

Research Article

Implementation of Character Education in the Pancasila Student Profile Strengthening Project with the Local Wisdom Theme of Temu Manten in Class X at SMAN 3 Blitar

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Abstract

The research aims to discuss the implementation of character education through the Pancasila Student Profile Strengthening Project created by the Ministry of Education and Culture to overcome several problems in the world of education as an effort to build students' character in accordance with the values contained in Pancasila. In the world of education there are two problems, namely classical and modern problems. In this case, the researcher examines several phenomena of the implementation process, implementation implementation, and inhibiting and supporting factors in the field before and after the implementation of the P5 program by presenting data that is in accordance with the author's questions and assumptions, especially for class X students at SMAN 3 Blitar. In its implementation, schools are given full authority to implement these activities. Of the several themes contained in P5, the theme of local wisdom is very suitable to be applied at SMAN 3 Blitar because it has the potential to help introduce East Javanese local culture to the surrounding environment, build a sense of mutual cooperation, cooperation and achieve common goals. In this research, researchers used qualitative- descriptive methods. The results of this research show that the implementation of the Pancasila Student Profile Strengthening Project is quite good, but there are still several things that need to be improved, while the implementation itself is already strong in shaping the character of students in schools. So, if P5 activities are further optimized, the Pancasila

character of students will be formed.

Keywords: Character Education, Pancasila Student Profile Strengthening Project, Local Wisdom.

INTRODUCTION

One of the significant challenges faced by educators in the 21st century is the formation of character in students, which has become the most crucial element in preparing them for the future. This is achieved by integrating technology and information as tools and educational resources to help students explore and navigate advancements in technology and information, particularly in the field of education (Sugara & Mutmainnah, 2020). Introducing science and technology to students in ways that contribute positively to their education can make the learning process more engaging. However, educators must also maintain oversight to ensure that students remain focused on the educational process. Character education involves instilling positive values in students, such as self-awareness, resilience, and enthusiasm, with the ultimate goal of enabling students to apply these values in their everyday lives to become well-rounded and beneficial individuals (Juliani & Bastian, 2021).

Currently, education in Indonesia requires significant reform to build knowledge, skills, and character that will foster social justice, create peace, and enable global collaboration based on diversity and global unity (Pare & Sihotang, 2023). One classic issue within education is intolerance in the educational context. This is seen as a serious threat to the ideology of Pancasila. Other classic issues include social conflicts that result in psychological trauma and even loss of life. In modern educational problems, challenges such as the lack of access to proper education in certain regions, curricula that do not match students' capabilities in different areas, the high cost of education for lower-middle-class families, and the challenges of the digital age must be addressed. Additionally, the lack of problem-solving skills, both social and systemic, has become a critical skill sought after in the workforce of the future. These challenges persist as a significant struggle in Indonesia's education sector (Priyanto, 2020).

Various strategies have been implemented in Asian countries, including Indonesia, to strengthen the education system. One of these strategies is curriculum

reform and policies that support the principles of equality and social justice (Bajaj & Chiu, 2009). This aligns with Indonesia's vision of achieving social justice for all its citizens. To implement these principles, it is essential to execute the right measures at every school. Implementation is the concrete action taken to achieve the goals set within a policy (Siregar et al.). In the context of education in Indonesia, the Merdeka Curriculum represents an innovation that focuses on developing students' abilities through the Project Strengthening the Pancasila Student Profile (P5) (Ahmad Mukhtar et al., 2024). Through this program, the noble values of Pancasila are integrated into the learning process, so that students not only develop academically but also cultivate strong character traits that are relevant to the demands of the times (Kemendikbudristek, 2021). With the aforementioned considerations, the measure of becoming a Pancasila Student is that students are able to demonstrate behaviors contained within the dimensions of the Pancasila Student Profile, including: 1) Belief in and devotion to God Almighty and noble morals, 2) Global diversity, 3) Mutual cooperation, 4) Independence, 5) Critical thinking, and 6) Creativity.

