

## **Strengthening the Profile of Pancasila Students Based on Local Wisdom**

Herlis Setiawan Karim, Sitti Roskina Mas\*, Zulystiawati

Universitas Negeri Gorontalo, Master of Education Administration

\*(*Sitti Roskina Mas*)

✉ [sittiroskina@ung.ac.id](mailto:sittiroskina@ung.ac.id)<sup>1</sup>

**Abstract:** This study aims to describe (1) the form of local wisdom for strengthening the values of the Pancasila Student Profile for students in Driving School, (2) the implementation of the Project to students, and (3) the implications of the Project on students' characters. This study used a qualitative approach with a case study design. The research informants were school principals, homeroom teachers, project administrators, and students of Class I and Class IV. The determination of data sources was carried out by purposive sampling. Data collection obtained from interviews, observation, and document study. Data analysis used reduction, display, and data verification. The validation of data was conducted through data credibility by extending the observation period, and triangulation (sources, techniques, and experts). The results of the study showed that: (1) the form of local wisdom were (a) traditional games, folklore, and embroidery crafts; (2) the implementation of the Project for students began with activities of meeting with the project facilitation team and parental socialization, reference studies, module development, implementation in teaching and learning, showcasing/presentation of work, and evaluation and reflection; (3) the implications of the Project for students' characters was the formation of pancasila student profile with the dimensions of global diversity, critical thinking, independence, and mutual cooperation.

**Keywords:** Pancasila Student Profile, local wisdom, Driving School

### **INTRODUCTION**

Pancasila Student Profile Strengthening Project is the Indonesian government's effort to develop student character that reflects the values of Pancasila as the nation's foundation. The changing times have resulted in a shift in the order of values and norms that apply in society. This is caused by the inclusion of western values and culture which affect the behavior patterns of students. Gadgets and the internet are one of the access points. The impact of the rapid acquisition of information, when not fortified by the strong roles of family and schools in shaping the learners, sometimes leads learners to engage in actions that surpass the prevailing norms and values in society. This crisis has been

exacerbated by the occurrence of the Covid-19 pandemic, which instantaneously brought about changes in the landscape of education in Indonesia.

Rapid social change and the influence of cultural values from outside can also be one of the main factors for the emergence of a distance between students' characters and Pancasila values. Technological developments, globalization, and interaction with foreign cultures have influenced the traditional values that are adhered to in society. In addition, another factor is the imbalance between the academic curriculum and the formation of character in the education system. Over the past few years, education in Indonesia has focused on academic achievements such as test scores and academic achievement which in turn has come at the expense of building student character. This imbalance results in a lack of attention to moral and ethical values which are important in the development of student character. The development of student character is also strongly influenced by the role of the family and the social environment around it. When the values of Pancasila are not emphasized or applied consistently at home or in the environment around students, it is difficult for them to internalize and adopt these values.

The Project of Strengthening Pancasila Student Profile according to (Kemendikbudristek, 2021) is a concrete step taken by the Indonesian government through the Merdeka Curriculum to achieve behavior change and create a student profile that reflects Pancasila values. This project aims to develop the character of students with Pancasila values as the main foundation in their everyday lives. This Project is expected to strengthen students' understanding about the values contained in Pancasila such as mutual cooperation, social justice, unity, democracy, and Belief in One Supreme God. In addition, this Project also aims to encourage students to internalize and apply Pancasila values in attitudes, behavior and daily actions.

The application of project-based learning is a fundamental choice in the *Merdeka Belajar* curriculum to support the restoration of students' character towards the Pancasila Student Profile (Lubaba & Alfiansyah, 2022). A very important part in the preparation of the Pancasila Student Profile Strengthening Project in educational units is project design. Several stages in designing the Pancasila Student Profile Strengthening Project, referring to the Project Guidelines for Strengthening Pancasila Student Profiles for Elementary and Secondary Education (Kemendikbudristek RI, 2021), are as follows (1) designing the allocation of time and dimensions for the Profile of Pancasila Students; (2) forming a project facilitation team that plays a role in project planning, module development, project management, and assisting students in the Pancasila Student Profile Strengthening Project; (3) identifying the level of readiness of educational units; (4) selecting a general theme, in which the Facility Team together with the Education Unit Leader selects at least two themes from phases A, B, and C (seven themes that have been provided include: Sustainable Lifestyle (*Gaya Hidup Berkelanjutan*), Local Wisdom (*Kearifan Lokal*), Unity in Diversity (*Bhinneka Tunggal Ika*), Build Your Body and Mind (*Bangunlah Jiwa dan Raganya*), Engineering and Technology (*Rekayasa dan Berteknologi*) to Build the Unitary State of the Republic of Indonesia, and Entrepreneurship (*Kewirausahaan*); (5) determining specific

