

***Internalization of Local Wisdom As Strengthening of Pancasila Student Profile Values  
Through Art Activity Early Childhood Education in Indonesia***

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**Abstract**

This research examines the role of internalizing local wisdom as an effort to strengthen the profile of Pancasila students through art activities in early childhood in Indonesia. Local wisdom is seen as a source of cultural values, traditions, and local identity that can support the formation of Pancasila character in children. The purpose of this study is to explore how early childhood art activities can be an effective means of internalizing local wisdom and strengthening the profile of Pancasila students. The research methods used are participatory observation, interviews, and documentation analysis of early childhood art activities that integrate local wisdom. The results showed that early childhood art activities can be an effective platform in introducing, internalizing, and applying local wisdom in the context of children's daily lives. Through art, children can learn about cultural values, strengthen a sense of community, and develop creative and expressive skills. Strengthening the identity of Pancasila students through early childhood arts can be done by teaching the noble values of Pancasila such as gotong royong, tolerance, and social justice. This helps children build a strong cultural identity and understand Pancasila values as moral principles in social life. However, there are challenges in implementing early childhood arts activities that incorporate local wisdom, including limited resources and understanding among educators and parents. Cooperation from various parties, including educators, parents and communities, is needed to thoroughly integrate local wisdom in early childhood education and strengthen the character of Pancasila in future generations.

**Keywords:** Art Activities, Internalizing Local Wisdom, Pancasila Character, Strengthening Pancasila

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## Introduction

In the dynamic landscape of early childhood education in Indonesia, the integration of local wisdom is a key approach in fostering the holistic development of young learners. This article explores the profound implications of internalizing local wisdom as a way to strengthen the values contained in the Pancasila Learner Profile. Amidst the backdrop of rapid globalization and cultural exchange, the preservation and development of indigenous knowledge systems becomes the cornerstone in shaping resilient, culturally rooted individuals, ready to navigate the complexities of contemporary society.

Local wisdom, which comes from the words "kearifan" meaning "wisdom" and "lokal" meaning "local", is a concept that is etymologically defined as local wisdom and knowledge applied in everyday life (Rummar, 2022). Other terms often used to refer to this concept include "*local wisdom*", "*local knowledge*," and "*local genius*" (Shufa, 2018). In Indonesia, local wisdom denotes the unique cultural identity of the local community and reflects a philosophy and outlook on life that is reflected in various aspects of life.

Local wisdom is a collection of values that develop as the cultural identity of the local community, allowing the assimilation and processing of outside culture into part of the local identity and capabilities (Ganda & Romadi, 2017). It is obtained through experience that is accumulated and integrated with an understanding of the culture and natural conditions of an area (Mimin, 2023). Its function is important in providing guidance for people's lives in order to survive safely, comfortably, and prosperously.

Often referred to as local excellence, local genius, or local wisdom, local wisdom also highlights the importance of context and place-specificity, and can be utilized to wisely regulate the order of community life (Mu'ti & Amirrachman, 2021). In Indonesia, local wisdom has various forms that are unique to each ethnicity, but basically directs people to act in accordance with the principles of Pancasila (Bhagaskoro et al., 2019; Wiratmaja et al., 2021).. Thus, Pancasila becomes the main foundation in preserving various local wisdom, emphasizing its important role in integrating local wisdom into the education system with the aim of preserving local culture and contributing to the development of the nation and state.

The Pancasila Learner Profile is a set of desirable characters and skills to be possessed by students in Indonesia, which is stipulated in the Merdeka Curriculum based on Ministry of Education and Research Regulation number 262 of 2022 (Kemendikbudristek, 2022). Pancasila, as the national philosophy, serves as the foundation for the daily lives of Indonesians, and Indonesia's national education system is based on the values of Pancasila. The goals of national education also lead to the values of Pancasila. The Pancasila Student Profile includes six dimensions of character and competence that are in line with Pancasila (Marjuni, 2019).