Several studies have guided the author in conducting research on the P5 program in schools. Research by Rofiqi (2023) shows that the P5 activity can serve as a tool for character education in the era of Society 5.0, as it hones both soft and hard skills, grounded in Pancasila's values that reflect the character of the Indonesian nation. Strengthening this program involves effectively implementing the planned P5 activities to foster a spirit of competition among students. Furthermore, research by Mulyangga et al. (2025) highlights the importance of adding a perspective of multiculturalism in various subjects across different school levels. This is useful for building students' character by utilizing local content and resources in their surroundings. The findings show that students became more sensitive to others, more tolerant, and better at respecting differences, collaborating to achieve shared goals, and empathizing with others. Research by Widyaningsih et al. (2024) shows that applying local wisdom themes successfully instilled values of tolerance and cooperation through project-based activities, such as traditional games and art creation. This could be seen in the development of students' abilities and cooperation from the beginning to the end of the P5 activities at the school. In this case, the choice of the Local Wisdom theme of "Temu Manten" was made because it aligned with the local wisdom surrounding the students, and they were able to understand

and learn the values of this local wisdom as a source of learning, reflecting mutual respect, cooperation, critical thinking on various issues faced, and creativity in designing collaborative projects in the P5 activities at SMAN 3 Blitar.

SMAN 3 Blitar is an educational institution that plays a vital role in shaping and strengthening its students' character. Therefore, the researcher hopes to uncover the potentials and the pros and cons of implementing the Project Strengthening the Pancasila Student Profile at this school. Through this study, the researcher hopes to provide new insights into the values of local wisdom in "Temu Manten" and contribute to strengthening the character of 10th-grade students, as well as help them apply these experiences in their future communal life.

METHOD

Before conducting field research, a researcher must determine the steps to be taken as preparation for data collection. The method employed by the researcher in writing this article-based thesis is a qualitative approach. The most realistic approach for the research titled *"The Implementation of Character Education in the Project Strengthening the Pancasila Student Profile (P5) with the Local Wisdom Theme of Temu Manten in Class X SMAN 3 Blitar"* is a descriptive approach. Qualitative research focuses on in-depth exploration to understand the meaning behind the behaviors of individuals or groups, as well as to describe various social and humanitarian issues. This method, grounded in postpositivist philosophy, is used to study objects in their natural conditions, unlike experimental approaches that typically involve controlling variables.

Data collection utilizes a triangulation approach, which combines various sources and techniques to enhance the accuracy and credibility of the findings. The data analysis process is inductive, emphasizing understanding the meaning, context, and phenomena occurring, rather than generalizing based on a limited sample. Therefore, qualitative research emphasizes depth of understanding and interpretation over making generalizations (Sugiyono, 2019). This approach prioritizes contextual understanding and deep interpretation of the phenomenon being studied.

This research aims to describe the results of the implementation of the facilitator team in Class X of SMAN 3 Blitar, particularly in strengthening students'

character at the school. Qualitative research reflects the social conditions observed in the field, which is an integral part of the research process. Qualitative research is critical for researchers, as it is based on data in the form of oral and written information, as well as results from interviews and observations, each explained in their respective sections. The use of qualitative research allows the researcher to gain a deeper understanding of the existing social phenomena and their relationship to the research focus.

The technique used for validity testing is triangulation, which includes triangulation of technique, sources, and time. The purpose of using triangulation is to enhance the validity of the data obtained in the field. In practice, the researcher conducts observations, interviews with relevant parties, and documents as additional data sources. Time triangulation is done by scheduling interviews in a way that does not disrupt the informants involved. In addition to field data, the researcher also conducts a literature review to obtain supplementary references that support the research, collecting information from scientific articles and various online sources. The results from the literature study, observations, and interviews serve as the basis for compiling this article, which focuses on the implementation of the P5 program in Class X at SMAN 3 Blitar.

