

ISRG Journal of Arts, Humanities and Social Sciences (ISRGJAHSS)



ISRG PUBLISHERS

Abbreviated Key Title: ISRG J Arts Humanit Soc Sci

ISSN: 2583-7672 (Online)

Journal homepage: <https://isrgpublishers.com/isrgjahss>

Volume – II Issue-III (May – June) 2024

Frequency: Bimonthly



ANALYSIS OF LOCAL POTENTIAL LEARNING RESOURCES IN THE PROJECT OF STRENGTHENING THE PROFILE OF ELEMENTARY SCHOOL PANCASILA STUDENTS IN MADIUN

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| **Received:** 07.06.2024 | **Accepted:** 12.06.2024 | **Published:** 16.06.2024

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Abstract

The purpose of this study is to describe the findings of the analysis of learning resources of local potential of the region. The type of research is descriptive qualitative. The data source is the document analysis of the project to strengthen the profile of Pancasila students. Data were collected through documentation study. The results of the research are local wisdom that can be implemented, including: Dongkrek art, the story of the origin of the word Madiun, the 1948 PKI rebellion, Hydroponic planting, Madiun cityiner, such as: Pecel madiun, Tempe chips, Cassava chips, Getuk. Character values that can be internalized, namely: independence, creativity, critical thinking, honesty, mutual cooperation, tolerance. The conclusion of the research is that the local wisdom analyzed is in accordance with the dimensions of the Pancasila student profile with the theme of local wisdom including the spirit of mutual cooperation, global diversity, and creativity.

Keywords: Learning Resources, Local Potential, Pancasila Student Profile

Introduction

The project to strengthen the profile of Pancasila students (P-5) based on Kepmendikbudristek No. 56/M/2022 is cross-disciplinary learning and is included in project-based co-curricular activities. This means that its implementation is carried out separately from intracurricular activities and requires 20% to 30% of learning time. In addition to determining learning time, the determination of the P-5 theme needs to pay attention to the requirements for implementation. Susanti Sufyadi, et al, (2021) explained that the

requirements for P-5 implementation are: Holistic learning, learner-centered learning, contextual learning, and exploratory learning.

Khusnia, et al, (2024) explained that in the context of designing the Pancasila Student Profile Strengthening Project, the holistic framework of thinking encourages to examine a theme as a whole and see the connection of various things to understand an issue in

depth. The contextual principle relates to efforts to base learning activities on real experiences faced in everyday life. Meanwhile, Anggi (2024) explains that explorative learning is a learning that aims to explore ideas, arguments and different ways from students through a number of open questions and commands so that it can lead students to understanding a concept and solving problems. Meanwhile, learner-centered learning as a learning approach in which learners not only choose what to learn but also how and why the topic might be interesting, in accordance with the interests of learners and relevant to life and learners and teachers are responsible for their learning activities.

According to Fauziah, et al (2023) Learning resources are materials that are used to facilitate or support the knowledge that students will gain with the aim of achieving targets or learning outcomes. Learning resources are useful tools in teaching and learning activities such as materials that are utilized and needed in the learning process, which can be textbooks, print media, electronic media, sources, the surrounding environment and so on which can increase the passion for learning for students (Syaiful, 1997: 3 in Rahmawati 2020). Seels and Richey (Supriadi, 2017) explain that learning resources are all sources of support for learning activities, including support systems and learning materials and environments. From some of the above expert understanding, it can be concluded that learning resources are supporting sources used to facilitate students' knowledge that is useful in learning activities, it can be in the form of media or the surrounding environment.

Ratnaningsih and Imtihana (2023) state that the limitations of learning resources are everything that is around (the environment), both living and non-living, used as a means to facilitate students and educators (teachers) in carrying out learning and teaching activities. The goal is to gain experience and skills to achieve the expected learning objectives. Through the implementation of learning that considers local potential, it can improve the quality of learning in accordance with the development of social society so that contextual learning is formed which is managed according to community needs (Marliana and Hikmah, 2013). One way of implementing learning based on local potential and wisdom is in the form of activities to strengthen the Pancasila student profile, this activity can be a way of introducing students to various local potentials that need to be implemented and preserved in maintaining the balance of ecosystems in nature. Nature provides a variety of learning resources. Putri (2014) in Ratnaningsih, R., & Imtihana, E. R. (2023) added that through the integration of local potential in learning, it is able to encourage students to build concepts, contextualize their own characteristics, involve aspects of daily life and utilize the surrounding nature, environment and local potential where students are so that it can improve students' science literacy. This is in line with the opinion of Wahyudiati D., & Fitriani (2021) which states that through the application of learning with learning resources integrated with local wisdom, it can activate students in constructing new knowledge.

