

Application of P5 based on Local Wisdom in ELT

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First Received: 06-04-2024

Final Proof Received: 25-05-2024

Abstract

Fulfilling students' needs in learning is a major factor in the educational process. However, there are still many misconceptions about the application of Merdeka Curriculum among teachers, resulting in the goal of competence in the Pancasila Student Profile not being achieved. Project-based learning is applied as an effort to provide different treatment to each student who has different characteristics and needs. The diversity of Batang Regency's local wisdom and local cultures that are starting to become extinct is a potential that should be preserved. The purpose of this study is to analyze local wisdom-based differentiation learning applied by high school and vocational school teachers in Batang Regency in the Merdeka Curriculum. This research is a qualitative research with a phenomenological approach where data collection uses questionnaires, interviews and observations with 20 teachers; the collected data is analysed by grouping according to the level and target competencies. Based on the results of the study, the dimensions of independence, critical reasoning and creativity are the 3 main characters that are reflected in every P5 lesson conducted by English teachers in Batang district.

Keywords: Local Wisdom, Merdeka Curriculum, P5.

There are four fundamental skills in learning English that students need to master: 1) Speaking, 2) Writing, 3) Listening, and 4) Reading (Magableh and Abdullah, 2020). It is crucial in learning to apply fun methods and strategies to attract students' interest in learning (Rovikasari, 2020). For learning to be effective and efficient in achieving its goals, it should follow the principles of active, innovative, enjoyable, and 4C (Critical Thinking, Collaboration, Creativity, Communication) learning (Hidayati et al., 2022). In the Merdeka Curriculum, students are expected to develop competencies as outlined in the Pancasila

Student Profile, which includes: a) noble character, b) global diversity, c) independence, d) mutual cooperation, e) critical reasoning, and f) creativity. These six components are interconnected and reinforce each other (Kemendikbud, 2020).

P5 (Projek Penguatan Profil Pelajar Pancasila / The Strengthening the Profile of Pancasila Students)

The Strengthening the Profile of Pancasila Students (P5) project is an integral part of the Implementation of the Merdeka Curriculum (IKM). P5 is an effort to realize

Pancasila Students who are able to behave in accordance with the values of Pancasila. IKM P5 is special because its application is not integrated in the learning of each subject but has a special portion in each subject hour allocation which makes students have the opportunity to be able to develop their knowledge, skills and attitudes competencies by learning from their friends, teachers, even to local community leaders in analyzing hot issues that occur in the surrounding environment.

The Merdeka Curriculum was introduced by the Indonesian Ministry of Education and Culture in 2021. It aims to provide a more flexible and student-centered approach to learning, with a focus on developing critical thinking, creativity, and independence in students. This curriculum is designed to empower teachers and schools to tailor learning experiences to meet the diverse needs of their students, fostering a more holistic and inclusive educational environment (Kemdikbud, 2022).

The Pancasila Student Profile is an educational framework that outlines the essential qualities that Indonesian students should embody, reflecting the nation's foundational philosophy, Pancasila. The profile emphasizes six core attributes: faith in God, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These attributes are intended to cultivate well-rounded individuals who can contribute positively to society and the global community (Kemdikbud, 2022).

P5, or *Projek Penguatan Profil Pelajar Pancasila*, is a project under the Merdeka Curriculum aimed at strengthening the Pancasila Student Profile. It involves various activities and learning experiences designed to instill the six core attributes of the profile in students. Through P5, students engage in real-world projects that foster critical thinking, collaboration, and creativity, aligning with the holistic educational goals of the Merdeka Curriculum (Kemdikbud, 2022). P5 is project-based learning that emphasizes the Pancasila

Student Profile element in it. The Pancasila learner profile aims to answer the big question of which students have the profile (competence) that the Indonesian education system wants to create (Rusnaini, Raharjo, 2021).

Local Wisdom Integration

Batang Regency is found within the northern portion of Java Island and includes a varied geography, giving rise to different characteristics and different nearby shrewdness. Different shapes of populace jobs, common assets, conventions and neighborhood culture create agreeing to the character of the environment in each region (Anida & Eliza, 2021). One such local culture is "Babalu," a traditional Javanese theater combining musical drama and dance movements to depict stories of struggle and life in Batang. However, "Babalu" is nearing extinction (Agustina, 2021).

