

LOCAL WISDOM-BASED EDUCATION IN BUILDING THE PROFILE OF PANCASILA STUDENTS IN ELEMENTARY SCHOOLS: A CRITICAL ANALYSIS FROM A PHILOSOPHICAL-PEDAGOGICAL PERSPECTIVE

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ARTICLE HISTORY

Received : 23-12-2025

Revised : 15-05-2026

Accepted : 17-06-2026

KEYWORDS

Local wisdom-based education;
Pancasila Student Profile; elementary education; Merdeka Curriculum; systematic literature review;

ABSTRACT

Local wisdom-based education plays a strategic role in strengthening students' character in elementary schools, particularly in developing the Pancasila Student Profile within the Merdeka Curriculum framework. This study aims to critically examine the contribution of local wisdom-based education to the development of the Pancasila Student Profile from a philosophical and pedagogical perspective. This study employed a Systematic Literature Review (SLR) following the PRISMA guidelines by analyzing 30 peer-reviewed articles published between 2020 and 2025. The selected studies were synthesized to identify patterns, pedagogical strategies, and philosophical foundations related to the integration of local wisdom in elementary education.

The findings indicate that the integration of local wisdom through traditional arts, cultural practices, ethnopedagogical knowledge, and community-based learning consistently strengthens key dimensions of the Pancasila Student Profile, including global diversity, mutual cooperation, independence, creativity, and responsibility. Philosophically, local wisdom serves as a source of ethical and cultural values, while pedagogically it provides contextual, meaningful, and student-centered learning experiences. This study concludes that local wisdom-based education significantly contributes to holistic character development in elementary schools. Strengthening its implementation requires systematic curriculum integration, innovative pedagogical models, and sustained collaboration between schools, families, and cultural communities.

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INTRODUCTION

Primary school education is a crucial phase in shaping students' personality, moral character, and cultural identity, as children at this stage actively internalize values, attitudes, and ways of thinking that influence their future development (Wuryandani et al., 2021; Rahmawati & Sugiyanto, 2020). In the era of rapid technological advancement,

massive global information flow, and dynamic social change, elementary school students are increasingly exposed to influences that may shift moral and cultural values related to national identity (Zubaedi, 2023; Wahyudi, 2021). This condition requires systematic efforts to strengthen character education rooted in local values as a source of wisdom that remains relevant to Indonesian society (Hidayati, 2021).

Local wisdom is defined as a set of values, norms, knowledge systems, and cultural practices inherited across generations and used as guidance for social interaction, decision-making, and community identity formation (Sibarani, 2021; Wahyudi, 2021). In Indonesia's multicultural context, local wisdom plays a strategic role as a source of character education that embodies Pancasila values, including religiosity, humanity, unity, democracy, and social justice (Kemendikbudristek, 2022; Zubaedi, 2023). The integration of local wisdom into education not only supports cultural sustainability but also strengthens students' patriotism, appreciation of diversity, and social morality (Hidayati, 2021; Wuryandani et al., 2021).

The Merdeka Curriculum, implemented nationally, positions the Pancasila Student Profile as the primary objective of student character development (Kemendikbudristek, 2022). The six dimensions of the Pancasila Student Profile—faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity—serve as the framework for character development through the learning process (Kemendikbudristek, 2022). To achieve these dimensions, learning approaches that are authentic, contextual, and closely connected to students' real-life experiences are required (OECD, 2021; Wuryandani et al., 2021). Education based on local wisdom is considered highly relevant because it connects school learning with cultural practices, traditions, and values embedded in the community (Wahyudi, 2021; Prasetyo, 2022).

Recent studies indicate that local wisdom can function as an effective medium for character development, contextual learning, and cultural preservation in elementary education (Hidayati, 2021; Prasetyo, 2022). However, most existing research still focuses on practical and implementative aspects, such as the development of culture-based learning media, classroom implementation, or case studies in specific schools and regions (Rahmawati & Sugiyanto, 2020; Prasetyo, 2022). Comprehensive studies that critically examine the contribution of local wisdom in shaping the Pancasila Student Profile from integrated philosophical and pedagogical perspectives remain limited (Wahyudi, 2021).

