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STRENGTHENING LOCAL WISDOM VALUES THROUGH P5 ACTIVITIES AT SD NEGERI HINDU 1 BONA

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This research aims to explore the efforts to strengthen local wisdom through the Project to Strengthen the Profile of Pancasila Students (P5) at SD Negeri Hindu 1 Bona. The study employs a qualitative method with a descriptive approach. The research sample consists of 10 fifth- and sixth-grade students from SD Negeri Hindu 1 Bona and 5 teachers. The results indicate that the process of strengthening local wisdom through P5 activities begins with a diagnostic assessment of the students, followed by determining activities based on local wisdom themes, such as dharmagita, dance, and the creation of various religious ceremony tools. The implementation of P5 starts with the contextualization phase, which includes discussions of various information related to the project activities, followed by the action phase, which is conducted two to three times. The process is then continued with a reflection phase and follow-up. The conclusion is that P5 activities at SD Negeri Hindu 1 Bona are crucial for reinforcing the values of local wisdom, especially through activities integrated with Balinese culture. Each project is designed to develop students' potential while fostering a love for local culture.

Keywords: Lokal Wisdom, P5, SD Negeri Hindu

I. INTRODUCTION

Globalization has had a significant impact on various aspects of life, including local wisdom, which now faces serious challenges in its preservation efforts (Afriatmei et al., 2023). The flow of information and technology accelerates the spread of foreign cultures, which puts local wisdom values at risk of being marginalized by the dominance of global culture (Aspi, 2022). In various regions, including Bali, local wisdom that reflects the identity, customs, and traditions of the community is beginning to erode due to social changes triggered by globalization (Wiratmaja et al., 2021). This has resulted in a cultural identity crisis among the younger generation, who are increasingly exposed to external influences without a deep understanding of their original culture (Widiyono, 2019).. Therefore, the preservation of local wisdom has become an urgent issue that cannot be ignored in order to maintain the continuity of cultural values and the character of the local community (Niman, 2019). Local wisdom-based education in schools is a strategic step to face this threat by instilling understanding and appreciation of local traditions from an early age (Shufa, 2018).

Schools play a strategic role in preserving local wisdom through education that is integrated with local (Afriatmei et al., 2023). As formal institutions, schools are responsible not only for academic aspects but also for instilling cultural values. Teaching local wisdom in schools serves to strengthen students' understanding of cultural heritage and shape character rooted in tradition (Jaya, 2021). A curriculum that incorporates elements of local wisdom can instill a sense of pride and love for ancestral heritage while minimizing the influence of foreign cultures that may threaten cultural identity (Simanungkalit et al., 2024). Through a culture-based educational approach, students are expected not only to recognize but also to actively participate in preserving cultural heritage. Thus, schools become the frontline in efforts to preserve local wisdom amid the currents of globalization (Jaya, 2023).

The Project to Strengthen the Profile of Pancasila Students (P5) program is designed to shape students with strong character aligned

with the values of Pancasila, such as cooperation, independence, and love for the homeland (Fauziah & Rohmawati, 2023). Through a project-based approach, P5 encourages students to learn contextually by connecting learning to real life (Sarini et al., 2024). Several themes can be selected in P5 activities, ranging from Sustainable Lifestyles, Local Wisdom, Unity in Diversity, Build Your Soul and Body, The Voice of Democracy, to Engineering and Technology (Fauziah & Rohmawati, 2023). In its implementation, the theme of local wisdom becomes one of the main focuses, where students are invited to explore, understand, and preserve local traditions and culture. The local wisdom theme strengthens cultural identity in the face of globalization while fostering a sense of responsibility to preserve cultural heritage (Ridwan, 2017). Thus, P5 not only develops knowledge but also instills the values of local wisdom as a core pillar of character education in schools (Mualifa et al., 2024).

SD Negeri Hindu 1 Bona is an educational institution that plays a crucial role in preserving the local wisdom of the Balinese Hindu community. Situated in an area rich in cultural and religious traditions, this school integrates customary and religious values into its curriculum to shape students' character based on local culture. Through local wisdom-based activities, such as dance, traditional ceremonies, and religious rituals, students are taught to understand and appreciate their ancestral heritage. The school serves as an educational center that not only focuses on academic achievement but also on fostering cultural identity amidst global changes (Basri et al., 2023). With a holistic approach, SD Negeri Hindu 1 Bona stands as a model of education that combines local values and character development comprehensively.

