

## Research Article

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# Implementation of Local Wisdom-Based Storybooks in Improving Creative Character and Love for the Country of Elementary School Students

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**Abstract:** This study was motivated by the lack of age-appropriate reading materials at the school, as well as the teacher's desire to invite students to preserve local culture through local languages. This study aims to describe the implementation of the P5 storybook program with the theme of local wisdom in fostering the creative character and love for the country of grade IV students of SDN 3 Beleka. Using a descriptive case study approach, the subject of this research is the fourth grade teacher of SDN 3 Beleka. Data were collected through interviews and documentation. The results of the research on the implementation of the Pancasila Student Profile Strengthening Project (P5) through the Storybook program show that this initiative increases the creativity and sense of patriotism of grade IV students of SDN 3 Beleka. The implementation of the P5 program through Storybooks includes three main stages: planning, implementation, and evaluation. The impact of the P5 storybook program is proven to increase students' creativity which can be seen from two aspects, namely creativity in ideas and presentation, as well as the development of writing and speaking skills. Meanwhile, the impact of the Storybook P5 program on the character of patriotism is reflected in two main results, namely fostering a love for local culture and deepening students' understanding of local identity.

**Keywords:** P5 Programme, Creative Character, Love for Country Character.

## Introduction

Education plays a fundamental role in shaping the character and moral values of the nation's future generations. Character education is crucial for enhancing physical, spiritual, and ethical development (Belita et al., 2023). However, in Indonesia, character education faces significant challenges, such as the lack of awareness regarding moral values and the erosion of local cultural identity amidst the pressures of globalization (Maharani et al., 2023). These challenges highlight the need for a more integrated and comprehensive approach to character education within the formal learning system, particularly one that preserves local culture while fostering national unity.

In response to this need, the Indonesian government has introduced the Pancasila Learner Profile Strengthening Project (P5) as part of the Merdeka Curriculum. P5 aims to strengthen student involvement in project-based learning, focusing on developing the core values of Pancasila Indonesia's national ideology while promoting creativity, civic responsibility, and patriotism. One of the key themes within the P5 framework is local wisdom, which provides an opportunity for students to recognize, appreciate, and preserve their cultural heritage, while also enhancing critical, creative, and collaborative thinking skills (Rizky et al., 2022; Khairunisa, 2023).

The P5 storybook program, implemented at SDN 3 Beleka, represents a local wisdom-based learning strategy where students

create stories in both Sasak and Indonesian. This bilingual storytelling approach aims to foster students' creativity and deepen their love for the country by encouraging them to explore and connect with their local culture. Nuraini (2022) asserts that integrating Pancasila values with local wisdom offers a practical solution to making education more relevant to students' lives, especially in terms of character development.

Despite the potential benefits, the implementation of this program faces several obstacles. Teachers need to adapt to the project-based learning approach, which emphasizes student-centered learning as part of the Merdeka Curriculum (Rizky et al., 2024). Furthermore, students, who are not accustomed to this method, require intensive guidance to actively engage and participate in the learning process. Although previous studies indicate that local wisdom-based programs can improve students' collaboration, creativity, and pride in their cultural identity (Sulistiyaningrum & Fathurrahman, 2023; UIN Sunan Kalijaga, 2024), there is still limited research on how such programs specifically influence character development, particularly in rural or remote areas.

This research aims to fill this gap by exploring the implementation stages of the storybook program at SDN 3 Beleka and evaluating its impact on the development of students' creative character and love for their country. The novelty of this study lies in its focus on a local wisdom-based program in a rural setting, which not only addresses the integration of cultural heritage with Pancasila values but also explores the practical challenges and benefits of implementing project-based learning in the Merdeka Curriculum. This study aims to provide valuable insights and recommendations for the development of similar programs in other schools across Indonesia.

## Literature Review

### Character Education in Indonesia

Education plays a crucial role in shaping the character and moral values of a nation's next generation. In the context of Indonesia, the development of character education is pivotal to preparing students to face the challenges of an increasingly globalized world. According to Belita et al. (2023), character education is essential in fostering physical, spiritual, and ethical development. However, despite its importance, character education in Indonesia encounters significant challenges. Maharani et al. (2023) highlight issues such as low awareness of moral values and the erosion of local cultural identity amidst the pressures of globalization. These challenges underscore the need for a more comprehensive and integrated approach to character education within Indonesia's formal learning system.

### The Role of Pancasila in Education

In response to the need for a robust educational framework that integrates character development and cultural identity, the Indonesian government introduced the Pancasila Learner Profile Strengthening Project (P5) as part of the Merdeka Curriculum. This initiative aims to instill the core values of Pancasila—Indonesia's foundational ideology—into students' daily learning experiences. Rizky et al. (2022) explain that P5 encourages student engagement through project-based learning, with an emphasis on developing creativity, civic-mindedness, and a deep sense of patriotism. Khairunisa (2023) suggests that one of the most powerful themes within the P5 framework is local wisdom, which allows students to connect with their cultural heritage, fostering an appreciation for their own identity while enhancing their critical, creative, and collaborative thinking abilities.

