



Redesigning the Curriculum Based on Local Wisdom in Strengthening the Profile of Pancasila Students in Junior High Schools

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ABSTRACT. The strengthening of the Pancasila Student Profile has become a central focus of educational reform in Indonesia, particularly at the junior high school level. One strategic effort to achieve this goal is through curriculum redesign that integrates local wisdom as a contextual and culturally relevant foundation for learning. This article aims to examine the role of local wisdom based curriculum redesign in reinforcing the Pancasila Student Profile in junior high schools. Employing a library research method, this study analyzes relevant literature from scholarly books, national and international journal articles, as well as policy documents related to curriculum development, local wisdom, and character education. The findings of the literature review indicate that integrating local wisdom into the curriculum strengthens students' moral values, cultural identity, social awareness, and civic responsibility, which align closely with the core dimensions of the Pancasila Student Profile. Furthermore, curriculum redesign grounded in local contexts promotes meaningful learning experiences by connecting academic content with students' real life contexts. This approach not only enhances character education but also supports holistic student development by balancing cognitive, affective, and social competencies. The study concludes that curriculum redesign based on local wisdom is an effective strategy for reinforcing the Pancasila Student Profile in junior high schools when supported by contextual learning design, teacher competence, and institutional commitment.

Keywords: curriculum redesign, local wisdom, Pancasila Student Profile

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INTRODUCTION

In recent years, character education has become a central concern in educational reform, particularly in response to social, cultural, and moral challenges faced by students in the contemporary era. In the Indonesian context, this concern is articulated through the formulation of the Pancasila Student Profile, which serves as a foundational framework for developing students' character, citizenship values, and holistic competencies at all levels of education. Junior high schools play a strategic role in this process, as this stage represents a critical period in students' moral, social, and identity development (Ministry of Education, Culture, Research, and Technology, 2022).

The Pancasila Student Profile emphasizes the development of learners who are faithful and morally upright, globally minded yet rooted in national identity, collaborative, independent, critical, and creative. These dimensions reflect an integrative vision of education that balances cognitive achievement with character formation and social responsibility. However, the realization of these ideals in everyday classroom practice remains a challenge, particularly when curriculum content is detached from students' cultural backgrounds and lived experiences (Suyanto, 2018). This condition often results in character education being delivered in a normative and abstract manner, limiting its transformative impact on students.

Curriculum redesign emerges as a strategic response to this challenge, especially when grounded in local wisdom as a contextual foundation for learning. Local wisdom encompasses values, traditions, norms, and knowledge systems that are deeply rooted in local communities and cultural practices. Integrating local wisdom into the curriculum allows learning to become more meaningful and relevant, as students are encouraged to understand and internalize values that are already embedded in their social environment (Tilaar, 2012). Such an approach aligns with contextual learning theory, which emphasizes the importance of connecting academic content with real life contexts to enhance understanding and character development.

At the junior high school level, the incorporation of local wisdom into curriculum design has the potential to strengthen the dimensions of the Pancasila Student Profile in a concrete and experiential manner. Values such as mutual cooperation, respect for diversity, social responsibility, and love for the homeland can be cultivated through learning activities that draw upon local cultural practices, community traditions, and indigenous knowledge. Previous studies suggest that curriculum models based on local wisdom contribute positively to students' moral awareness, cultural identity, and social sensitivity (Hidayati & Wuryandani, 2019; Supriyanto, 2020).

Despite the growing discourse on local wisdom and character education, existing studies often focus on specific learning models or classroom level interventions, with limited attention given to curriculum redesign as a comprehensive and systemic effort. Moreover, many studies emphasize empirical outcomes without sufficiently exploring the conceptual relationship between local wisdom based curriculum development and the broader framework of the Pancasila Student Profile. This indicates a research gap that necessitates a literature based analysis to synthesize theoretical perspectives, policy directions, and educational practices related to curriculum redesign and character strengthening at the junior high school level.

Therefore, this study aims to examine how curriculum redesign based on local wisdom can contribute to the strengthening of the Pancasila Student Profile in junior high schools. Through a library research approach, this article seeks to provide a conceptual understanding of the role of culturally grounded curriculum development in fostering holistic student character and to offer insights for educators and policymakers in designing curriculum frameworks that are contextually relevant and value oriented.