Preserving and empowering such diverse local cultures can be a valuable resource for everyday life (Shofyana et al., 2022). The integration of local culture "Babalu" with the use of international languages will have multiple impacts, not only fostering creativity; but also preserving culture and promoting regional tourism potential.

The viability of learning will be more important in the event that it is coordinates with genuine conditions within the environment where understudies live and school (Fauzi, 2022). Incorporating local wisdom, including regional culture, can preserve and promote culture to the younger generation and enhance regional tourism potential (Linaria et al., 2023). Local wisdom offers benefits such as helping students become smart, clever, and wise, and transforming their values to develop positive personalities (Sulianti, et al., 2019).

This research employs a phenomenological approach, which explains natural phenomena by focusing on the meanings, perspectives, and experiences of participants (Al-Busaidi, 2008). This approach investigates the involvement of the information

subject (Aditama, et al., 2022). It explores the real experiences of teachers integrating Batang's local wisdom into the implementation of P5 in schools to achieve learning objectives and meet student needs according to the Merdeka Curriculum. Previous researchers have applied P5 in learning. For example, Wulandari et al., (2023) conducted Pancasila Student Profile (P5) Strengthening Project Training in Indonesian Schools in Kuala Lumpur, Malaysia. The activity targeted teachers from elementary to high school levels in these schools, resulting in an increased ability to create innovative learning designs. The following study by Azahra (2023) analyzed the use of persuasive words in P5 activity posters created by grade VII students as a means of natural disaster prevention, employing a qualitative descriptive approach. The primary data source consisted of selected posters from class VII C at SMPN 1 Batu City. Out of seven posters, three students used the word "less" as an invitation or influence in their sentences, while two students used the word "stop" to convey an invitation or raise awareness.

Safi'i et al (2023) further developed this by analyzing the implementation of the Pancasila Student Profile strengthening in high schools. Their results indicated that the values of the Pancasila learner profile have been intensively implemented at SMA Muhammadiyah 18 Jakarta, with activities such as congregational prayers, Quran recitation, and study sessions embodying the profile of faith, devotion to God Almighty, and noble character.

Khairunisa (2023) conducted another literature review aimed at (a) describing the theme determination in P5, and (b) describing the implementation of P5 with a local wisdom theme. This qualitative-descriptive study revealed that (a) the theme of the Pancasila Student Profile is determined based on school agreement, and (b) the implementation of the local wisdom theme project at SD Muhammadiyah 1 Surakarta involved all

fourth-grade students, guided by a team of coordinators or teachers.

Following this, Mahmudi and Mirnawati (2023) examined summative assessment to describe the format, tools, implementation procedures, and student work from Project and Literacy Week activities at SD Muhammadiyah 16 Surabaya Creative School. The findings revealed that (1) the assessment integrates both tests and non-test methods to evaluate cognitive, affective, and psychomotor domains, and (2) the assessment tools employ rubrics with weighting techniques tailored to the specific assessment aspects of each subject. From the literature reviewed, it is evident that P5 learning is applied through various topics and methods, predominantly in primary and secondary education. However, there is no literature specifically addressing P5 learning based on local wisdom.

From the literature discussed, the application of P5 in learning is applied with various topics and methods and mostly in primary and secondary education, but there is no literature that discusses P5 learning based on local wisdom.

In our recent research (Shofyana et al., 2022) we found that the integration of local wisdom in learning can increase interest and facilitate students in mastering basic English skills. Mastery of basic English skills affects the pronunciation of language production (Sugiharto et al., 2022). Vocabulary development supports the improvement of an educator's ability in pedagogy (Aditama, et al, 2022). The level of student mastery in learning is influenced by the media and learning strategies used (Shofyana et al., 2022). Learning that is integrated with the environment, instils strong character education (Aditama et al., 2023). However, there are still shortcomings in fulfilling student needs and increasing mastery of learning effectively, so further research is needed to develop appropriate learning outcomes and methods. Therefore, this research is proposed to develop the application of local wisdom-based P5

in English language learning by answering these research problems: 1) how do teachers implement P5 learning in ELT? and 2) what Pancasila Students Profiles are reflected in the implementation of P5 activities in ELT by teachers?