Through P5 activities, SD Negeri Hindu 1 Bona is able to develop various projects and activities aimed at introducing and strengthening local wisdom, such as Balinese dance and gamelan, religious rituals, and traditional ceremonies. P5 provides students with the opportunity not only to learn about local wisdom in theory but also to

engage directly in cultural activities, creating a deeper and more meaningful learning experience.

This research is important for exploring how P5 activities at SD Negeri Hindu 1 Bona can serve as an effective strategy in strengthening the values of local wisdom among students. It will also analyze the extent to which the P5 program supports the preservation of local wisdom within the context of formal education. The results of this study are expected to contribute to formulating a model of local wisdom-based education that can be sustainably implemented in schools with similar cultural backgrounds.

II. METHOD

This research employs a qualitative method with a descriptive approach. The research sample consists of fifth and sixth-grade students at SD Negeri Hindu 1 Bona. Data collection techniques used include interviews regarding P5 activities as an application of the Merdeka curriculum, with sources including the principal, 5 class teachers, and 10 students. Data analysis in this study initially involves ongoing data collection and field data gathering (Rukmaningsih, 2020). The data analysis in this research proceeds through several stages: (1) data reduction, where the researcher summarizes data obtained from observations, interviews, and documentation to identify key points; (2) data presentation, which involves organizing the reduced data so that it can be easily understood; (3) conclusion drawing, where the researcher summarizes the organized data to verify or review the collected notes (Sidiq, 2019). The instruments used in this study include an interview sheet for class teachers regarding P5 activities at SD Negeri Hindu 1 Bona and 8 questions for students about projects, dance, mejejaitan, and dharmagita related to the theme of local wisdom.

III. RESULTS AND DISCUSSION

The determination of projects for P5 activities at SD Negeri Hindu 1 Bona begins with a diagnostic assessment. This is conducted to understand the interests and talents of the students, allowing the Project to Strengthen the Profile of Pancasila Students to develop each student's potential. The diagnostic assessment is

carried out by distributing questionnaires to students regarding their preferences and talents. This indicates that teachers have taken students' interests and talents into account in implementing P5 activities. Each activity is also a choice made by the students themselves, so teachers do not impose any pressure regarding the projects students wish to participate in. The hope is that students will indeed have the opportunity to develop their own talents and interests. The diagnostic assessment is conducted at the beginning of the semester. For example, teachers ask students what activities they like and wish to participate in.

Before starting the P5 learning activities, teachers prepare modules for the implementation of P5 based on this stage. In the module, teachers adjust the content to the chosen theme, such as projects involving dance, mejejaitan, and dharmagita with a focus on local wisdom. The project activities are largely integrated with local wisdom activities, such as dharmagita, mejejaitan, and dance, which are part of Balinese culture. This effort also serves as a step toward shaping students' character to love their own culture. Additionally, teachers continue to provide options for other themes, such as sustainable lifestyles. There are six themes in the Project to Strengthen the Profile of Pancasila Students at the elementary school level: sustainable lifestyles, local wisdom, unity in diversity, building the soul and body, engineering and technology, and entrepreneurship (Satria et al., 2022). The activities chosen by students can be seen in the following table:

Table 1. Project Activities

No	Activity Name	Number of Students
1	Dharmagita	14
2	Tari	36
3	Sarana Upacara	29
4	Sastra Bali	13
5	Yoga	Seluruh siswa
Jumlah Siswa kelas V dan VI		92

Based on the table, it shows the high enthusiasm of students participating in activities related to the theme of local wisdom. SD Negeri Hindu 1 Bona added the theme of Sustainable Lifestyles by selecting yoga activities for all students to participate in.

Next, the teacher establishes the objectives of the activities according to the projects to be undertaken. This is followed by setting the schedule for the activities. Each activity has its own specific objectives, which are communicated to the students before the main project activities begin. For example, in the dharmagita activity, the goal is for the students to be able to chant sekar rare. Based on these results, it can be seen that the process of the Project to Strengthen the Profile of Pancasila Students emphasizes the interests and talents of students in participating in each activity.