METHOD

This study adopts a library research method with a qualitative descriptive approach to examine curriculum redesign based on local wisdom in strengthening the Pancasila Student Profile at the junior high school level. Library research is appropriate for this study because it focuses on analyzing theoretical concepts, policy frameworks, and previous research findings to develop a comprehensive and systematic understanding of the research topic. Through this approach, relevant ideas and perspectives related to curriculum development, local wisdom, and character education can be critically examined and synthesized (Zed, 2014; Snyder, 2019).

The data sources of this study consist of academic books, peer reviewed journal articles, and official policy documents related to curriculum redesign, local wisdom based education, and the

Pancasila Student Profile. The literature was selected based on its relevance to the research focus, credibility of the source, and contribution to the conceptual discussion of character education and curriculum development. Priority was given to recent publications to ensure that the analysis reflects current educational discourse and policy directions in Indonesia (Snyder, 2019).

Data analysis was conducted using qualitative content analysis techniques. The selected literature was systematically reviewed to identify key themes, concepts, and patterns related to the integration of local wisdom in curriculum design and its role in strengthening student character. The analysis process involved categorizing findings, comparing theoretical perspectives, and synthesizing insights to construct a coherent conceptual framework that explains the relationship between curriculum redesign, local wisdom, and the Pancasila Student Profile (Miles et al., 2014).

RESULT AND DISCUSSION

Result

Curriculum Redesign Based on Local Wisdom in Junior High Schools

The literature review indicates that curriculum redesign based on local wisdom serves as a strategic foundation for contextualizing learning in junior high schools. Local wisdom is positioned as a source of values, norms, and cultural practices that can be systematically integrated into curriculum objectives, content, learning activities, and assessment. Studies show that curriculum designs incorporating local cultural elements enable schools to align national educational goals with local community identities, making learning more meaningful and relevant for students (Tilaar, 2012; Supriyanto, 2020).

Strengthening the Dimensions of the Pancasila Student Profile

Another key finding reveals that local wisdom based curriculum redesign contributes directly to the strengthening of the core dimensions of the Pancasila Student Profile. Values such as mutual cooperation, respect for diversity, social responsibility, independence, and critical awareness are embedded naturally through learning activities rooted in local traditions and community practices. The literature emphasizes that character values become more internalized when students encounter them in familiar cultural contexts rather than abstract moral instruction (Suyanto, 2018; Hidayati & Wuryandani, 2019).

Contextual and Experiential Learning through Local Wisdom

The results also indicate that curriculum redesign grounded in local wisdom promotes contextual and experiential learning. Learning activities that draw upon local history, arts, traditions, and social practices encourage students to actively engage with their environment and community. This approach supports experiential learning processes in which students observe, reflect, and apply values in real life situations, thereby strengthening both cognitive understanding and character formation (Tilaar, 2012; Supriyanto, 2020).

Supporting Factors for Effective Curriculum Redesign

Finally, the literature identifies several supporting factors that influence the successful implementation of local wisdom based curriculum redesign. These factors include teacher understanding of local culture, curriculum flexibility, institutional support, and collaboration between schools and local communities. When these elements are present, curriculum redesign becomes a sustainable strategy for reinforcing the Pancasila Student Profile and fostering holistic student development at the junior high school level (Hidayati & Wuryandani, 2019).

Discussion

The findings of this study confirm that curriculum redesign based on local wisdom represents a strategic and culturally grounded approach to strengthening the Pancasila Student Profile in junior high schools. From a broader educational perspective, curriculum functions not only as a technical document that regulates learning content, but also as a cultural and ideological instrument that shapes students' values, identities, and social orientations. When curriculum development is disconnected from students' sociocultural contexts, character education tends to become abstract and normative, limiting its effectiveness in shaping authentic moral behavior (Schiro, 2013).

Local wisdom provides a powerful foundation for curriculum redesign because it embodies values, norms, and collective knowledge that have been internalized within local communities over generations. By integrating these values into curriculum objectives, learning materials, and instructional strategies, schools can transform character education into a lived experience rather than a theoretical discourse. This aligns with sociocultural learning theory, which emphasizes that learning and character formation occur most effectively through interaction with cultural tools, social practices, and community traditions (Vygotsky, 1978). Through curriculum redesign grounded in local wisdom, students encounter the values of Pancasila in contexts that are familiar, meaningful, and socially relevant.