topics (the project facilitation team can work with students to determine the scope of specific issues as projects); and (6) designing project modules. The facility team works together in designing project modules and discusses the profile elements and sub-elements, the flow of project activities, and the type of assessment according to the objectives and project activities. Project modules are flexible. Educators in educational units are given the freedom to develop module components.

Based on the Decree of the Director-General of Early Childhood Education, Primary Education, and Secondary Education Number 6555/C/HK.00/2021 Year 2021 regarding the designation of educational units implementing the Driving School (*Sekolah Penggerak*) program, it is determined that for Gorontalo province, the target of the Driving School program at the elementary school (SD) level is implemented in eight schools, consisting of seven public schools and one private school. These elementary schools are SDN No. 51 Dumbo Raya, SDN No. 27 Kota Selatan, SDN No. 62 Kota Timur, SDN No. 38 Hulonthalangi SDIT Az-Zahra, SDN No. 5 Kota Barat, SDN No. 74 Kota Tengah, SDN No. 22 Duingi.

As a Driving School, SDN No. 22 Duingi implements the Pancasila Student Profile Strengthening Project by providing opportunities for students to research, solve problems, and make decisions about their environment, which are carried out within a certain period of time to produce a product or display an attitude as a Pancasila Student Profile. According to (Kemendikbudristek, 2021) there are six elements in the Pancasila Student Profile, namely: noble character, global diversity, independence, mutual cooperation, critical thinking, and creative. These six elements are seen as a single unit that supports and is continuous with one another.

As an initial implementation, the Pancasila Student Profile Strengthening Project was implemented in SDN No. 22 Duingi as the chosen driving school, namely in Class I and Class IV. The selection of Class I and Class IV is in accordance with the Decree of the Indonesian Minister of Education and Culture No.56/M/2022. The Pancasila Student Profile Strengthening Project, as a means of achieving the Pancasila Student Profile, provides opportunities for students to "experience knowledge" as part of the character strengthening process and to learn from the surrounding environment. In the Pancasila Profile Project activity, students have the opportunity to study important issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. It is hoped that through these activities students can take concrete steps in addressing these issues according to the stages of learning and their needs.

Pancasila Student Profile Strengthening Project based on Gorontalo's local wisdom is very important to strengthen the understanding and awareness of the younger generation about Pancasila values and local culture. Pancasila as the foundation of the Indonesian state emphasizes five basic principles which are the main foundation in building a sovereign, just and prosperous nation. Meanwhile, Gorontalo's local wisdom contains noble values that reflect cultural wisdom and customs that have been passed down from generation to generation. By strengthening the Pancasila Student Profile based on Gorontalo's local wisdom, it is hoped that the younger generation of Gorontalo will

become individuals who have strong character, love their homeland, and are able to fight for common interests in advancing the nation and state. The media for preserving local wisdom can be in the form of introductions to traditional games, folklore and *karawo* crafts for students to develop characters that are in accordance with Pancasila values.

Previous research by (Lumbin et al., 2022) shows that traditional Gorontalo games had fostered children's character such as the values of togetherness, social values, disciplinary values, agility values. The same results were also obtained by (Husain & Walangadi, 2020) that preserving the culture in the Gorontalo area through traditional games was able to provide space for children to get to know the traditional games in their area and to be able to understand the aspects and values contained in them such as, honesty, discipline, dexterity, religious, social, and cooperation.

The implementation of local wisdom-based learning can also cultivate students' awareness of their surrounding environment (Azizi & Muttaqin, 2021) and enhance their critical thinking skills through a learning system that can provide opportunities for students to develop scientific attitudes (Suparya, 2021). Furthermore, the benefits of local wisdom-based learning include improving students' ability to comprehend received information (Rahmawati et al., 2020), solving mathematical problems (Wijaya et al., 2019), nurturing a character of peace and love (Aini et al., 2023; Febriani, 2020), enhancing students' learning discipline and academic achievements (Aditya et al., 2019; Ariasih et al., 2018; Febriani et al., 2018), and reinforcing national values and patriotism among students (Jamaludin, 2022).