Local potential is a resource that exists in a certain area and has characteristics, namely existing in the environment of a community and is a hereditary legacy (Imtihana, 2023). Local potential is the potential of certain resources owned by an area including natural and cultural resources stated by Wulandari and Djukri (2021). Local potential is the potential of specific resources owned by an area including natural, human, technological, and cultural resources. Through local potential integrated in learning, students are motivated to learn about it, so that learning becomes

meaningful. (Sarah, 2014). From the opinions of the experts above, it can be synthesized that local potential is a resource owned by a region and has certain characteristics which include natural, human, technological, and cultural resources.

According to Faridah (2017), local potential can be the environment around the school that provides various sources of information that are useful for learning. Local wisdom / local potential is the ability / power / strength possessed by an area / place that can produce benefits or benefits. Local potential is a resource found in an area. Each region must have its own local potential, for example places such as forests, mountains, lakes, swamps or buildings such as temples, plants that are used as food or medicine, disaster mitigation processes, and others (Herdiana, et al, 2021). The potential of the surrounding environment is very potential to be able to develop students' literacy skills (Fuadi et al., 2020). Local potential has several common characteristics, namely: (1) in the community environment, (2) in harmony with the surrounding nature, (3) has a practical and easy to understand nature, (4) a heritage from generation to generation, (5) recognized as belonging to the community in an area (Wulandari and Syafii, 2022). The implementation of learning that considers local potential can improve the quality of learning in accordance with the development of social society so that contextual learning is formed which is managed according to community needs (Jayanti, et al, 2017). One way of implementing learning based on local potential and wisdom is in the form of project activities for strengthening the Pancasila student profile (P-5).

The Pancasila Learner Profile Strengthening Program Ngurah, et al, (2022) is a co-curricular activity that is cross-curricular learning that uses a project-based learning approach. Learners are trained to investigate, solve problems, make decisions, and produce products (Iwu, 2019). The Pancasila Learner Profile is a learner who learns throughout life, has character, and behaves according to the values of Pancasila. The Pancasila learner profile is the character and ability that is built in daily life and lived in each individual learner through the culture of the education unit, intracurricular learning, the project of strengthening the Pancasila learner profile, and extracurricular (Kemdikbud, 2022) Based on some of the above opinions, it can be concluded that the project of strengthening the Pancasila learner profile is a cocurricular activity that is built in daily life and lived in each individual learner, learners learn throughout life, and behave according to Pancasila values, then in learning it uses a project-based learning approach.

Accommodating the achievement of the Pancasila Learner Profile, the Government sets the main themes to be formulated into topics by education units in accordance with the regional context and the characteristics of students. The main themes of the Pancasila learner profile strengthening project can be selected by the education unit. One of the themes formulated is the theme of Local Wisdom. The theme can be developed into the topic of creating archipelago artworks (Ngurah, et al, 2022). In line with this, Nurasiah, et al (2022) stated that the profile project themes presented as much as possible can touch and answer local problems that occur in their respective regions based on profile projects on experiences and solving real problems faced in everyday life as part of the solution, it is hoped that students can experience meaningful learning to actively improve their understanding and abilities.

Implementation of this curriculum, teaching practices are learner-centered and the Pancasila Learner Profile is used as the basis for

content standards, process development standards, learning outcomes and assessment. The Pancasila Learner Profile has the hope that graduates will be born with criteria that are characterized and skilled and their abilities are needed in the process of achieving in solidifying the noble values of Pancasila in that person. The expectation of this can be achieved through project-based learning activities. (Khairunisa and Utami, 2023).

Improving the profile of Pancasila learners with an emphasis on developing the character and talents of each learner in everyday life through school culture, intra- and extra-curricular learning, Pancasila learner profile improvement projects, and work culture. The purpose of the Pancasila learner profile is to provide answers to fundamental questions about what kind of skills education in Indonesia wants to develop. These skills include capability, integrity, and acting in accordance with Pancasila beliefs. (Aries, 2022).

The Pancasila Student Profile Strengthening Project (P-5) in the Merdeka Curriculum must introduce local wisdom as an ingredient in completing its tasks. So that the forms of the Pancasila Student Profile Strengthening Project (P5) are very diverse according to the potential and conditions of the school. The implementation of this activity is certainly one of the ways how the education system encourages its young generation to love its existing culture (Wayan, et al, 2023). In addition, Nurasiah, et al, (2022) also stated that the current curriculum emphasizes the Pancasila profile as a long-term achievement. There are six abilities that support the achievement of the Pancasila learner profile, including devotion to God Almighty, global diversity, responsibility, mutual cooperation, critical thinking, and creativity.