## Local Wisdom in Education

The theme of local wisdom, especially in the form of culturally relevant teaching practices, has gained increasing recognition as an effective strategy for preserving cultural identity while enriching students' educational experiences. In the case of the P5 storybook program at SDN 3 Beleka, local wisdom is not only used to preserve Sasak culture but also as a tool to enhance creativity and instill a sense of national pride among students. Nuraini (2022) argues that integrating local wisdom with Pancasila values is an effective way to make education more relevant to students' everyday lives, particularly in the context of character development. The storybook program encourages students to write stories in both Sasak and Indonesian, a bilingual approach that nurtures both linguistic skills and cultural awareness.

## Implementation Challenges

Despite its potential, the implementation of the P5 storybook program faces several challenges. Teachers must adapt to a project-based learning approach that places greater emphasis on student-centered learning, as outlined in the Merdeka Curriculum (Rizky et al., 2024). For many teachers, this shift represents a significant departure from traditional methods of instruction, requiring new strategies for student engagement and active learning. Additionally, students, who may not be accustomed to such interactive and autonomous learning styles, require intensive guidance and support to maximize the benefits of this approach. Nevertheless, existing research suggests that local wisdom-based programs like P5 can positively impact student outcomes. Sulistyaningrum and Fathurrahman (2023) and UIN Sunan Kalijaga (2024) demonstrate that such programs improve students' collaboration, creativity, and cultural pride. These findings indicate that while the implementation process may be challenging, the benefits of incorporating local wisdom into

education are significant and can lead to meaningful improvements in student development.

## Preservation of Local Languages and Culture

The P5 storybook program also addresses the pressing issue of preserving local languages and culture. According to Khairunisa (2023), there is a growing need to develop age-appropriate reading materials that reflect students' cultural backgrounds, which not only enhances engagement but also helps preserve local languages, such as Sasak. This effort to incorporate local languages into educational programs plays an essential role in promoting cultural diversity and ensuring that younger generations remain connected to their heritage.

## Method

This research uses qualitative research with descriptive methods. The subject of this research is the fourth grade teacher of SDN 3 Beleka. The object of this research is a local wisdom-based storybook that can improve students' creative character and love for the country. Primary data is data collected directly by researchers in the field. Data collection techniques using interviews and documentation. This technique is used to obtain complete and in-depth information about the activities of the P5 Storybook program in improving students' creative character and love for the country at SDN 3 Beleka.

## Results and Discussion

This research focuses on the implementation of the Pancasila Student Profile Strengthening Project (P5) program called storybook. The P5 project itself is one of the implementations in the independent curriculum which aims to strengthen the profile of students to have a strong character based on the values of Pancasila. (Maharani, 2023; Agusta, 2023). The

values of Pancasila are the basis of P5 because all aspects of the life of the Indonesian nation and state are based on Pancasila (Sumardi, 2022). The Storybook Program as P5 was adapted to the theme of Local Wisdom of the Sasak Tribe, and implemented in grade IV of SDN 3 Beleka. This is because local wisdom as part of Indonesia's cultural wealth can be a strong foundation for strengthening the meaning and practice of Pancasila values in social life (Allolinggi, 2024). Sumardi (2020) also revealed that in addition to Pancasila, local wisdom is also one of the philosophical foundations of education in Indonesia because it is used as a way of life in social life and has proven effective in improving student character values. Thus, the purpose of this research is to study the implementation stages of the storybook program and how this program has an impact on improving students' creative character and love for the country. The following is an explanation of the research results:

### **Stages of Implementation of the Local Wisdom-Based Storybook Program**

Students will be actively involved in the exploration of local culture through the creation of stories in two languages, namely Sasak language which is translated into Indonesian. Stages of program implementation include:

#### **a. Planning**

The Pancasila Student Profile Strengthening Project (P5) on the theme of Sasak Tribal Local Wisdom is one of the programs that wants to focus on being implemented in class IV. Students and teachers discuss to find out what products can be produced if it is related to the Sasak Tribe Local Wisdom Theme. This is in accordance with the opinion of Melati (2024) that teachers must involve students in all designs and practical tasks related to the project so that active participation and a sense of responsibility of students increase. Based on the results of the discussion, the class agreed

to make a storybook. So that one of the main products produced is the storybook. This program is integrated into Indonesian Language and Cultural Arts lessons, where students are motivated to write stories using Sasak and Indonesian. Teachers also provide supporting materials, such as Sasak and Indonesian vocabulary, some of which are not yet known by students, besides that there is a story structure, and some folk stories that are suitable for students.

