

## BATIK AS A MEDIUM FOR STRENGTHENING CHARACTER: A QUALITATIVE STUDY OF THE IMPLEMENTATION OF P5 LOCAL WISDOM

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### ABSTRACT

This study explores the implementation of the Pancasila Student Profile Strengthening Project (P5) with the local wisdom theme at UPT SD Negeri Pojok 01 Garum, Blitar. Using a qualitative descriptive approach, data were gathered through observation, interviews with fourth-grade teachers, and documentation. Findings reveal that P5 implementation follows five stages: introduction, contextualization, action, reflection, and follow-up, with a focus on Blitar batik. The project positively impacted students' cognitive development in understanding batik motifs, psychomotor skills in practicing tie-dye batik-making, and affective aspects by fostering collaboration and creativity. Analyzing students' developmental progress showed notable improvements in creativity and independence. However, challenges such as time constraints and limited resources were identified. The study recommends optimizing schedules, expanding learning resources, and applying differentiated approaches. In conclusion, P5 with the local wisdom theme significantly strengthens students' character in accordance with the Pancasila Student Profile while fostering appreciation for local culture.

**Keywords:** Pancasila Student Profile, Local Wisdom, Project-Based Learning, Batik Education, Character Development

### INTRODUCTION

The need for quality education that remains relevant to the evolving times continues to drive innovations in learning systems, one of which is through the implementation of an adaptive curriculum. The curriculum, as the foundation of learning execution, plays a crucial role in achieving the expected educational goals. (Ariyanti et al., 2024). The development of the Merdeka Curriculum in Indonesia, with the Strengthening the Profile of Pancasila Students Project (P5) as one of its pillars, aims to shape national character in accordance with Pancasila values and global competencies. (Habibah & Nurhidin, 2023). P5 is expected to foster national character, religiosity, curiosity, critical thinking, and enhance literacy and 21st-century competencies through contextual themes.

One of the themes in P5, the Local Wisdom theme, has excellent potential to provide meaningful and relevant learning experiences (Nurbaidah et al., 2024). This theme enables students to recognize and internalize cultural values, customs, language, and traditions in their surroundings (Sintani et al., 2021). Blitar, a region rich in historical and cultural

heritage in East Java, possesses abundant potential for local wisdom that can be incorporated into learning (Maslahah & Rofiah, 2019). However, this cultural diversity can also pose challenges to fostering social harmony if not correctly managed (Supriatna & Atikah, 2024). Therefore, the implementation of P5 with the Local Wisdom theme in Blitar is essential for shaping a generation of young people with a strong national spirit and the ability to preserve their cultural heritage.

UPT SD Negeri Pojok 01 Garum Blitar, as part of the basic education system in Blitar, is responsible for implementing the Merdeka Curriculum, including P5. The integration of the Local Wisdom theme in P5 at this school is expected to positively impact students' cognitive, affective, and psychomotor development and to instill religious and nationalist values in a diverse context. Nevertheless, implementing P5 with the Local Wisdom theme at the elementary school level presents various challenges, including differing interpretations of local wisdom values and strategies for incorporating them into learning.

Previous studies have highlighted the importance of character education through P5 and the potential of local wisdom as a rich learning resource. For instance, research by Lenga et al. (2024) At SMAN 1 Ile Ape Lembata, the implementation of P5 with the Local Wisdom theme focuses on the Global Diversity dimension through five stages, from introduction to follow-up, emphasizing the importance of holistic experiences for students in understanding local values. Another study by Lakasana & Maretha (2024) Examines the implementation of P5 with the Local Wisdom theme in the creative skills of fourth-grade elementary school students, finding that its application was rated excellent. Meanwhile, Wila Agustika Rahayu et al. (2023) Analyze the implementation of P5 with the Local Wisdom theme at SMP Negeri 4 Kubung, identifying four main stages: design, project management, assessment, and evaluation. Additionally, research by Abrori et al. (2025) Explores the implementation of P5 with the Local Wisdom theme “Topeng Dalang Sumenep” among fifth-grade students at SDN Pabian III, revealing that its implementation through eight stages successfully enhanced students' understanding of local culture and strengthened their character.

Although these studies provide valuable insights into the implementation of P5 with the Local Wisdom theme across different educational levels, in-depth research on its specific

application in elementary schools, focusing on cultural diversity dynamics such as those at UPT SD Negeri Pojok 01 Garum Blitar, remains limited.