RESULT AND DISCUSSION

A. Character Education Issues

The rapid development of technology provides both positive impacts and challenges for students. One of the main challenges is the inability of some students to control their curiosity about things that are less relevant to their learning goals. To address this issue, efforts to enhance character education, aligned with the values of Pancasila, have become a central focus in Indonesia's education system. One approach used to address this is the implementation of the *Merdeka Curriculum*, which emphasizes strengthening character through the Pancasila Student Profile (P5). This program aims to shape students with strong character, high competence, and the ability to understand and resolve various social issues. P5 is designed to be extracurricular and based on local issues, featuring contextual themes such as sustainable lifestyles, local wisdom, and entrepreneurship. In this context, the theme

of local wisdom is strategically chosen to build cultural understanding and instill a love for Indonesia's cultural heritage. Students are encouraged to explore local cultures in their surroundings as part of project-based learning. This not only supports cultural preservation but also prepares them to actively participate in society.

This character-based education program is designed to improve students' quality in various aspects, both academic and social, while also preparing them to face global challenges. In line with technological advancements, this program also aims to encourage students to better utilize the digitalization of education. The application of this program, as seen at SMAN 3 Blitar, demonstrates the role of educators in guiding students to explore and choose local cultures in their vicinity. Students are not only taught local wisdom values but also given the opportunity to showcase their creativity and potential through various activities that support the implementation of P5.

B. The Pancasila Student Profile Strengthening Project (P5)

The *Merdeka Curriculum* was introduced as a response to the shortcomings of the 2013 Curriculum, which included an overload of materials for students, rigid implementation, and monotonous teaching methods. In line with the government's vision and through the Ministry of Education and Culture, the Pancasila Student Profile was created to foster lifelong learning among Indonesian students who exhibit behaviors aligned with the values of Pancasila (Kemendikbudristek, 2022). This is supported by the *Kepmendikbudristek No.56/M/2022* on the Implementation Guide of the Curriculum as an effort to recover learning. This is demonstrated through the application of the Pancasila Student Profile Strengthening Project (P5), where students are expected to align with the values contained in Pancasila.

The advantage of the Pancasila Student Profile Strengthening Project is that it provides ample space for both educators and students to be more creative and innovative in the P5 activities. Schools are also given the freedom to develop curricula according to their specific needs. The integration of local history into the *Merdeka Curriculum* provides greater room for character development from multiple perspectives. Additionally, the P5 activities serve as a benchmark for shaping students' character through the application of local traditions such as *Temu Manten*,

which can teach students about the dimensions of the Pancasila Student Profile, namely: 1) Faith and devotion to God Almighty and noble character, 2) Global diversity, 3) Cooperation, 4) Independence, 5) Critical thinking, and 6) Creativity.

C. Planning and Implementation of Character Education (P5) at SMAN 3 Blitar

The planning process is an important initial step before the implementation of the Pancasila Student Profile Strengthening Project (P5) at schools. At SMAN 3 Blitar, the planning for the P5 project using the theme of Local Wisdom, brought to life through *Temu Manten* activities, was carried out systematically and collaboratively by the school's facilitator team. The process of implementing the P5 activities, as explained by Assistant Head of Curriculum Mr. Imam Ropi'i, S.Pd., Gr., includes the following stages:

1. Formation of the Facilitator Team at SMAN 3 Blitar

The first step in implementing the P5 program was forming the school's facilitator team. This team consists of all educators from various disciplines appointed by the head of the school, based on their competence, experience, and commitment to strengthening students' character. The facilitator team's responsibilities include designing the P5 project, developing the flow of P5 activities, and coordinating the execution of the project in Class X at SMAN 3 Blitar.

2. Needs Analysis and Theme Selection

After forming the facilitator team, the next step was to conduct a needs analysis for students and identify potential local cultural wisdom themes that could be explored. Through discussions between the facilitator team, coordinators, and students, the theme of Local Wisdom with the sub-theme *Temu Manten* was chosen. This is a Javanese wedding tradition rich in character-building values such as cooperation, responsibility, teamwork, and respect for local culture. This theme was selected because it aligns with the values of Pancasila and the objectives of the Pancasila Student Profile Strengthening Project (P5).