Method

The subjects of this study are English teachers at high schools and vocational schools in Batang Regency who implement differentiated learning based on local wisdom within the Merdeka Curriculum. The data for this study come from questionnaires, interview responses, and descriptions of methods and documentation. The data is summarized in the form of a form, with documents including photos or files of the learning media used by the teachers. The data is then coded, grouped, and analyzed to understand the models of differentiated learning employed by the teachers.

Data collection techniques for this research included observations, questionnaires, and interviews with 20 high school and vocational English teachers in Batang Regency, with students serving as research assistants. The questionnaire consisted of written questions for respondents to answer independently (Sugiyono, 2019). Observations focused on the practices of local wisdom-based differentiated learning by English teachers, followed by interviews with both teachers and students about the learning process and outcomes.

Data analysis was conducted using a phenomenological approach, which seeks to explain natural phenomena by emphasizing the meanings, perspectives, and experiences of participants (Aditama et al., 2022). The general steps of data analysis were:

1. Data reduction, which involved identifying the collected data.
2. Data presentation, which involved classifying the types of differentiated learning implemented by teachers and providing real examples of the methods applied in schools.

3. Drawing conclusions, which involved formulating hypotheses based on the data acquisition, classification, and other supporting results obtained during the research activities.

Result and Discussion

Based on observations, questionnaires, and interviews with 20 teachers, the classification of the teacher affiliation were presented in Table 1:

Table 1. Distribution of Participants

| No | School | Number of Teacher |
|-------|------------------------|-------------------|
| 1 | Senior High School | 11 |
| 2 | Vocational High School | 9 |
| TOTAL | | 20 |

A Focus Group Discussion (FGD) was held to align the teachers' understanding of P5 objectives. However, most teachers remain confused about implementing P5 and applying Project-Based Learning in their teaching. They thought PjBL was giving project to the students, but they didn't realize that the initiation in doing project was coming from students.

Based on the observation and interview results to the teachers who conduct P5 to their students, there are some learning activities which based on PjBL integrated to "*Profil Pelajar Pancasila (P3)*" characters dimension, namely: noble character, global diversity, independence, mutual cooperation, critical reasoning, and creativity. These six elements are seen as a single unit that supports and sustains each other (Aditama, et al, 2022).

Some P5 Learning activities were described by the teachers as follows:

Data 8:

"Children are given material in the form of narrative text; they analyze the components of the text and then reproduce it with their own themes and ideas based on their environment's stories. The resulting product in writing this student narrative story is a digital storybook made through Canva and other applications".

This activity expanded students reading and writing skills. By finishing this project, P3 Characters which integrated in this learning activity are: Independence, Critical Reasoning, and Creativity.

Students who demonstrate a strong understanding of the purpose and significance of the visit and the subject of ‘Local Wisdom’ will be evaluated as having an understanding of the P5 learning context. P5 activities help students make connections between their knowledge and what they learn outside the classroom. It shows how ideas from extracurricular activities and the current curriculum are integrated (Khairunnisa et al., 2024).

Data 16:

“SMK students opened a donation campaign for our brothers and sisters in Palestine. The event was also used as a topic for students to make Exposition text, create posters, make videos about Gaza and call for boycott of Israeli products”.

This activity improved students writing and speaking skills. By making video and using application for designing poster, they explore the ability to use technology in learning. P3 Characters which integrated in this learning activity are: Noble Character, global diversity, critical reasoning, and creativity.

Learners who have critical thinking skills will be careful in analyzing and evaluating a problem. This ability is one of the important soft skills that must be mastered in order to solve problems in the future. Students’ critical thinking skills must be developed through learning innovations so that they are ready to face problems in the future (Fitria, 2022).

Data 3:

“With the topic of procedure text, students are asked to organize procedures in making / cooking local food. The final product is a personal procedure text and presentation video with the theme ‘master chef.’“

This learning activity explore students’ ability in writing and speaking. By creating video they tend to use technology in able to create a good edited video. P3 Characters which integrated in this learning activity

are: independence, critical reasoning, and creativity. Through a challenging project will encourage students to develop critical thinking skills and improve their problem-solving skills (Rahayuningsih, 2022).