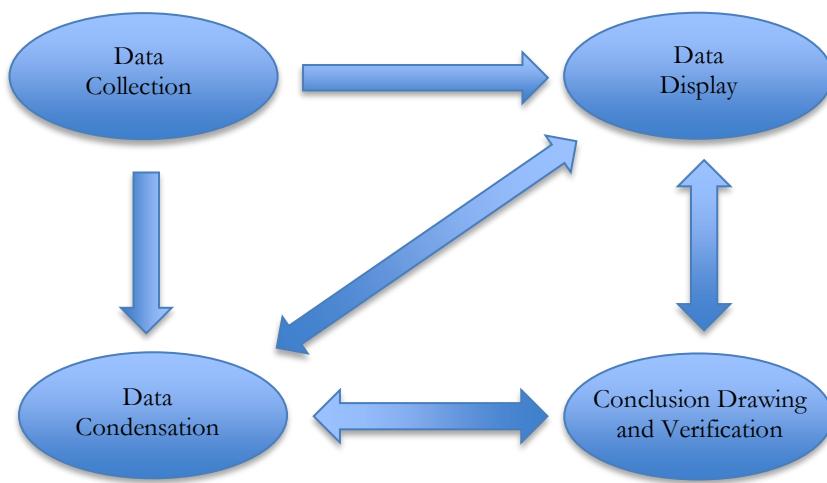
Based on the background and previous literature review, the scientific novelty of this study lies in the comprehensive disclosure of P5 implementation with the Local Wisdom theme at the elementary school level, particularly focusing on the dynamics of cultural diversity at UPT SD Negeri Pojok 01 Garum Blitar, including an analysis of its impact on various aspects of student development and identifying specific challenges encountered.

## METODOLOGY

This study employs a qualitative research method with a descriptive analysis approach to thoroughly illustrate the implementation of P5 (Proyek Penguatan Profil Pelajar Pancasila) with the theme of Local Wisdom at UPT SD Negeri Pojok 01 Garum. The data sources are divided into two categories: (1) Primary data, obtained through direct observation of P5 implementation activities and semi-structured interviews with key informants, including school principals, teachers, and students involved in the program. The semi-structured interview format allows flexibility in extracting in-depth information. (2) Secondary data, consisting of supporting documents such as project implementation plans, teaching modules, student learning outcomes, and documentation of activities in the form of photographs and reports.

Data collection techniques in this study include observation, interviews, and documentation. Observation is utilized to directly examine the planning, implementation, and evaluation process of P5. Interviews are conducted with various stakeholders involved in the project, while documentation serves to gather physical evidence of the ongoing process.

Subsequently, data analysis follows the Miles and Huberman model as referenced in Sri Annisa & Mailani (2023), encompassing the stages of data reduction, data display, conclusion drawing, and verification.



**Bagan 1. Qualitative Data Analysis Model by Miles and Huberman**

Data reduction involves selecting and simplifying the obtained information; data presentation is in narrative and relevant interview excerpts; and conclusions are drawn through interpretation and verification using source triangulation to ensure the validity of the research findings.

## RESULT AND DISCUSSION

This section presents the research results obtained based on the research methods previously described. The Proyek Penguatan Profil Pelajar Pancasila (P5) is an integral part of the Kurikulum Merdeka, designed to strengthen the Profil Pelajar Pancasila character through contextual project-based learning. (Hamzah et al., 2022). Student engagement is a key factor in the successful implementation of P5. (Nisaa, 2024), requiring educators to create engaging and relevant activities (Atin Sri Handayani et al., 2023). This study aims to describe the implementation of P5 with the Local Wisdom theme at UPT SD Negeri Pojok 01 Garum, Blitar.

The implementation of P5 with the Local Wisdom Theme follows a structured sequence of stages, including introduction, contextualization, action, reflection, and follow-up. Activities at each stage are designed to introduce, understand, apply, and reflect on local wisdom values present in students' surroundings, particularly related to Blitar's cultural heritage.

## **Stages of P5 Activities with the Local Wisdom Theme at UPT SD Negeri Pojok 01 Garum**

Based on observations and interviews with fourth-grade teachers, the implementation of P5 with the Local Wisdom theme at UPT SD Negeri Pojok 01 Garum follows structured activities, as shown in Table 1.