3. Development of P5 Flow and Module at SMAN 3 Blitar

The flow of activities was designed based on guidelines from the Ministry of Education and Culture related to the implementation of the P5 program. The flow includes learning objectives, desired character outcomes, core activities, timeline, assessment methods, and student action plans. The module was designed to be contextual, participatory, and collaborative among the team. The local wisdom theme specifically aimed at digging into creativity based on local culture.

4. **Curriculum Integration and P5 Learning Schedule**

The project is conducted over a specific period, approved with a duration of 2–3 lessons per week. The project lasts for 120 JP with regular classes held every Thursday and Friday. Teachers from related subjects are also involved to integrate character-building values into the project.

5. **Socialization to Students and Parents**

The purpose of this is to explain the objectives of the project, the activities to be conducted, the students' roles, and the benefits of character strengthening through *Temu Manten* activities. Socialization is carried out through class meetings and notification letters. Parents also participate in determining the operational costs to avoid social inequality during the P5 activities. The school, along with the facilitator and coordinator teams, also assists with the operational costs to avoid conflicts regarding self-financing for the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMAN 3 Blitar.

6. **Preparation of Facilities and Learning Resources for Class X Students**

According to Mr. Imam Ropi'i and Mrs. Dyah Ayu Hanis Z., S.Pd., as the facilitator team for the P5 activities, the planning process also included preparing facilities, tools, and learning resources to support the Pancasila Student Profile Strengthening Project (P5) at SMAN 3 Blitar. For the *Temu Manten* project, the school collaborated with community leaders, cultural practitioners, and local experts to provide authentic learning experiences for Class X students at SMAN 3 Blitar. Field observation, interviews, and the

practice of *Temu Manten* activities were also designed as part of the learning process.

D. Local Wisdom of *Temu Manten* Culture at SMAN 3 Blitar and Supporting and Hindering Factors

The *Temu Manten* ceremony is a Javanese tradition that has been preserved and reflects profound local wisdom. This tradition, along with *Tedak Siten*, *Grebeg Suro*, *Mitoni*, and other customs, showcases the beauty and noble values of Javanese society. *Temu Manten* is an essential part of the traditional Javanese wedding process, full of symbolic meaning. Early in the process, families consider the *bibit*, *bebet*, *bobot* (background, behavior, and social standing of the bride and groom) before marriage. *Temu Manten* serves as a symbolic union of the bride and groom, accompanied by several rituals such as *Kembang Mayang*, *Balangan Ganthal*, *Wiji Dadi*, and others. These rituals are meaningful for strengthening character.

The implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme *Temu Manten* aims to instill values such as cooperation, mutual assistance, and respect for local traditions, which support the character development of students.

1. Supporting Factors for the P5 Program at SMAN 3 Blitar:
 - Full commitment and support from the school principal
 - Readiness and enthusiasm of educators to implement the P5 program
 - Active participation from students
 - Support from students' parents
2. Hindering Factors for the P5 Program at SMAN 3 Blitar:
 - Lack of awareness among some students
 - Division within the team
 - Limited facilities due to high costs

CONCLUSION

From the various phenomena of rapidly advancing science and technology, it is necessary to strike a balance in order to preserve the original cultural heritage passed down by our ancestors. Additionally, there are several classical and modern educational issues that must be addressed to prevent any elements of division that

may negatively affect students both inside and outside of school. This approach can also teach students to think critically about the phenomena occurring in their environment and avoid acting rashly on unclear or misleading information.

To address these educational issues, the Ministry of Education and Culture (Kemendikbud) has developed activities aimed at shaping and enhancing students' critical thinking abilities to improve the quality of character among 10th-grade students. These activities can be developed according to each student's creativity, particularly by incorporating the Pancasila Student Profile (P5) as a platform to introduce the Pancasila spirit to students, especially in Class X at SMAN 3 Blitar. Through this program, it is expected that the quality of character education at the school will improve, moving toward a better direction.

The results of this study indicate that students can develop their creativity by blending local culture with modernity, while still preserving the authenticity of their local traditions. Additionally, the program fosters a sense of mutual cooperation (gotong-royong) among students.

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