Relevant research is research from Ulandari and Rapita (2023) with the title Implementation of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen the Character of Students. The results of the research are P-5 design consists of forming a team, identifying school readiness, determining the dimensions of the Pancasila Learner Profile character that want to be strengthened, determining the theme, planning time, flow, assessment, and making modules; 2) P-5 management includes provocation and contextualization, P-5 action, and celebration of learning outcomes; 3) assessment processing and reporting of P-5 results includes collecting, processing assessment results, and preparing project report cards; 4) evaluation and follow-up of P-5 in the form of strengthening character and continuing good habits with the Mari Beraksi program. Through P-5 action, it can strengthen the character dimensions of the Pancasila Student Profile in students, especially faith, devotion to God Almighty and noble character, mutual cooperation, independence, global diversity, critical and creative reasoning. The focus of this research is on analyzing the results of the implementation of the Pancasila student profile strengthening project. Meanwhile, the researcher's research focuses on analyzing the utilization of local wisdom, entrepreneurship, and sustainable living.

Research from Sedyanta Santosa (2016) with the title: Moral Education Values in Tembang Macapat as Strengthening Character Education in Curriculum 2013. (Study of Local Culture). The result of this research is that the moral values in Javanese literature are still relevant to people's lives today, so they can be used as role models and sources of moral values. So the focus of his research is to examine the influence of the moral values of Javanese literature on people's lives today. The focus of the above research is different from the focus of the research that the researcher carried out, which

focuses on the form of local wisdom to realize Holistic, contextual, learner-centered, and exploratory learning.

Based on the description above, researchers can formulate the problem as follows: how are the results of the analysis of local potential learning resources in the project of strengthening the profile of Pancasila students in elementary schools in madison? The purpose of this study is to describe the findings of the results of the analysis of local potential learning resources in the project of strengthening the profile of elementary school Pancasila students in Madiun.

Research Methods

The method in this research is qualitative with a descriptive approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and behaviors that can be observed. This method is used because it is in accordance with the problems studied, namely the implementation of the Pancasila Student Profile Strengthening Project by utilizing local potential learning resources. The subject of this research is the main source who provides information or data related to the research and needed by researchers. The research subjects are grade I and IV teachers in Dagangan sub-district, Madiun district. Data collection techniques through P-5 document analysis. Data validation through triangulation with interview and matching techniques.

Discussion Results

Based on the results of document analysis of interviews with principals and teachers, it was stated that the P-5 activities held at SD Negeri Dagangan sub-district chose the themes of local wisdom, sustainable living, and entrepreneurship. The selection of this theme is based on the characteristics of students and the school environment. The theme of local wisdom was chosen with the aim of reintroducing their cultural roots and instilling local wisdom values in students. Implementation of the Pancasila Learner Profile Strengthening Project Activity with the Theme of Local Wisdom. The Pancasila Student Profile Strengthening Project (P5) activities focus on local wisdom, namely: Dongkreng art, the story of the origin of the city of Madiun, the struggle and rebellion of the Indonesian Communist Party (PKI) in 1948. The theme of sustainable living was chosen Hydroponic planting. While entrepreneurship was chosen: processing salted eggs, tempeh chips, chips made from cassava, Madiun pecel, and making Getuk Ketela.

The implementation of P-5 through several stages, namely: the introduction stage, the contextual stage, and the action stage are the stages in the project activities. In the introduction stage, socialization about P-5 activities is carried out, where the teacher conveys the objectives and benefits of P5 activities that will be carried out. Furthermore, the teacher introduces the theme of the local wisdom project and typical Madiun culinary to students. As well as introducing the elements and sub-elements of the project that will be implemented. The next step is the contextual stage, where learners are given theoretical material that aims as preparation, such as a discussion of the culinary in Madiun city and the basic ingredients used in making typical culinary of the region. After that, learners are given questions as a form of evaluation, which requires them to list the types of typical Madiun food and the process of making it, and to discuss it with their group members. Previously, students had been shown a video explaining Madiun's typical cuisine, including the ingredients used and the

process of making it. After that, learners chose a typical Madiun dish that would be practiced together with their respective groups.

In the next stage, the action or project stage, students are given instructions on the history of Dongkrek art, the story of the origin of the word Madiun, the history of the 1948 PKI rebellion, materials and equipment that they must bring to school for practice. Then for those who take culinary, students make typical Madiun culinary products in groups. Each group is tasked with making one of the Madiun specialties that have been determined together, such as: cassava chips, kerikil tempe, pecel Madiun, getuk ketela. This practice is carried out in groups with guidance from the Practitioner and the respective homeroom teacher. The purpose of this project is to enrich the character competence of Pancasila students through activities centered on the theme of local wisdom. In addition, this project is intended as a bridge for students to recognize local potential and participate in environmental and cultural preservation efforts in their area.