A philosophical perspective is necessary to reveal the ethical foundations, value systems, and epistemological meanings of local wisdom as a source of character education (Zubaedi, 2023; Wahyudi, 2021). Meanwhile, a pedagogical perspective is crucial to explain how these values are systematically, contextually, and sustainably transformed into learning practices in elementary schools (Wuryandani et al., 2021; Prasetyo, 2022). These limitations highlight a research gap that requires critical analysis through a systematic literature review, enabling a deeper understanding of local wisdom not merely as cultural ornamentation, but as a foundation of values, knowledge, and pedagogy in building the Pancasila Student Profile (Wahyudi, 2021; Prasetyo, 2022).

Through a Systematic Literature Review (SLR) of research articles published between 2020 and 2025, this study aims to identify, evaluate, and synthesize scientific findings on the contribution of local wisdom-based education in shaping students' character in accordance with the Pancasila Student Profile (Snyder, 2019; Prasetyo, 2022). Furthermore, this study seeks to explain the philosophical and pedagogical relevance of integrating local wisdom into learning, while providing recommendations for curriculum development, learning models, and educational policies that support national cultural values (Kemendikbudristek, 2022; Zubaedi, 2023). Thus, this research is expected to contribute theoretically, practically, and strategically to strengthening character education in elementary schools through approaches rooted in Indonesian local wisdom (Wuryandani et al., 2021; Hidayati, 2021).

RESEARCH METHOD

This study employs a Systematic Literature Review (SLR) approach to examine the contribution of local wisdom-based education to the development of the Pancasila Student Profile at the elementary school level from philosophical and pedagogical perspectives. The SLR method was selected because it enables a comprehensive,

objective, and evidence-based synthesis of previous research, allowing for the identification of conceptual patterns, theoretical relationships, and the relevance of findings related to the integration of local wisdom in education. The research process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines to ensure transparency, systematic procedures, and academic accountability in searching, screening, and synthesizing the literature.

Philosophically, the SLR approach aligns with constructivist and humanist educational paradigms that emphasize meaning-making, values, and cultural context in learning. Through a systematic examination of prior studies, this research reconstructs the conceptual understanding of local wisdom as a source of educational values that are both contextual and universal in shaping students' character. From a pedagogical perspective, local wisdom is positioned as a medium for meaningful learning that bridges national educational goals with the socio-cultural realities of elementary school students, particularly in strengthening the dimensions of the Pancasila Student Profile.

The data sources consisted of scientific articles published between 2020 and 2025, obtained from reputable databases including Google Scholar, SINTA, Garuda Kemdikbud, ERIC, and Scopus. This time frame was chosen to align with the implementation of the Merdeka Curriculum. A combination of Indonesian and English keywords related to local wisdom, ethnopedagogy, culture-based learning, and the Pancasila Student Profile was used, yielding approximately 240 articles. Through the stages of identification, screening, eligibility assessment, and final selection, 30 articles were retained based on relevance, methodological quality, and their contribution to the research focus. Article quality was assessed using a critical appraisal checklist, with only studies scoring at least 75% included in the main synthesis.

Data analysis was conducted using narrative synthesis, encompassing data extraction, thematic categorization, and comparative analysis to identify patterns, conceptual relationships, and contributions of local wisdom to the six dimensions of the Pancasila Student Profile. The validity and reliability of the findings were ensured through source triangulation, audit trails, peer debriefing, and transparent reporting of the PRISMA process. Although limited by reliance on secondary data and a restricted publication period, this study offers significant academic and practical contributions by providing conceptual and thematic mapping of local wisdom-based educational practices. The findings are expected to inform teachers, school leaders, and policymakers in designing culturally grounded learning strategies aligned with the Merdeka Curriculum, as well as encourage future research integrating SLR with empirical field studies.

Furthermore, this study highlights practical implications for integrating local wisdom into elementary school curricula. By mapping specific cultural practices, traditional arts, and community values to the six dimensions of the Pancasila Student Profile, educators can design learning activities that are contextually meaningful, foster critical thinking and creativity, and promote social responsibility. The systematic synthesis also provides guidance for developing instructional materials, lesson plans, and assessment tools that reflect local wisdom while remaining aligned with national educational standards. In addition, school leaders and policymakers can use these findings to formulate strategies supporting teacher training, community engagement, and curriculum adaptation, ensuring that the philosophical and pedagogical value of local wisdom is consistently translated into daily classroom practice.