The research results conducted by (Ramli, 2022) shows that the incorporation of local wisdom values in the form of podcasts can effectively instill and develop students' character. This aligns with the statement by (Sibarani, 2015) that in the development of the character of the Indonesian nation, local wisdom, emphasized in mindset and behavior patterns, can serve as a crucial foundation that should be possessed by the future generations of the nation.

The local wisdoms of Gorontalo discussed in the study include traditional games, folklore, and *Karawo* embroidery crafts. It is a means of forming character and national identity that is in line with the objectives of the Pancasila Student Profile. The formation of the character of the younger generation through traditional games can be seen from the character values contained in these traditional games (Huda & Prasetyo, 2010). These values will make an impression or shape the character of the younger generation.

The formation and strengthening of character through storytelling is an effort to cultivate those character values through the noble messages embedded within the stories (Ridlo and Ningsih, 2022), including traditional folktales that have been passed down through generations in society. The dissemination of folktales is typically limited to specific regions and represents local content that is both integrated and a source of pride for the respective areas (Hakim, 2018).

The formation and strengthening of character through art, through learning to embroider *Karawo*, is also part of the Project with the aim of forming the character of students in harmony with

the essential goals of education. As an educational medium, according to (Sudana, 2022), learning *Karawo* art skills in formal schools is not intended to make students professional embroidery craftsmen, but as a forum for forming positive characters through the values contained in these artistic activities, namely perseverance, discipline, responsibility.

Based on this explanation, the authors are interested in conducting research on the Pancasila Student Profile Strengthening Project based on local wisdom implemented by SDN No. 22 Duingingi elementary school as one of Driving Schools in Gorontalo City. This study aimed to describe the form of local wisdom for strengthening the values of the Pancasila Student profile in the school as well as the implementation of the Project and its implications to the development of students character that are in line with the values embedded in Pancasila.

## **METHODS**

This research was conducted at one of the Driving Schools in Gorontalo province, namely SDN No. 22 Duingingi elementary schools located in South Tomulabutao Village, Duingingi district, Kota Gorontalo. This study used a qualitative approach with a case study design. The research informants were school principals, homeroom teachers, project administrators, and students of Class I and Class IV. The determination of data sources in this study was carried out by purposive sampling. The methods used for data collection were interviews, observation, and document study. Data analysis used reduction, display, and data verification. The validation of data was conducted through data credibility by extending the observation period, and triangulation (sources, techniques, and experts).

## **RESULTS AND DISCUSSION**

### **1. Form of local wisdom for strengthening the values of the Pancasila Student Profile**

The adoption of the local wisdom theme as the Pancasila Student Profile Strengthening Project at SDN No. 22 Duingingi departs from the situation in society where children are starting to abandon traditional games and replace them with modern games. Therefore, in Class I, the topic of local wisdom regarding traditional games was chosen, the selected profile dimension were independence and mutual cooperation, while in class IV, the topic was local graduation regarding folklore with selected profile dimension were mutual cooperation and global diversity.

The adoption of local wisdom as a medium for Strengthening Pancasila Student Profiles has several major important benefits, including preserving and introducing traditional values. Traditional games are an important part of a nation's cultural heritage. Raising traditional games in an educational context means preserving and introducing traditional values to the younger generation. Values such as togetherness, cooperation, sportsmanship, discipline, honesty, and mutual respect can be learned through the experience of playing traditional games.

The most important point of this activity is to cultivate the values of Pancasila as the foundation of the Indonesian state which contains fundamental values such as mutual cooperation,

democracy, social justice, unity, and oneness. Therefore, it is hoped that through traditional games, the values of Pancasila can be applied directly to students both in terms of cooperation, equality, and in building mutual respect between people. The implementation of the values based on local wisdom is intended so that in behaving and acting, students are able to balance Pancasila values and local wisdom values so as to create harmony in shared life which ultimately gives birth to comfort and peace in community. (Suyahman, 2010). Schools as educational institutions also have a responsibility to develop and strengthen these characters (Ismail et al., 2021). As the nation's next generation, the education that students receive, which is based on religion and noble values shared by the nation, is expected to make them always remember their cultural roots in their learning journey. Indonesian students are expected to be independent and responsible citizens, appreciate diversity, promote positive and critical thinking, and be able to collaborate so that they become strong next generations.