#### **b. Implementation**

Students are taught about the importance of preserving local culture through stories. Students are also taught story structures such as orientation, conflict, and resolution. However, as an initial stage, it is not easy, because there are many things that must be known more deeply. In the beginning, the story that is made can be like anything according to the wishes of the students. After that, students began to develop story concepts from their own personal experiences, folklore, or local traditions and traditional Sasak games. This is in line with the opinion of Nuraini (2022) who revealed that the integration of Pancasila values with local wisdom can be a solution to increase the relevance of Pancasila value education to the daily lives of elementary school students, which in this case can be seen from the development of story concepts based on their personal experiences. The writing of this story began with Sasak as the basis, before being translated into Indonesian. Teachers assisted students during this process, especially to improve grammar and enrich the story.

The teacher guides the students to edit their own stories after writing them, to improve the written stories, they also add simple illustrations. Once finished, students show their work to their friends. It is first read in Sasak, then read in Indonesian. Recording

students' progress, providing feedback, and appreciating students' efforts. Thus, in line with Saraswati's (2022) opinion that the implementation of P5 activities can also increase students' confidence in their work, develop students' potential, and help identify students' interests and talents in certain fields based on the results obtained by the teacher from the project assignment.

c. Evaluation

As a result of the program evaluation, students showed significant improvement in literacy skills and creativity. Many students were able to create stories that had interesting plots, in-depth dialog, and supportive illustrations. The character of love for the country also grew, as shown by students' pride in the local culture told in the story, as students worked together to get information about Sasak traditions, the program also managed to improve the relationship between students and teachers. In line with Maharani's (2023) opinion that the P5 program is able to train students' confidence and creativity in making projects or works, so that in the learning process they continue to develop and encourage the creation of good cooperation between students and teachers.

### **Impact of Local Wisdom-based Storybook Program on Creative Character**

Creative character is thinking that can find new things or ways that are different and able to express ideas or ideas that have added value (Khairunisa, 2020; Mavela, 2023). According to Khairunisa (2020), indicators of creative character include presenting something uniquely and presenting new ideas, daring to make decisions quickly and accurately, wanting to continue to change and take advantage of new opportunities, being able to solve problems innovatively, flexibly and critically. Based on these indicators, the P5 storybook program can be said to be more directed towards the

application of indicators of displaying something unique and displaying new ideas. This is because each student creates a story in their own language or words, then the concept of the story is based on their own experience or imagination, so this makes each student's story unique and new because it is different from one student to another.

The impact of the Local Wisdom-based Storybook P5 program has been proven to increase student creativity as seen from:

a. Creativity in Ideas and Delivery

Students have the ability to create unique and interesting stories with the use of simple illustrations and different plots, to enhance the local feel, some students even include dialog in Sasak language.

b. Development of Writing and Speaking Skills

Students can improve their dual literacy skills by writing and speaking stories in two languages. Understanding sentence structure and choosing words becomes easier for students.

### **Impact of the Local Wisdom-Based Storybook Program on the Character of Love for the Country**

Love of country is a sense of belonging and pride in one's own country or the place where one lives and settles with actions that show love for the culture of one's nation (Fifin, 2023). According to Rillah (2022), there are six indicators of the character of love for the country, namely:

- 1) Admire the geographical advantages and soil fertility of the Indonesian region
- 2) Love the diversity of Indonesian culture and art
- 3) Appreciate the diversity of Indonesian ethnicities and languages
- 4) Admire the diversity of Indonesia's agricultural products, fisheries, flora and fauna
- 5) Admire the richness of Indonesia's forests

6) Admire the sea and its role in the life of the Indonesian people.

Based on the six indicators above, the P5 Local Wisdom-Based Storybook program can be said to be more directed towards the application of the third indicator, namely liking the diversity of ethnicities and languages owned by Indonesia. This can be seen from students who are asked to create stories using their local language, namely Sasak language and Indonesian language. The impact obtained from the P5 program of Local Wisdom-Based Storybooks on the character of love for the country, namely:

- a. Fostering Love for Local Culture  
Students demonstrate a sense of pride in the rich Sasak culture and are committed to maintaining these traditions.
- b. Understanding Local Identity  
Students learn about the history and noble values of the Sasak people by listening to stories.

## Conclusion

The results of research conducted on the implementation of the Pancasila Student Profile Strengthening Project Program (P5) through the Local Wisdom-Based Storybook show that this program increases the creativity and love for the homeland of grade IV students of SDN 3 Beleka. The implementation of the P5 Program through Storybook Based on Local Wisdom consists of planning, implementation, and evaluation. The impact obtained from the P5 program through Storybook Based on Local Wisdom has been proven to increase student creativity which can be seen from two things, namely creativity in ideas and delivery, and the development of writing and speaking skills. Meanwhile, the impact of the Local Wisdom-Based Storybook P5 program on the character of love for the country is twofold, namely fostering a love for local culture and understanding local identity.

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