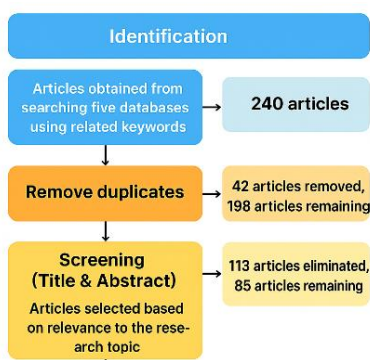


Figure 1. PRISMA Flow Chart

Source: Adapted from the PRISMA 2020 guidelines

RESULTS AND DISCUSSION

The results of this study are derived from the analysis of 30 scientific articles published between 2020 and 2025, synthesized through a systematic literature review (SLR) process consisting of identification, screening, quality appraisal, and thematic integration. The findings are summarized in the SLR Journal Review Table, which maps research focus, methodological approaches, key contributions, and their relevance to the development of the Pancasila Student Profile. Overall, the analysis reveals a consistent pattern indicating that local wisdom-based education plays a significant and sustainable role in strengthening students' character development across multiple dimensions.

Methodologically, most studies employed qualitative designs, ethnopedagogical approaches, literature reviews, and classroom-based research. Across these methods, local wisdom was operationalized through traditional arts, folk games, narratives, crafts, rituals, and community values. Rather than functioning as isolated cultural content, these elements consistently served as pedagogical instruments for internalizing values related to cultural identity, morality, cooperation, and creativity. A comparative synthesis shows that arts-based approaches tend to strengthen creativity and mutual cooperation, while ethnopedagogical and community-based practices more strongly contribute to moral awareness, spirituality, and social responsibility. These findings indicate that different forms of local wisdom activate different character dimensions, reinforcing the need for integrative instructional designs.

Further cross-study analysis highlights that environmental and community-based learning projects are particularly effective in developing independence and critical thinking, as they engage students in real-life problem solving and social interaction. In contrast, collaborative cultural and artistic activities more directly foster creativity and mutual cooperation. This pattern suggests that character formation within the Pancasila Student Profile cannot be achieved through partial or single-mode interventions. Instead, a holistic approach that strategically combines cultural, environmental, and collaborative learning experiences is necessary to ensure balanced development across all dimensions.

From a philosophical perspective, the literature consistently positions local wisdom as an ethical and cultural foundation for character education, reinforcing students' identity, values, and sense of social belonging. Pedagogically, local wisdom enhances learning authenticity, emotional engagement, and meaning-making, thereby supporting deeper competency development. Cross-study comparisons also indicate that successful integration

depends heavily on teachers' pedagogical competence in designing participatory and reflective learning, as well as on active collaboration with local communities. Importantly, the synthesis reveals that local wisdom must be adaptively integrated with 21st-century skills such as digital literacy, global awareness, and problem solving so that cultural education remains relevant, dynamic, and responsive to contemporary educational challenges.

Table 1. SLR Journal Review

No	Author and Year	Article Title	Method	Focus on Local Wisdom	Key Findings	Relevance to the Pancasila Student Profile
1	Masrukhi et al. (2024)	Character education, local wisdom, and the profile of Pancasila students	Qualitative	Local cultural values	Local wisdom supports character formation	Multiple dimensions (creativity, cooperation)
2	Dewi et al. (2024)	Pancasila student profile values based on local wisdom in Hindu elementary school	Qualitative	Hindu local wisdom	Local values strengthen character learning	Global diversity, cooperation, creativity
3	Cahyati & Nurharini (2025)	Exploration of Jaran Kepang dance to instill character	Case study	Traditional dance	Dance supports character values & identity	Creative, cooperative
4	Darwis et al. (2025)	Ethnopedagogy: Integrating local wisdom into Islamic primary school	Case study	Ethnopedagogy	Local wisdom fosters tolerance & morality	Humanity, cooperation
5	Komalasari et al. (2025)	Deep learning in dance education: Strategies for character	Qualitative	Dance education	Integrates culture with character education	Creativity, cooperation
6	Putri & Farisia (2023)	Implementation of ethnopedagogy in classrooms	Case study	Ethnopedagogy integration	Culture promotes moral learning	Faithful, noble character
7	Wijaya et al. (2023)	Local wisdom based learning using folk music	Action research	Folk music	Music-based learning increases collaboration	Mutual cooperation
8	Priyono & Santoso (2023)	Traditional storytelling in literacy learning	Qualitative	Oral tradition	Storytelling enhances cultural identity	Respect, global diversity
9	Yusuf & Hidayanti (2024)	Local values in social studies	Qualitative	Socio-cultural values	Local values improves cultural understanding	Global diversity