Implementation Stage

The implementation of project activities is conducted every Saturday, starting with yoga as part of the sustainable lifestyle theme, which is attended by all students at SD Negeri Hindu 1 Bona. This is followed by activities such as Dharmagita, dance, ceremonial tools, and Balinese literature, which are derived from the theme of local wisdom.

The flow of the project activities begins with an introduction to the chosen project. For example, in fifth grade, a mejejaitan project is carried out by creating ceremonial tools such as kelakat, canang, and pejati. Students are introduced to the importance of these tools in the religious life of the Balinese community. The contextualization stage involves gathering various information, followed by the action stage, which is conducted between two to three actions. During this stage, sufficient time is provided for students to develop their potential. The process continues with the reflection and follow-up stage. In the reflection stage, students receive additional time if they feel their project tasks are lacking. The implementation of the project can also be described as running smoothly, utilizing the various facilities and infrastructure available at the school.

Local culture-based learning activities at SD Negeri Hindu 1 Bona are not limited to a single domain but extend across various aspects of Balinese culture, one of which is Balinese literature. In the Balinese literature program, the learning flow is systematically designed by taking into account the developmental stages of students. For students still in Phase B, the learning activities focus on introducing Balinese script. The teacher introduces the basic shapes of

the script, their pronunciation, and the meaning of each character. After that, students are guided to copy short stories written in Balinese script to practice writing skills while reinforcing their memory of letter forms.

For students in Phase C, Balinese literature learning focuses more on improving handwriting quality and reading abilities. They are not only required to copy the script but also to write neatly and correctly according to the conventions of Balinese script writing. Additionally, they are trained to read simple texts written in Balinese script to understand the content and to practice proper pronunciation. This strategy helps strengthen students' literacy in the local language while also preserving the traditional Balinese script, which is increasingly rare in everyday use.

The Balinese literature sessions are conducted in the classroom to create a comfortable and conducive learning environment. In these sessions, students are only required to bring writing tools and notebooks, while the learning materials are prepared by the teacher. These materials include examples of Balinese script, Balinese folktales, and writing worksheets. Based on observations, this activity has been met with positive responses from students. High enthusiasm is evident from their active participation in each session, especially among those with a keen interest in preserving the Balinese language and culture.

The Balinese literature program is conducted regularly every Saturday, with a duration of two lesson hours. The learning process follows a project-based learning approach. Starting from the planning stage, teachers and students collaboratively decide on which stories to learn and write, as well as the specific skills to be achieved. The implementation phase includes writing, reading, and story content discussions. In the evaluation and reflection phase, students are given opportunities to assess their own work, receive feedback from the teacher, and plan improvements for future sessions.

In addition to Balinese literature, traditional dance is also an important part of cultural preservation activities at the school. The dance program is entirely attended by female students. This activity takes place in the schoolyard every Saturday morning. The training sessions are

relaxed yet serious, considering that traditional Balinese dance has a certain level of complexity, especially in facial expressions and hand movements. Students bring costumes such as sarongs and sashes from home. This activity not only enhances physical and aesthetic skills but also fosters a love for regional culture.

Dance practice is guided directly by a teacher who is knowledgeable in traditional Balinese dance techniques. Over the course of two lesson hours, students are introduced to and practice various traditional dances, such as *Tari Pendet*, *Tari Gopala*, and *Tari Rejang*. Through this activity, students learn about the philosophical meanings behind each movement and the cultural contexts in which the dances are traditionally performed. Moreover, these practices help build students' confidence when performing at art festivals or religious ceremonies within the school or local community.

On the other hand, yoga is a program attended by all students, both boys and girls. It is also conducted every Saturday morning in the school's spacious and breezy yard. Most students bring yoga mats from home to support their comfort during practice. However, for those without mats, the activity still proceeds effectively, as teachers provide safe alternative positions that can be done directly on the floor. Yoga was chosen as part of the Sustainable Lifestyle theme in the *Projek Penguatan Profil Pelajar Pancasila* (P5).