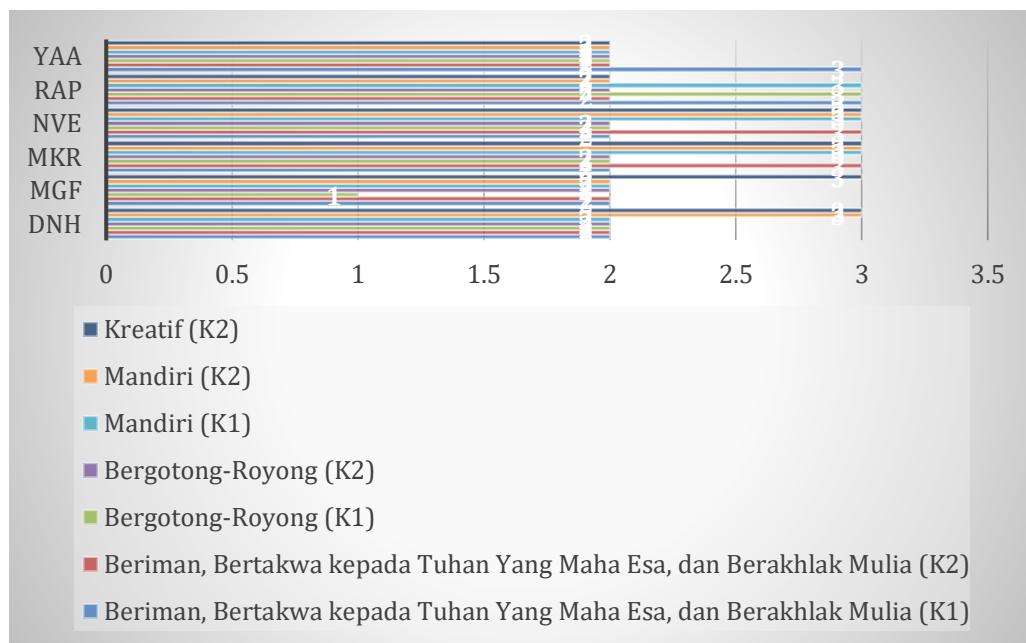
**Table 1.** Stages and Activities in P5 Implementation

No.	Stage	Activity
1	Introduction	a. P5 Project socialization   b. Strengthening P5 with the Local Wisdom theme (introducing Batik Nusantara videos)
2	Contextualization	Observing and sketching local batik motifs
3	Action	a. Identifying and drawing batik motifs from various regions (group work)   b. Designing unique batik motifs representing Blitar (individual work)   c. Practicing batik-making using the tie-dye technique (group work, individual results)
4	Reflection	Sharing real project results, evaluation, and reflection (individual and group)
5	Follow-up	Developing strategic steps based on evaluation and reflection outcomes

## **Impact of P5 on Student Development**

The implementation of P5 with the Local Wisdom theme at UPT SD Negeri Pojok 01 Garum has not only enriched students' understanding of cultural heritage but also shaped their character in various aspects. One of the key improvements observed was cognitive development, with students becoming more knowledgeable about batik motifs and their philosophical meanings. The contextualization stage enabled students to connect theoretical learning with real-life observations, enhancing their cultural appreciation.

Observations during post-introduction discussions indicate that four of six students identified at least three distinctive Blitar batik motifs, whereas previously, only one or two students had such knowledge. Documentation analysis further confirms that students improved at drawing batik motifs with greater detail and at explaining the philosophical meanings behind their designs.



**Diagram 1. Progress in the Dimensions of the Pancasila Learner Profile Assessed in Activity 1 and Activity 2.**

Diagram 1 summarizes student progress across the dimensions of Profil Pelajar Pancasila from Activity 1 to Activity 2. This analysis highlights development in Faith, Collaboration, Independence, and Creativity following the P5 implementation. Psychomotor and Affective Development

The action stage provided an opportunity to enhance psychomotor skills, allowing students to work independently and collaboratively in the batik-making process. Fine motor coordination, design accuracy, and precision in coloring became part of their learning experiences, alongside problem-solving skills in handling challenges during batik production.

Additionally, the reflection and follow-up stages helped students evaluate their own work and appreciate their peers' efforts. Presentation and discussion sessions boosted their communication skills and confidence, particularly among students who initially struggled to express their thoughts. The collaborative nature of this project fostered teamwork, as students actively shared tasks and supported each other throughout the process.

Student Development Progress. Table 2 presents student progress from Activity 1 to Activity 2, demonstrating improvements in various dimensions of Profil Pelajar Pancasila.