No	Author and Year	Article Title	Method	Focus on Local Wisdom	Key Findings	Relevance to the Pancasila Student Profile
10	Nurjanah & Effendy (2022)	Ethnomathematics with cultural motifs	Qualitative	Cultural math learning	Local motifs improve math interest & understanding	Critical thinking
11	Ramadhani & Sucipto (2021)	Folk games in primary classroom	Action research	Folk games	Games support interaction & discipline	Cooperative, independent
12	Hidayati & Purnama (2023)	Environmental traditions in science learning	Action research	Local environmental wisdom	Connects nature wisdom & ecology	Responsibility
13	Sari & Handayani (2022)	Gotong royong culture in PE learning	Observation	Community service tradition	Strengthens teamwork & empathy	Mutual cooperation
14	Putra & Farid (2024)	Regional songs for language learning	Action research	Local music	Songs improve confidence & vocab	Independent, creative
15	Maulana & Setiawan (2023)	Local ecological wisdom in primary science	Literature	Ecological wisdom	Encourages environmental responsibility	Responsibility
16	Idris & Kurnia (2021)	Traditional crafts for learning activities	Qualitative	Craft making	Crafts build precision & responsibility	Independent, responsible
17	Agustin & Ramadhan (2020)	Local folktales in literacy instruction	Literature	Folktales	Folktales improve reading & imagination	Creative, critical thinker
18	Rahayu & Prasetyo (2022)	Oral traditions & elementary literacy	Qualitative	Oral tradition	Enhances identity & empathy	Global diversity
19	Nurhasanah et al. (2023)	Local wisdom ethos in math learning	Qualitative	Local cultural numeracy	Cultural ethos enhances conceptual thinking	Critical thinking
20	Aulia & Wirawan (2021)	Traditional dance for cultural learning	Qualitative	Traditional dance	Dance improves coordinated learning	Creative, cooperation
21	Retno & Wijaya (2022)	Philosophical values of Javanese wisdom	Literature	Javanese philosophy	Strengthens ethical awareness	Noble character

No	Author and Year	Article Title	Method	Focus on Local Wisdom	Key Findings	Relevance to the Pancasila Student Profile
22	Putri et al. (2021)	Folktale manuscripts as learning sources	Qualitative	Ancient manuscripts	Folktales build historical literacy	Critical thinking
23	Pramono & Wijanto (2021)	Local tradition values in character education	Qualitative	Local tradition	Traditions support integrity & ethics	Responsibility
24	Ramli & Setyawan (2022)	Traditional games for motor skill & social learning	Action research	Folk games	Improves motor & social skills	Cooperative
25	Aditya et al. (2023)	Local wisdom approach for civic learning	Case study	Local philosophy	Strengthens civic character	Noble character
26	Ikhsan & Muslim (2024)	Local culture curriculum integration	Qualitative	Local culture	Cultural curriculum enhances identity	Creative, holistic
27	Fitri & Aisyah (2024)	Regional songs for Indonesian language	Action research	Folk music	Songs boost language proficiency & joy	Independent, creative
28	Putra & Lestari (2024)	Local values in numeracy learning	Qualitative	Cultural numeracy	Local values boost concept understanding	Critical thinking
29	Rahman & Utami (2023)	Cultural projects in PBL	Qualitative	Cultural projects	PBL connects culture & learning outcomes	Creative, responsibility
30	Sumantri & Prayoga (2025)	Systematic integration of local wisdom in curriculum	Systematic review	Local culture	Holistic character strengthening	All dimensions

Source: Authors' own synthesis from 30 peer-reviewed articles published between 2020-2025

Table 2. Classification of Articles Based on Theme

No	Number of Articles	Main Focus	Contribution to the Pancasila Student Profile
1	8 Articles	Traditional Arts & Culture (Dance, Music, Folk Songs, Crafts)	Enhances Creativity, independence, and the spirit of Mutual Cooperation through artistic collaboration.
2	5 Articles	Oral Tradition & Literacy (Folktales, Legends, Ancient Manuscripts)	Strengthens Global Diversity, cultural identity, and Critical Thinking skills through historical understanding.
3	6 Articles	Ethnopedagogy & Curriculum (Integration of local values in school subjects)	Shapes character holistically, specifically the aspects of Faith, Piety, and Noble Character.