The yoga sessions are guided by teachers who have received basic training on yoga movements and their benefits for children. This activity aims to help students achieve a balance between physical and mental well-being, practice mindful breathing, improve concentration, and reduce stress. Students show high enthusiasm for yoga, which is evident in their energy and focus in following the teacher's instructions. The benefits extend beyond the physical—this activity also shapes students' character to be calmer, more focused, and more aware of the importance of maintaining both physical and mental health.

In each stage of the project implementation, all students can actively participate in completing the designated projects. This is also supported by student-oriented learning, which makes them

more enthusiastic when the project activities are scheduled. The project activities can also be directly implemented by the students in their respective homes.

Student-oriented learning can be effectively implemented during the project work. This happens because the selection of projects has been tailored to the interests and talents of the students. Additionally, the contextual project activities can also be beneficial for the students' lives.

Results of the P5 Activities

The results of the interviews indicate that during the implementation of P5, students were given the opportunity to develop their potential. Students also had the chance to learn from the experiences of various activities that have been conducted. This helped students discover their interests and talents. It was found that the P5 activities assisted students in discovering new things they might enjoy. In project activities such as dharmagita, students were able to boost their self-confidence and gain new experiences. Additionally, students at SD Negeri Hindu 1 Bona have also won several competitions, such as dharmagita at the elementary school level in Gianyar Regency.

The results of the interviews also indicate that the Project to Strengthen the Profile of Pancasila Students at SD Negeri Hindu 1 Bona indeed helps to hone students' abilities to create and innovate. In the projects produced, students not only acquire skills but also demonstrate creativity in making various ceremonial tools and equipment.

Based on the research findings, it is known that the output of working on projects is not only in the form of tangible products or an increase in students' skills and knowledge. However, these activities also enhance the ability to cooperate among students in teams. Therefore, the project-making activities have significantly contributed to improving teamwork skills among students at SD Negeri Hindu 1 Bona.

The P5 activities are indeed able to enhance students' self-confidence, as they have the opportunity to directly participate in presenting the results of projects that have been prepared beforehand, such as during performances showcased at cultural events and art exhibitions. It is evident that the learning outcomes in the P5

activities reflect various abilities of the students, ranging from the ability to dance Balinese dances, write in Balinese script, chant traditional songs, to create various ceremonial tools.

The Balinese literature activities at SD Negeri 1 Bona have made a significant contribution to enhancing students' local literacy skills, particularly in reading and writing Balinese script. This program serves as an important platform for preserving the regional language, which is increasingly marginalized amid the dominance of Latin script. Through structured learning, students are guided to recognize, copy, and read stories or sentences written in Balinese script. The outcomes of this learning process have shown remarkable progress. Among the dozen students participating in the program, almost all have acquired basic to intermediate proficiency in reading and writing Balinese script accurately.

These abilities are not merely theoretical but have been demonstrated through participation in various Balinese literature competitions. Several students from SD Negeri 1 Bona have achieved notable accomplishments at the regency level—a testament to the success of local culture-based learning approaches. Such achievements are closely tied to the role of teachers in guiding students, providing contextual learning materials, and offering space for creative expression through writing and recitation of literary works in Balinese script. This serves as a clear indicator that strengthening cultural identity through regional languages can be effectively initiated from an early age using enjoyable and meaningful methods.

On another front, traditional Balinese dance activities also have a positive impact on the development of students' skills, especially in the areas of performing arts and self-expression. This program is generally attended by female students and conducted regularly as part of the *Projek Penguatan Profil Pelajar Pancasila* (P5). Through dance practice, students are taught various basic movements and full sequences of traditional Balinese dances commonly performed during religious ceremonies. The program functions not only as an arts and culture learning medium but also as a means to preserve traditions that continue to thrive within Balinese society.

The dance skills students acquire can be directly applied in both school and community events. For example, during student graduation ceremonies, school art performances, or religious celebrations, students confidently perform dances they have learned. These experiences also shape students' character, instilling pride in their local culture along with public speaking skills, confidence, and discipline. Dance lessons provide an inclusive space to foster teamwork through regular, coordinated group practice.