**Table 2. Student Development from Activity 1 to Activity 2**

<i>N o.</i>	<i>Name</i>	<i>Faith and Chara cter (A1)</i>	<i>Faith and Chara cter (A2)</i>	<i>Collabor ation (A1)</i>	<i>Collabor ation (A2)</i>	<i>Independ ence (A1)</i>	<i>Independ ence (A2)</i>	<i>Creati vity (A2)</i>
1	Danu Hilal Nugro ho	2	2	2	2	2	3	3
2	Moch. Ghathf aan Farhad	2	2	1	2	2	2	3
3	Muh. Kautsa r Rizky	2	3	2	2	3	3	3
4	Nadira Vellyt a Evelyn	2	3	2	2	3	3	3
5	Ravael Agusti an Pratam a	3	2	3	2	3	2	2
6	Yusuf Al Amin	3	2	2	2	2	2	2

Legend:

BB (Belum Berkembang) = 1

MB (Mulai Berkembang) = 2

BSH (Berkembang Sesuai Harapan) = 3

SB (Sangat Berkembang) = 4

This section presents the research results obtained based on the research methods previously described. Table 2 illustrates the progression of students from Activity 1 to Activity 2, showing significant improvements, particularly in Creativity and Independence. This highlights the effectiveness of P5 implementation in supporting student character development in alignment with Profil Pelajar Pancasila.

## Challenges in Implementing P5 with the Local Wisdom Theme

Throughout implementation, fourth-grade teachers identified several challenges in executing the project. One of the primary obstacles was time constraints, as P5 was integrated into regular lessons, requiring efficient strategies to ensure optimal execution without disrupting core learning. Another challenge was limited resources, such as tools and materials for batik-making, necessitating alternative solutions to provide students with tangible experiences. To address these limitations, the school invited local batik artisans to offer direct training, enabling students to grasp the batik-making process more concretely.

Beyond technical difficulties, students' varying levels of understanding of local culture posed another challenge. Some required more detailed explanations and concrete examples to comprehend the intended cultural values fully. As a result, project-based learning strategies need to be more diverse, incorporating real-life experiences, such as visits to batik centers or direct interactions with artisans.

Additionally, differences in artistic skills during batik-related activities presented further obstacles. Some students struggled with designing batik motifs that reflect regional identity, necessitating differentiated learning approaches. Extra guidance and creative media were practical in fostering better design concepts. At the same time, teachers played a crucial role in providing constructive feedback and nurturing a learning environment that promotes creative exploration.

## Evaluation of P5 Implementation

The evaluation of P5 implementation with the Local Wisdom theme at UPT SD Negeri Pojok 01 Garum was conducted using qualitative research methods, including observation, interviews, and documentation. Findings indicate that this program significantly contributed to students' development in local cultural awareness, psychomotor skills, and character building. However, several key areas require further optimization to enhance the effectiveness of project-based learning.

One area for improvement is learning schedule management. The integration of P5 into regular lessons imposed time constraints, hindering students' full engagement in each project stage. Teachers and students alike suggested that a more flexible schedule, including thematic learning sessions or extracurricular activities dedicated to P5, would increase

student participation. Thus, strategic scheduling adjustments should be considered to enable focused engagement.

Providing a more diverse range of learning resources is also a critical recommendation. Observations revealed that interactive media, such as tutorial videos and artisan-led demonstrations, helped students better understand cultural concepts. However, interviews indicate that students still faced difficulties in linking theory to practice, suggesting that direct visits to batik centers or cultural museums could offer stronger contextual learning experiences. By broadening access to diverse learning materials, students can better grasp the significance of local wisdom in their daily lives.

Furthermore, differentiated learning approaches should be applied to accommodate students' varying artistic abilities. Some struggled with batik motif design, highlighting the need for adaptive strategies, such as individual guidance or visual aids. Teachers play a vital role in providing constructive feedback and fostering an inclusive learning environment. This ensures that each student receives a meaningful learning experience tailored to their abilities.

## CONCLUSION

The evaluation confirms that P5 implementation with the Local Wisdom theme at UPT SD Negeri Pojok 01 Garum has positively influenced students' cognitive, psychomotor, and affective development. The structured project-based learning approach enables students to explore their local cultural heritage while reinforcing essential character traits aligned with Profil Pelajar Pancasila.

Despite existing challenges, innovative learning strategies, optimized scheduling, and differentiated approaches can further improve the effectiveness of P5. By enhancing access to resources and adapting teaching methods, this initiative can continue to promote meaningful learning experiences and contribute to student character development within a broader educational context.

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