## **2. Implementation of the Pancasila Student Profile Strengthening Project based on local wisdom**

The steps taken by SDN No. 22 Duingi as driving school in implementing the Strengthening Project of the Profile of Pancasila Students based on local wisdom are as follows:

- a) Meetings and discussions with the facilitating team: SDN No. 22 Duingi elementary school held meetings and discussions with the facilitating team regarding the project learning schedule, followed by outreach activities to parents. This step aims to ensure that all parties involved in the Project have the same understanding of the schedule and stages of implementation.
- b) Reference study: Before implementing the Project, SDN No. 22 Duingi conducted a reference study to support project implementation. This study was conducted in several places, Class I conducted studies at the Department of Education, Culture, Youth and Sports of Gorontalo Province, while Class IV visited the Popa Eyato Archaeological Museum and the Regional Library of Gorontalo City. This reference study aims to gain deeper knowledge and understanding of local wisdom and related Pancasila values. For the implementation of traditional games and folklore, Class I involves traditional games such as *Awota*, *Tengge-Tengge*, and *Tenggedi* in project learning. These traditional games allow students to experience the values of togetherness, cooperation and sportsmanship directly. Meanwhile, Class IV learns Gorontalo folklore such as story of Lahilote and Apulu, the legend of the origin of Limboto Lake, the legend of the origin of Pantungo, the legend of the might of Limonu, and the Panipi war. Through this folklore, students can understand local values that are in line with the values of Pancasila contained in the story.
- c) Preparation of project modules: SDN No. 22 Duingi compiled project modules containing learning materials related to local wisdom and integrated Pancasila values. This module functions as a guide for teachers in teaching and provides structured understanding to students.

- d) Implementation in learning: After the preparation of the modules, this project is implemented in everyday learning at SDN No. 22 Duingingi. Teachers use the module as a reference in teaching and integrating local wisdom with the values of Pancasila in various learning activities.
- e) Evaluation and reflection: Project implementation ends with evaluation and reflection activities. Evaluation activity is carried out to evaluate learning achievements and students' understanding of Pancasila values and local wisdom values. Reflection activity is carried out to evaluate the successes and challenges faced during project implementation and to provide input for improving project activities in the future.

Through these steps, SDN No. 22 Duingingi has successfully implemented the Project to Strengthen Pancasila Student Profiles based on local wisdom in a more structured and in-depth manner. This project is expected to provide students with a better understanding of the values of Pancasila and strengthen their relationship with Gorontalo's local wisdom.

According to (Sufyadi dkk., 2022) the Profile Project facilitator team consists of a number of educators who play a role in planning, executing, and evaluating profile projects and forming a team of facilitators. The facilitator team was formed and managed by the Head of the Education Unit and the Profile Project coordinator. The number of facilitator team can be adjusted to the conditions and needs of the educational unit.

The Pancasila Student Profile Strengthening Project according to (Kemendikbudristek, 2021) should be integrated into various conducive school activities and culture. According to (Safitri et al., 2022), there are three ways to implement the Pancasila Student Profile which is holistic, comprehensive, and integrated in learning, namely by making the Pancasila Student Profile Strengthening Project an intracurricular subject matter, making the Project a means of carrying out learning experiences, and making the Project as curricular activities. These methods should be applied in the Pancasila Student Profile Strengthening Project so that they can be developed effectively and have an impact on students as expected. Projects developed by schools and educators should be contextual and relevant to the conditions, issues, and culture in the students' environment. Therefore, the steps of the Pancasila Student Profile Strengthening Project in one school may be different from other schools due to differences in environmental conditions.

The process of instilling character education in students can be done through habituation that is applied in everyday life. Learning about the good values that are obtained from the environment around them will be very important. Schools and homes must set a good example so that students can learn directly and emulate them. This learning process becomes a very important foundation and becomes a provision for the next level of education. Diverse and contextual learning experiences will help students understand the concepts presented. "Learning" activities for students should be fun, meaningful, and challenging at the same time. Students need to be given the opportunity to explore so that it can help foster curiosity within them. The success of the learning process of each student will be achieved if there is support from all parties. Responsive school management, teachers who understand

the needs of students, and parents who provide positive support will help each student maximize their potential.

