strengthen the profile of Pancasila is a direct change when the program is implemented in cultivating awareness and positive values that can be directly felt by students. Meanwhile, the indirect benefit is a change in the student's personal character with values and local cultural norms into a completely inherent character which will continuously be implemented in their daily life behavior.

CONCLUSION

In conclusion, firstly, the implementation of the local wisdom program to strengthen the profile of Pancasila students has been carried out through establishing a program according to the P5 theme in the independent curriculum, and implemented in the Cultural Saturday program, market days/bazaars, project based learning, language context debates, preserving local games, clothing days traditional, traditional arts performances, typical culinary presentations, and extracurricular performances. Second, program evaluation by conducting daily assessments of discipline and enforcing ethics, testing the results of environmentally friendly Briquette, and conducting assessments every 6 months to obtain responses from teachers and students, determining program follow-up plans for understanding, program preservation, mastery, and skills for play wisdom products and programs, and the school carries out follow-up.

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