In addition to literature and dance, all students at SD Negeri 1 Bona also participate in yoga as part of the P5 program under the theme of sustainable living. This activity has a significant impact on students' physical fitness and overall well-being. Held every Saturday morning, the yoga sessions are guided by teachers and take place in the school's spacious and comfortable courtyard. Through structured breathing exercises and body movements, students are trained to develop physical, mental, and emotional balance. The activity serves as a medium for character development, promoting discipline, inner calm, and awareness of holistic health.

Yoga, Balinese literature, and traditional dance represent a series of activities that go beyond academic aims; they help shape students into culturally grounded, healthy, and confident individuals. Through these programs, SD Negeri 1 Bona not only provides formal education but also instills values of local wisdom and spirituality from an early age. With strong support from teachers and active student participation, the implementation of culture-based learning creates a learning environment that is both enjoyable and meaningful. This stands as evidence that education integrated with local values can foster students who excel in skills, character, and love for their national culture.

The importance of strengthening cultural values has been emphasized in the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022, especially in the Dimension of Global Diversity, which directs Indonesian students to preserve noble cultures, localities, and identities, while remaining open-minded in interacting with other cultures.

Strengthening the profile of Pancasila students, particularly in the dimension of global diversity, is supported by several important factors, including the presence of competent educators who can implement relevant learning strategies and the support of facilities provided by the school (Rohmah et al., 2023).

The outcomes of the P5 learning can include knowledge, skills, and attitudes. Specifically, skills and attitudes are sharpened during participation in P5 activities. For example, students become more confident in expressing their opinions, which is an important trait for individuals, and this is more effectively realized during project work. It is noted that in terms of knowledge, students are also assessed to have improved in critical thinking skills and problem-solving abilities (Hendi et al., 2020). Additionally, teachers have observed that during the activities, students are more engaged in their ability to collaborate within learning groups.

Strengthening Local Wisdom Values

Strengthening local wisdom values can be based on the elements of recognizing and appreciating local culture as part of the dimension of global diversity in Decision Letter Number 009/H/KR/2022 (Rohman et al., 2024). The Pancasila Student Profile Strengthening Project activities with the theme of local wisdom aim to cultivate students who can delve into cultural and cultural identity, explore and compare cultural knowledge, and foster respect for cultural diversity. In this context, the introduction and appreciation of Balinese culture through activities such as dharmagita, Balinese literature, dance, and the creation of Hindu Balinese ceremonial equipment become an integral part of the educational process.

Through the P5 activities, students are encouraged to understand culture deeply and develop critical thinking skills in exploring local culture while also fostering attitudes of tolerance and respect for diversity (Jaya, 2021). In an effort to delve into culture and cultural identity, students are introduced to Balinese culture through dharmagita, Balinese literature, dance, and the creation of ceremonial equipment. In studying dharmagita, students not only learn to chant sacred songs but also understand the spiritual values contained within them, such as the harmonious relationship between humans

and nature (Putri, 2022). Through this understanding, students can explore Balinese cultural identity, which is closely linked to beliefs and religious practices. Learning Balinese literature and traditional dance also enriches students' knowledge of Balinese cultural identity, which is full of symbolic and aesthetic meaning, allowing students to appreciate the essence of this cultural heritage.

In the effort to explore and compare cultural knowledge, beliefs, and practices, students are given the opportunity to study the differences and similarities among cultures. For instance, in studying Balinese literature, students can compare the moral and ethical values contained in Balinese folktales with those in other cultures (Jaya & Kusuma, 2020). Similarly, through dance and ceremonial practices, students are invited to explore how each culture has its unique ways of expressing spiritual beliefs. Thus, students not only gain knowledge about Balinese culture but also understand the dynamics of cultural and belief comparisons, enriching their perspectives on cultural pluralism.

Efforts to instill a sense of respect for cultural diversity involve guiding students to appreciate not only Balinese culture but also other cultures in Indonesia and around the world (Darusman Yus, 2021). Through activities such as the creation of Hindu Balinese ceremonial offerings, students learn that every culture has its uniqueness in spiritual and social practices (Setyaningsih, 2019). This activity fosters awareness that diversity is part of the cultural wealth that must be respected and preserved. Thus, students learn not only to appreciate their own cultural heritage but also to develop an open and respectful attitude toward cultural differences outside their community (Yuliasmini, 2019).