The strengthening of the Pancasila Student Profile through local wisdom based curriculum redesign can be understood as a process of value internalization rather than value transmission. Educational scholars argue that character education becomes effective when students actively engage with moral values through reflection, dialogue, and real life practice, rather than receiving them as prescriptive rules (Nucci, Narvaez, & Krettenauer, 2014). Local wisdom facilitates this process by providing concrete moral situations derived from community life, such as cooperation in traditional activities, respect for elders, environmental stewardship, and social solidarity. These experiences directly support key dimensions of the Pancasila Student Profile, including mutual cooperation, global diversity awareness, independence, and moral integrity.

Furthermore, curriculum redesign based on local wisdom supports holistic student development by integrating cognitive, affective, and social learning domains. Unlike fragmented curriculum models that separate academic achievement from character education, locally grounded curriculum frameworks allow values to be embedded across subjects and learning activities. This integrative approach reflects the principles of holistic education, which emphasize the development of the whole person through balanced intellectual, emotional, social, and ethical growth (Miller, 2007). In this context, learning outcomes related to the Pancasila Student Profile are not treated as supplementary goals, but as integral components of curriculum implementation.

From an instructional perspective, the successful implementation of local wisdom based curriculum redesign requires teachers to act as curriculum developers and cultural mediators. Teachers are expected to interpret curriculum frameworks creatively and adapt them to local contexts while maintaining alignment with national education standards. This role demands cultural literacy, reflective pedagogy, and professional autonomy, which are essential for transforming curriculum documents into meaningful classroom practices (Priestley, Biesta, & Robinson, 2015). Without adequate teacher competence and professional support, curriculum redesign initiatives risk remaining symbolic and failing to influence students' character development substantively.

Institutional and systemic support also plays a critical role in sustaining curriculum redesign efforts. Schools require flexible curriculum structures, supportive leadership, and collaboration with local communities to effectively integrate local wisdom into learning processes. Educational leadership that values cultural relevance and character education can create an enabling environment for curriculum innovation and pedagogical experimentation. Studies in educational change highlight that curriculum reform is most successful when it is supported by shared vision, organizational commitment, and community involvement (Fullan, 2016). In this regard, curriculum redesign based

on local wisdom should be positioned as a collective responsibility rather than an individual teacher initiative.

In addition, curriculum redesign grounded in local wisdom contributes to the broader goal of cultural sustainability in education. In an era of globalization and rapid social change, schools play a vital role in preserving cultural identity while preparing students to engage with global challenges. Integrating local wisdom into the curriculum allows students to develop a strong sense of belonging and cultural confidence, which serves as a foundation for critical engagement with global perspectives. This balance between local identity and global awareness reflects the philosophical core of the Pancasila Student Profile and reinforces education as a means of nation building rather than mere skill production (Banks, 2015).

Overall, this discussion underscores that local wisdom based curriculum redesign is not a short term pedagogical trend, but a transformative educational strategy that strengthens character education, cultural identity, and holistic student development. By embedding local values within curriculum structures and learning experiences, schools can more effectively actualize the Pancasila Student Profile in junior high school education. This conceptual understanding positions curriculum redesign as a critical pathway for aligning national educational ideals with students' lived realities and sociocultural environments.

CONCLUSION

This study concludes that curriculum redesign based on local wisdom constitutes a strategic and contextually relevant approach to strengthening the Pancasila Student Profile in junior high school education. By integrating local cultural values, traditions, and community practices into curriculum structures and learning processes, schools are able to transform character education from abstract normative instruction into meaningful and experiential learning. This approach supports the internalization of Pancasila values by connecting educational goals with students' lived realities and sociocultural environments.

Furthermore, local wisdom based curriculum redesign contributes to holistic student development by integrating cognitive, affective, and social dimensions of learning. The strengthening of key attributes such as moral integrity, cooperation, cultural identity, independence, and critical awareness reflects the alignment between curriculum innovation and the core dimensions of the Pancasila Student Profile. This study emphasizes that effective implementation requires teacher competence, curriculum flexibility, institutional commitment, and collaboration with local communities.

As a conceptual contribution, this article highlights curriculum redesign grounded in local wisdom as a transformative educational strategy rather than a supplementary program. It offers insights for educators, school leaders, and policymakers to develop culturally responsive curriculum frameworks that reinforce national character values while remaining relevant to local contexts. Future research is recommended to explore empirical implementations of local wisdom based curriculum redesign across diverse regional settings to further examine its impact on student character development and educational quality.

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