To shape learners' overall character, learner character education and local wisdom principles can be integrated into the school culture. Local wisdom-based learning can be a new approach to teaching while strengthening learners' overall character (Sulianti et al., 2019). One of the benefits of implementing local wisdom-based character education in learning is as follows: a) Strengthening Cultural and National Identity. Local wisdom-based character education helps learners to understand and appreciate cultural heritage and traditional values that are an important part of the nation's identity. This helps to strengthen the sense of nationhood and love for local culture; b) Relevance to Social and Cultural Context. This approach ensures that learning has a strong relevance to learners' daily lives as it is rooted in the social and cultural context in which they live. This helps learners to feel connected to the learning material and increases their motivation to learn.

Further benefits are: c) Development of Appreciation and Respect. Through an understanding of local wisdom, learners are taught to appreciate and respect differences, be it in culture, religion, or other backgrounds. This helps to create an inclusive learning environment and reduce conflict between individuals; d) Development of Social and Emotional Skills. Local wisdom-based character education also helps in the development of learners' social and emotional skills, such as the ability to empathize, cooperation, and conflict resolution. This prepares them to be responsible and positively contributing members of society; e) Formation of Personality with Integrity. Focusing on values such as honesty, responsibility and integrity that are often at the core of local wisdom, this character education helps shape students' personalities with integrity and strong morals; f) Maintenance of Local Wisdom and Cultural Heritage. Through this approach, local wisdom and cultural heritage are maintained and preserved for future generations. This is important to maintain cultural diversity and prevent the extinction of valuable traditional values.

Various dimensions of the Pancasila learner profile will be achieved through this project. The spirit of gotong royong with sub-elements including, discussing Madiun culinary specialties, ingredients and how to make them in groups accompanied by homeroom teachers, global diversity with sub-elements including, various types of dishes make them closer and get to know and respect regional dishes, and developing creativity with sub-elements including, making Madiun culinary dishes can bring out creativity related to the use of cooking ingredients and how to serve (plating) is the theme of P-5 activities. In P5 activities that

emphasize the theme of local wisdom, students have the opportunity to experience character building through understanding and learning from the surrounding environment. Strengthening character education should be aligned with the dimensions of the Pancasila Student Profile (Mery et al., 2022). According to research conducted by Sulistiawati and colleagues (2023), the goal of the Pancasila Learner Profile Strengthening project aims to improve the character of learners so that it is in accordance with the principles of Pancasila (Sulistiawati et al., 2023).

According to research (Aries, 2023) strengthening the Pancasila learner profile can make students become people who reflect the Pancasila learner profile. Principals and class teachers expressed the hope that P5 activities with the theme of local wisdom will bring positive changes in attitudes and behavior, and make learning more meaningful, in-depth, and fun. They hope that through this activity they will become competent Pancasila learners (Rahmadayanti and Hartoyo, 2022).

Implementing P-5 activities, learners can cooperate with their friends to bring the materials and equipment needed in making regional specialties and stories from the Madiun region, and they can take full responsibility in all these activities. Learners' response to the local wisdom-themed P-5 activity was very positive; they found it a very fun and enthusiastic experience. Through this activity, learners have the opportunity to develop their interests and skills and increase their confidence in making value-added products.

This is in line with the results of research by (Rizal et al., 2022). Cultural diversity in the environment can influence the learning process and also play a role in shaping the level of self-confidence. In the implementation of P-5 activities, several obstacles were encountered, including difficulties in managing learners who have diverse characteristics, as well as limited tools and materials in the early stages of project creation. However, these obstacles did not hamper the overall P-5 activities. The support provided by parents played a crucial role in the implementation of P-5 activities. With this support, P-5 activities can run smoothly and successfully. In principle, parents play a central role in educating and supporting the development of their children, including in terms of education (Bungan & Sumule, 2019). For a project to succeed, parents, teachers, learners and all stakeholders in the community must work together and cooperate well (Kahfi, 2022).

Based on the analysis of P-5 implementation requirements, local wisdom that is in accordance with the implementation requirements, the theme of P-5 activities, and the form of internalization methods of character values are Dongkrek Art, the story of the origin of the word Madiun, the 1948 PKI rebellion, Hydroponic planting, Madiun city culinary, such as: Pecel madiun, Tempe chips, Cassava chips, Getuk. The dimensions of the Pancasila learner profile achieved in P5 activities with the theme of local wisdom include the spirit of gotong royong, global diversity, and creativity. Character values that can be internalized, namely: independence, creativity, critical thinking, honesty, mutual cooperation, tolerance.

Conclusion

The conclusion of this research is that the local character values for public elementary schools in Dagangan sub-district, Madiun district, are: Dongkrek art, the story of the origin of the word Madiun, the 1948 PKI rebellion, Hydroponic planting, Madiun city culinary, such as: Pecel madiun, Tempe chips, Cassava chips,

Getuk. The dimensions of the Pancasila learner profile achieved in P5 activities with the theme of local wisdom include the spirit of gotong royong, global diversity, and creativity. Character values that can be internalized, namely: independence, creativity, critical thinking, honesty, mutual cooperation, tolerance.

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