Through this activity, students are equipped with the ability to delve into and explore various aspects of culture in a scientific and critical manner, while also developing a strong respect for diversity. The Pancasila Student Profile Strengthening Project shapes a generation that not only has a deep understanding of local culture but is also capable of actively promoting harmony and respecting cultural differences in a broader context.

To enhance the implementation of local wisdom

values in educational activities, it is necessary to integrate local culture not only into the Project to Strengthen the Profile of Pancasila Students (P5), but also into the intraclass curriculum. In doing so, local wisdom becomes an integral part of the continuous learning process rather than being treated as a stand-alone project. For example, teachers can relate Balinese cultural values in Indonesian language lessons through folklore or incorporate topics about the social structures and belief systems of traditional Balinese society into social studies classes.

Teachers play a pivotal role in the effort to strengthen local wisdom values. They must possess a deep understanding of the local cultural context and be capable of conveying it creatively and engagingly. Training and mentoring programs are essential for enabling teachers to develop culturally responsive learning materials so that the learning process fosters not only knowledge transfer but also cultural character formation. Moreover, teachers should be equipped with the ability to assess students' attitudes and values derived from culture-based learning activities.

The involvement of cultural communities, traditional leaders, and local artists is another vital component in the reinforcement of local wisdom. Such collaborations offer students authentic and contextual learning experiences. For instance, inviting a traditional dance artist or a Balinese Hindu priest to the school allows students to witness living cultural practices firsthand. This enriches their understanding of local culture and avoids a purely theoretical or ceremonial approach.

In addition to understanding and practicing local cultural traditions, students should also be encouraged to create culture-based creative products as a form of self-expression and appreciation of their cultural heritage. For example, students can write short stories in the Balinese language, design educational posters using Balinese script, or reinterpret traditional motifs in modern visual artworks. This approach fosters creativity while simultaneously cultivating a sense of ownership and pride in their cultural identity from an early age.

Evaluation of culture-based activities must also encompass aspects of attitude and value. Assessment instruments should not solely focus

on the final product but also consider the internalization of values such as mutual respect, cooperation, and appreciation of diversity. Teachers may employ reflective journals, attitude observations, and group discussions as part of authentic assessments to gauge the extent to which students have absorbed local wisdom values into their daily lives.

Furthermore, the documentation and dissemination of best practices from local wisdom projects in schools are important. Such documentation not only serves as a student portfolio but also provides inspiration and references for other schools seeking to implement similar programs. These can take the form of activity videos, narrative reports, or exhibitions of student work accessible to the school community and the broader public. This extends the positive impact of local culture reinforcement beyond the school environment.

The aspect of sustainability is also critical. Culture-based activities should not be sporadic or seasonal but rather be designed as annual programs with structured cycles of planning, implementation, evaluation, and development. With the support of school policies, committees, and community involvement, such activities can continue to thrive. Sustainability may also be achieved through student regeneration, whereby successive cohorts actively participate in cultural activities over time.

Ultimately, the reinforcement of local wisdom values provides a crucial foundation for shaping a generation of learners who are not only academically competent but also firmly rooted in cultural values, spirituality, and national identity. In an increasingly globalized world, students who understand their own identity will be better equipped to adapt without losing their cultural grounding. Therefore, schools must continue to develop educational approaches that position local culture as a rich and meaningful source of learning in students' lives.

IV. CONCLUSION

The Pancasila Student Profile Strengthening Project (P5) at SD Negeri Hindu 1 Bona plays a crucial role in reinforcing local wisdom values, particularly through activities integrated with Balinese culture such as dance, dharmagita, and mejejaitan. Each project is designed to develop

students' potential while instilling a love for local culture, with diagnostic assessments as the basis for determining activities. Students are given the freedom to choose activities that align with their interests and talents, making the learning process contextual and relevant to their daily lives. Through activities like dharmagita and the creation of ceremonial offerings, students not only develop cultural skills but also enhance their creativity and teamwork abilities. This project also provides hands-on experiences in preserving cultural identity while building self-confidence. Overall, P5 successfully integrates local culture-based learning in shaping students' characters to be creative and deeply rooted in local wisdom.

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