The Ministry of Education and Culture (Kemendikbud) through the Center for Character Strengthening (Puspeka) seeks to form a generation that is in accordance with the Pancasila Student Profile. There are six dimensions in the Pancasila Learner Profile, namely: faith and piety in God Almighty, independence, a spirit of mutual cooperation, an open attitude towards global diversity, critical thinking skills, and creativity (Mahardhani et al., 2023). The development of these six dimensions of characteristics is expected to occur thoroughly in the education system, taking into account the uniqueness of individual students and their cognitive and psychological development processes.

The Pancasila Learner Dimension is the set of attributes and skills that students in Indonesia are expected to possess, in line with the principles of Pancasila. Six key aspects in this dimension form the moral and ethical foundation of students (Mayasari et al., 2021). First, the Iman and Taqwa dimension focuses on belief in God Almighty and the implementation of religious teachings or beliefs with a taqwa attitude (Karim et al., 2021; Karim et al., 2023). Second, Independence reflects the ability of students to think and act independently and take responsibility for themselves. Third, the Spirit of Mutual Cooperation shows the ability of students to work together and help others selflessly. Fourth, Open Attitude to Global Diversity shows students' appreciation of the diversity of cultures, religions, and backgrounds (Septiani & Kurniawan, 2022). Fifth, Critical Thinking Skills emphasize students' ability to evaluate, analyze, and conclude information objectively. Finally, Creativity highlights students' innovation in solving problems. These six dimensions are not only the main objectives in education in Indonesia, but also integrated in the curriculum and learning process to shape student character in accordance with the principles of Pancasila (Mahardhani et al., 2023).

The arts, with their diverse appeal and expressive potential, are emerging as a powerful vehicle for immersing young minds in the ethos of local wisdom. Through creative engagement, early childhood education seeks to instill values deeply rooted in Indonesian culture, fostering a deep understanding of the principles of Pancasila. This article examines how arts activities become tools for the internalization of local wisdom, facilitating the integration of core Pancasila values-such as religiosity, nationalism, humanity, democracy and social justice-into the developmental journey of young learners.

By exploring the intersection between the arts, early childhood education, and Indonesia's rich culture, this article aims to provide an understanding of the transformative potential of integrating local wisdom into educational practice. Through a nuanced understanding of how arts activities can be a catalyst for values internalization, educators and stakeholders in the field of early childhood education can gain insights into fostering the holistic development of learners who are imbued with a deep appreciation of their cultural heritage and an unwavering commitment to the principles of Pancasila.

## **Method**

In this study, the research methods include participatory observation, interviews, and documentation analysis. First, participatory observation is used to actively observe and engage in early childhood art activities that include the internalization of local wisdom. This research was conducted by involving 15 children in one class. This observation allows researchers to understand directly how the art activities are carried out and how local wisdom is integrated in them. Second, interviews were conducted with various related parties, such as educators, parents, and the community, to gain a deeper understanding of their views on the role of art activities in strengthening the student profile of Pancasila through the internalization of local wisdom. These interviews provided an opportunity for respondents to share their views, experiences and thoughts on the research topic. Third, documentation analysis was conducted on various documents related to early childhood arts activities that had been conducted previously. This involved collecting and analyzing documents such as activity reports, observation notes and learning materials used. By combining these three methods, this study was able to gain a comprehensive understanding of the role of art activities in strengthening the student profile of Pancasila through the internalization of local wisdom in Indonesia.

## Findings and Discussions

Local Wisdom is the truth that has become part of the tradition or distinctiveness of a region. Local wisdom holds important life values and deserves to be explored, developed, and preserved as a contrast or alternative to socio-cultural change and modernization (Njatrijani, 2018). Local wisdom is a product of the cultural past that continues to be upheld as a guide to life, although the values are local, the values contained in it are considered universally relevant. Local wisdom is formed from the cultural excellence of local communities and geographical conditions at large. Local wisdom needs to be introduced to early childhood and can be integrated in the Merdeka Curriculum currently in effect in Indonesia. This can be done through art activities related to local culture.