### **3. Implications of the Pancasila Student Profile Strengthening Project based on local wisdom.**

The final results of the Pancasila Student Profile Strengthening Project at SDN No. 22 Duingi is that besides being proficient in playing traditional games and understanding Gorontalo folklore, there is also an increase and strengthening of character based on the dimensions of the Pancasila Student Profile. The Pancasila Student Profile Strengthening Project has gradually changed and instilled good behavior in students. For Class I, the students began to show a mutual cooperation attitude which was manifested in teamwork in playing traditional games, as well as in terms of independence where students began to be able to solve simple problems. Meanwhile, for Class IV students, the dimension of mutual cooperation can be seen from the students who are getting used to working together in teams and are not reluctant to help other students who are in trouble. In order for the character and dimensions of the Pancasila Student Profile to continue to be instilled in students until they become good habits, it is necessary to cooperate with all elements, including teachers, education staff and parents of students. Teachers are given the responsibility to monitor and guide the good behavior of students.

Based on class project reports, most students have shown excellent progress in the dimensions of diversity, critical reasoning, and mutual cooperation. They have a deep understanding of cultural identity, process information and ideas, analyze and evaluate the results of reasoning, and reflect and evaluate their own thoughts. These capabilities are important in building an inclusive understanding and respect for cultural diversity in a global society.

According to (Iswatiningsih, 2019), strengthening character education based on local wisdom is important at this time. This is an effort by the Indonesian people to preserve the local wisdom that exists. Local wisdom in each region is very diverse and numerous. If it is not preserved and developed, it is feared that local wisdom will become extinct or be recognized and adopted by other nations. One of the efforts to preserve local wisdom is strengthening the character education of students through the formation of nationalist, religious, mutual cooperation, independent and integrity characters to then internalize them into the attitudes and behavior of everyday life.

The Pancasila Student Profile Strengthening Project can run smoothly and successfully if the main components of learning, namely educators, students, and the education unit environment, can mutually optimize their roles (Mery et al., 2022). Students who are the subject of a lesson need to participate actively in following the entire series of planned activities. Educators who are facilitators of learning are tasked with guiding students in striving for maximum learning processes. The education unit, in this case the school, plays a role as a supporter of the implementation of learning activities by providing comfortable and safe learning facilities and environment so as to create a new image of students who are open-minded, happy to learn new things, and collaborative. In implementing the

Pancasila Student Profile Strengthening Project, education units need to be open to receiving input, respect existing differences, and be committed to any suggested improvement efforts in order to realize changes in a better direction. In addition, educational units must also have the ability to maintain curiosity and find satisfaction when discovering new things optimally. Collaborative efforts also need to be made between various key elements in the tri-centre education, namely families, schools and communities so that the implementation of the Project can take place thoroughly and optimally.

## CONCLUSION

Based on data presentation and findings regarding the Project to Strengthen Pancasila Student Profiles in SDN No. 22 Dungingi Gorontalo elementary school, it can be concluded that:

1. The form of local wisdom including (a) traditional games, namely *tenggedi* (Push Ball Game), *awota* (Bamboo ball Game), and *tengge-tengge* (Jumping Board Game). (b) Folklore about the legend of *Tapa*, *Tuladengi*, and *Panthungo* villages, *Lahilote*, *Apulu*, *Limonu*'s might, *Danau Limboto*, and *Panipi* war; and (3) *Karawo* embroidery crafts where students are taught to draw the typical Gorontalo embroidery motif and simple embroidery procedures.
2. The implementation of the Pancasila Student Profile Strengthening Project based on local wisdom for students began with activities: (a) meeting with the project facilitation team and parental socialization, (b) reference studies, (c) module development, (d) implementation in teaching and learning, (e) showcasing/presentation of work, and ended with activities: (f) evaluation and reflection.
3. The implications of the Pancasila Student Profile Strengthening Project based on local wisdom for students was the formation of Pancasila Student profile with the dimensions of (a) global diversity, (b) critical thinking, (c) independence, and (d) mutual cooperation.

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