4	3 Articles	Ethnomathematics & Numeracy (Cultural motifs and ethno-science in logic)	Develops Critical Thinking abilities and contextual conceptual understanding.
5	3 Articles	Traditional Games & Sports (Folk games, Gotong Royong in PE)	Fosters Mutual Cooperation, discipline, Independence, and social/interactive intelligence.
6	2 Articles	Ecology & Environmental Wisdom (Environmental traditions in Science)	Instills a sense of Responsibility toward nature and ecological awareness.
7	3 Articles	Philosophy & Social Values (Cultural PBL, Socio-cultural values, Philosophy)	Strengthens Noble Character, personal ethics, and a deep understanding of Global Diversity.

Source: Authors' own synthesis from the reviewed articles (2020–2025)

Overall, the integration of findings shows that local wisdom-based education is not only relevant but also strategic in the implementation of the Merdeka Curriculum, particularly in the Pancasila Student Profile Strengthening Project (P5). Local wisdom holistically strengthens all dimensions of the Pancasila Student Profile, building a generation with character, culture, and adaptability without losing their identity. Thus, the application of local wisdom not only improves academic achievement but also shapes students' values, attitudes, and social skills comprehensively, while producing authentic, contextual, and sustainable learning experiences.

CONCLUSION

Based on a systematic review of 30 scientific articles published between 2020 and 2025, this study shows that education based on local wisdom contributes significantly to shaping the dimensions of the Pancasila Student Profile in elementary school students. The integration of local cultural values, practices, and traditions has been proven to not only strengthen students' character but also provide relevant, authentic learning that is in line with their psychological, social, and academic development.

The urgency of this research stems from the need for holistic, contextual, and sustainable character education. Students are faced with the challenges of globalization and rapid social change, requiring a learning approach that bridges local cultural identity with 21st-century competencies, while shaping students to be characterful, responsible, and adaptive.

The novelty of this research lies in its comprehensive synthesis of philosophical, pedagogical, and local cultural practice perspectives, which have rarely been analyzed in an integrated manner. This study highlights the interrelationship between traditional arts, ethnopedagogy, folk games, folklore, crafts, traditional rituals, and community-based values with all dimensions of the Pancasila Student Profile, thus providing a comprehensive picture of the contribution of local wisdom in basic education.

Philosophically, local wisdom provides a moral and ethical foundation for character building in students, including the values of responsibility, mutual cooperation, integrity, and appreciation for diversity. These values shape a strong cultural identity in students and form the basis for the development of sustainable social, emotional, and ethical skills.

Pedagogically, the integration of local culture enables teachers to design participatory, humanistic, and contextual learning processes. The use of traditional arts, ethnopedagogy, folk games, folk tales, and community cultural practices has been proven to increase students' creativity, independence, critical thinking, motivation to learn, and social skills. Thus, local wisdom is not only learning content but also a pedagogical framework that strengthens all dimensions of the Pancasila Student Profile.

The successful implementation of local wisdom-based education is greatly influenced by collaboration between schools, indigenous peoples, parents, and cultural communities. This synergy ensures that cultural values are not only learned cognitively in the classroom but also brought to life in ongoing real-life learning experiences. The role of

teachers as facilitators and designers of participatory learning experiences is key to the successful integration of cultural values into learning practices.

This research provides a strategic contribution to curriculum development, learning design, teacher training, and strengthening school-community relationships. The systematic integration of local wisdom can serve as a guideline for developing authentic, contextual, and sustainable learning models, enabling education to produce students who are not only academically competent but also have character, are cultured, creative, critical, independent, and adaptable to global dynamics. Thus, education based on local wisdom is not merely a complement to learning, but a strategic element in realizing the Pancasila Student Profile holistically, building a generation that values diversity while maintaining a strong national identity amid global developments.

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