Table 1: Interview With Teachers

No	Question	Answer
1	Can you tell us a bit about your teaching experience to date?	I've been an Early Childhood Teacher with more than ten years of experience feeling the satisfaction of guiding children's development in their early years. She describes her experience as a new adventure every day, noticing remarkable growth in various aspects, from cognitive to social and emotional. Interactions with children who are always full of energy bring her indescribable joy, while challenges such as managing a diverse group have helped her grow as a better educator.
2	What do you think about curriculum changes in Indonesia	Teachers in Indonesia recognize that frequent curriculum changes in line with leaders' policies can be challenging. While the goal is to improve the quality of education, these changes often cause uncertainty among educators. Despite having to adapt themselves every time a change occurs, teachers remain focused on the interests of children and strive to provide meaningful learning experiences. They believe that involving educators and other stakeholders in curriculum development can create a curriculum that is more stable and relevant to the needs on the ground
3	What do you think about the importance of integrating local wisdom in art activities at school to raise the profile of Pancasila students?	The integration of local wisdom in arts activities at school has a very positive impact in strengthening the learner profile of Pancasila. Through art, we are able to introduce students to local cultural values and traditions, which in turn helps them understand the principles of Pancasila more deeply. In addition, arts activities also allow students to develop their creativity while strengthening the sense of community and social values advocated by Pancasila.
4	How do you see the role of local wisdom in strengthening the values of the Pancasila student profile in the Early Childhood Education (ECE) environment?	Local wisdom has an important role in strengthening the values of Pancasila in the ECE environment. Through the integration of local wisdom in art activities, children can better understand and internalize cultural values, such as gotong royong, tolerance, and togetherness. This helps build character in accordance with the principles of Pancasila from an early age.

5	What challenges do you face in implementing the integration of local wisdom in art activities at school?	One of the main challenges is limited resources, especially in terms of time and funds. Developing and implementing arts activities that include local wisdom requires careful preparation and sometimes additional costs. In addition, we also need to continuously educate parents and students about the importance of local wisdom in their education.
6	How can art activities be a means to internalize local wisdom among young children?	Arts activities give children the opportunity to interact directly with local culture through their creative expression. For example, through dance, painting or handicrafts, they can learn about traditions, stories and cultural values inherent in everyday life.
7	How do you integrate local wisdom into art activities in the ECD classroom?	I integrate local wisdom through various art activities such as singing folk songs, learning traditional dances, playing angklung which is one of the traditional musical instruments and making crafts inspired by local culture. I also utilize traditional stories as inspiration for children's art projects.
8	What benefits do you see from incorporating local wisdom in art learning in PAUD related to character building and Pancasila values?	Incorporating local wisdom in art learning helps to form a strong character and uphold the values of Pancasila. Children learn to appreciate and respect the culture and values around them, which is an important aspect of Pancasila character building.
9	Do you think there are certain strategies or methods that are effective in improving children's understanding of local wisdom and Pancasila values through art activities?	One effective strategy is to integrate local wisdom in all aspects of learning, including art, music and drama materials. In addition, I often invite guests from the local community to share their knowledge with the children. The school also facilitates art teachers who are experts in their fields, such as teachers of Angklung music, dance, and others. Not only at school, but the children are also involved in art activities outside of school, such as competitions or visits to museums, where there are many works of art
10	How do you see the role of teachers in supporting the process of internalizing local wisdom and Pancasila values through art activities in PAUD?	As a teacher, I feel responsible to be a facilitator in this learning process. My role is to inspire and guide the children in appreciating and understanding local wisdom and Pancasila values through art activities.

Table 2: Interview With Parents

No	Question	Answer
1	What do you think about the integration of local wisdom in arts activities in schools to help raise the profile of Pancasila learners?	We strongly support the idea. We believe that introducing our children to local culture and traditions early on will help them become better and responsible citizens. In addition, art activities give children the opportunity to express themselves creatively while learning noble values such as gotong royong and tolerance, which are very important in Pancasila
2	Do you face any particular obstacles or challenges in supporting the integration of local wisdom in art activities at school?	One of the obstacles we face is the lack of understanding of local wisdom among parents. Some of us may not fully realize the importance of introducing children to local culture and traditions. However, we strongly support the school's efforts in this regard and are ready to work together to improve our understanding and support.