Data 19:

“The theme of the project is Product Review, students create a Story Board about the product they will review, the product should be chosen from their environment, such as batik, local snack, hand craft, etc. Each group develops a promotional video scenario and reviews the product of their choice.”

This “Product Review” project, expanded students creativity and critical thinking. This activity explore students’ writing and speaking skills. Coordination and communication in group also the key point in finishing this project. P3 Characters which integrated in this learning activity are: mutual cooperation, critical reasoning, and creativity. The Pancasila Learner Profile Strengthening Project is based on four basic principles: contextual, learner-centred, holistic, and exploratory (Juraidah, J., & Hartoyo, 2022).

Based on the results of interviews and observations with English teachers who apply P5 in learning, the results of the integration of character values in the Pancasila Student Profile contained in each of the learning methods carried out. a recapitulation of the results of grouping the dimensions of the Pancasila student profile character is described in Figure 1:

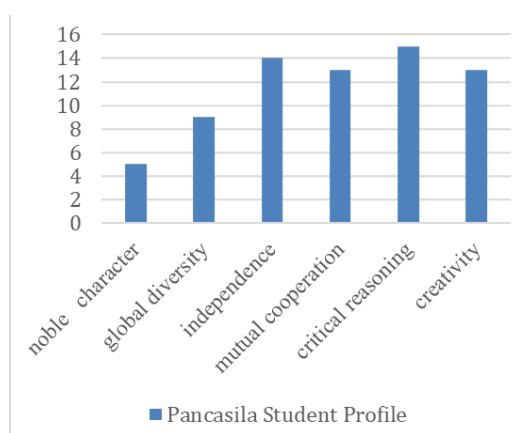


Figure 1: Pancasila Student Profile Characters implemented in Learning.

The student experience in the teaching and learning process plays a major role in determining whether or not educational goals are achieved. Instructors are required to carry out their responsibilities professionally in accordance with their scientific discipline because they are considered as individuals who can provide knowledge to students (Ramadan, 2024).

The application of integrated learning in local wisdom provides a real picture that makes it easier for students to understand the context and the ultimate goal of teaching can be achieved.

Critical thinking, mutual cooperation, independence and problem solving skills can be developed and improved through challenging project activities. The use of local materials and content as well as bringing up current phenomena increases students' thinking power to be more creative. The use of technology in learning enhances students' mastery of competencies. The role and competence of teachers determine student learning outcomes and the teaching and learning process, the development of the teaching and learning system has implications for teachers to improve their role and competence (Kahfi, 2022).

Conclusion

Project-based learning integrated with character education values reflected in the Pancasila learner profile provides competency challenges to students and teachers. Not only are students challenged to complete projects appropriately, but character education values can also be applied and carried out by students. The values of diversity, critical thinking, cooperation, creativity are the dominant values applied in the application of P5 learning by English teachers in high schools and vocational schools in Batang district. Each teacher applies different learning methods, with different projects, and has their own character values that can develop students' potential and competence. Each teacher applies different learning methods,

with different projects, and has their own character values that can develop students' potential and competence. The integration of local wisdom supports students to more easily understand and understand the material and target competencies to be achieved. Real experience in the environment around students and schools is a good synergy to preserve environmental knowledge and local wisdom of the local area. Therefore it is expected to preserve local culture and habits in today's younger generation. Diversity in teaching methods will not only attract students' interest in learning but can also enrich the teacher's ability to design varied learning. Teacher competence can be improved, students will be more happy to learn because learning becomes fun so that the learning process becomes meaningful.

Acknowledgment

High appreciation is expressed to Diktilitbang PP. Muhammadiyah for the RisetMU research grant given so that this research activity can be carried out.

Good cooperation and coordination is provided by LP2M UMKABA so that every research activity can be carried out smoothly. thanks to the members of the research team and correspondents of high school and vocational English teachers in Batang Regency who are willing to cooperate well and synergistically.

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