The interviews show that ECD teachers have extensive experience in guiding children's development in their early years. Although challenges such as curriculum changes and resource limitations often arise, they remain focused on children's interests and strive to provide meaningful learning experiences this is also in line with research conducted by (Eni Susilawati, 2021). The integration of local wisdom in arts activities in schools plays an important role in strengthening the learner profile of Pancasila by helping students understand and internalize cultural values, traditions, and Pancasila values (Mujahidah & Dewi, 2022). Challenges such as limited resources and parental education on the importance of local wisdom still need to be overcome. However, with effective strategies, such as inviting guests from the local community and involving students in arts activities inside and outside of school, as well as the role of teachers as facilitators in the learning process, the integration of local wisdom can be a meaningful and impactful experience for children's development in PAUD.



Figure 1: Pancasila Student Profile

Early childhood learns through play, with the concept of independent play at the PAUD level that directs children's freedom in play. Play activities are not only for physical and mental

growth, but also for internalizing the values of Pancasila (Ardy Wiyani, 2022). The implementation of the philosophy of free play is expected to reduce educational approaches that pressure children psychologically, such as activities with memorization methods. There are three important components in the implementation of free play: commitment to goals, independence in choice, and periodic reflection. These components form a new foundation for PAUD teachers in facilitating early childhood development. In addition, art activities such as dancing, singing and others also help children learn.

Arts activities have great potential to be an effective way of raising the profile of Pancasila learners in Early Childhood Education (ECED). Here are some ways in which arts activities can contribute to this:

1. **Internalizing Pancasila Values through Creative Expression:** Through art activities such as painting, handicraft making, and drama, children can actively learn about Pancasila values such as gotong royong, justice, tolerance, and democracy (Septiani & Kurniawan, 2022). They can convey their understanding of these values through their artwork, thus better understanding and internalizing them.
2. **Strengthening Cultural Identity and Nationalism:** Through traditional Indonesian arts such as dance, music, and visual arts, children can recognize and appreciate Indonesia's cultural diversity (Srirahmawati & Hunaifi, 2022). This helps strengthen their cultural identity and sense of nationalism, which is an important aspect of Pancasila.
3. **Teaches Cooperation and Social Skills:** Art activities often involve collaboration and cooperation between children. This helps them learn the values of gotong royong and togetherness, which are key principles in Pancasila (Karim et al., 2023). In addition, they also learn to communicate, share ideas and work together, which are important social skills.
4. **Developing Creativity and Personal Expression:** Art activities give children the opportunity to develop their creativity and express themselves in unique ways. This not only boosts their confidence, but also helps them understand and appreciate the diversity of opinions and ways of thinking, which again ties back to the democratic principles in Pancasila.
5. **Encouraging Respect for Diversity (Anugrah Octavian, 2018):** Through art, children can learn to appreciate differences, be it in the form of artistic expression, culture, or views. This helps them understand the values of tolerance and respect for individual rights, which are key principles in Pancasila.
6. **By making the most of the potential of arts activities, PAUD can create a rich and stimulating learning environment, where children can develop a deeper understanding of the values of Pancasila while experiencing the joy and satisfaction of their creative expression.**

## **Conclusion**

The internalization of local wisdom through arts activities in early childhood education in Indonesia serves as an important mechanism to strengthen the values of the Pancasila student profile. By introducing children to local wisdom from an early age and integrating it into current curricula, such as Merdeka Curriculum, educators can shape a deeper understanding and appreciation of Indonesian culture and heritage. Through engagement in art activities rooted in local traditions, children not only develop their art skills but also absorb fundamental values embedded in their cultural context. This holistic approach not only enriches their educational experience but also forms a sense of identity, pride and respect for

diversity. Therefore, promoting the internalization of local wisdom through art activities in early childhood education is crucial to advancing the holistic development of Indonesian children and strengthening the foundation of Pancasila values in the younger generation.

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### **Interview List**

Interview with Mrs. Tri Murtini and Mrs. Devia Harida. Principal and Teacher of PAUD Anak Cendekia. On March 07, 2024.

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