

Implementation of the Pancasila Student Profile Strengthening Project for Preserving Local Traditions at MTsN 17 Jombang

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Abstract: This study aims to explore the implementation of the Pancasila Student Profile Strengthening Project (P5) in preserving local traditions at MTsN 17 Jombang, East Java. As part of the Merdeka Curriculum, P5 seeks to integrate Pancasila values, including respect for local culture, into the educational process. This research employs a qualitative approach with a case study design, involving in-depth interviews, participatory observation, and document analysis as data collection techniques. The subjects of the study include the school principal, teachers, students, and community leaders involved in the P5 implementation. The findings indicate that the implementation of P5 at MTsN 17 Jombang successfully integrates local traditions into the curriculum through various activities such as traditional dance training, traditional music, handicrafts, and ceremonial events. This project not only enhances students' awareness of local culture but also involves the community in the preservation of traditions. Challenges encountered include limited resources and time for extracurricular activities, as well as the need for teacher training in managing cultural preservation activities. The study concludes that P5 can be an effective model for preserving local traditions through formal education. With the right approach, P5 at MTsN 17 Jombang can serve as a best practice example for integrating local culture into school curricula. The findings are expected to contribute to the development of culturally-based curricula in other schools across Indonesia.

Keywords: Pancasila Education; Traditional Dance; Educational Innovation

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi implementasi Proyek Penguatan Profil Mahasiswa Pancasila (P5) dalam melestarikan tradisi lokal di MTsN 17 Jombang, Jawa Timur. Sebagai bagian dari Kurikulum Merdeka, P5 berupaya mengintegrasikan nilai-nilai Pancasila, termasuk menghormati budaya lokal, ke dalam proses pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, yang melibatkan wawancara mendalam, observasi partisipatif, dan analisis dokumen sebagai teknik pengumpulan data. Subjek penelitian meliputi kepala sekolah, guru, siswa, dan tokoh masyarakat yang terlibat dalam implementasi P5. Temuan menunjukkan bahwa implementasi P5 di MTsN 17 Jombang berhasil mengintegrasikan tradisi lokal ke dalam kurikulum melalui berbagai kegiatan seperti pelatihan tari tradisional, musik tradisional, kerajinan tangan, dan acara seremonial. Proyek ini tidak hanya meningkatkan kesadaran siswa tentang budaya lokal tetapi juga melibatkan masyarakat dalam pelestarian tradisi. Tantangan yang dihadapi antara lain keterbatasan sumber daya dan waktu untuk kegiatan ekstrakurikuler, serta perlunya pelatihan guru dalam mengelola kegiatan pelestarian budaya. Studi ini menyimpulkan bahwa P5 dapat menjadi model yang efektif untuk melestarikan tradisi lokal melalui pendidikan formal. Dengan pendekatan yang tepat, P5 di MTsN 17 Jombang dapat menjadi contoh praktik terbaik untuk mengintegrasikan budaya lokal ke dalam kurikulum sekolah. Temuan ini diharapkan dapat berkontribusi pada pengembangan kurikulum berbasis budaya di sekolah-sekolah lain di seluruh Indonesia.

Kata Kunci: Pendidikan Pancasila; Tari Tradisional; Inovasi Pendidikan

INTRODUCTION

Preserving local culture and traditions is a crucial pillar in maintaining national identity amidst the increasing tide of globalization. In Indonesia, with its remarkable cultural diversity, ensuring the continuity of ancestral heritage presents a growing challenge, especially among the younger generation (Ahmadi, 2017; Naim, 2018). Technological advancements and modernization often influence the perspectives and behaviors of the youth towards local culture, indirectly threatening the continuity of traditions passed down through generations (Dewi, 2021; Mahfud, 2020; Widiastuti, 2021). Therefore, education plays a pivotal role in shaping and maintaining local cultural values, with the goal of preserving these traditions within society (Ginting, 2018; Sutrisno, 2019).

MTsN 17 Jombang, as an educational institution in Jombang, East Java, fully recognizes the role of education in preserving local culture. This school is located in Jombang an area rich with traditions and cultural values still alive within the community. However, over time, social and cultural changes have led to a decline in the attention and involvement of the younger generation in local traditions (Tilaar, 2002; Wardani, 2019; Gusnawati, 2018). In this context, the implementation of the Merdeka Curriculum, which offers freedom in educational material development, represents a significant opportunity for the school to integrate the preservation of local culture into the formal curriculum.

The Pancasila Student Profile Strengthening Project (P5) initiated within the Merdeka Curriculum is a relevant innovation in addressing this challenge. P5 aims to develop students who excel not only academically but also possess strong character based on Pancasila values, including respect for local culture (Hasan, 2020; Hidayat, 2018). Through this project, students are expected to better recognize, understand, and appreciate local traditions, while applying these values in their daily lives (Nugroho, 2019; Nurdin, 2019).

The implementation of P5 at MTsN 17 Jombang focuses on the introduction and preservation of local traditions such as dance, music, handicrafts, and ceremonial events still practiced by the surrounding community (Iskandar, 2018; Kemendikbud, 2021; Lickona, 1991). This project is designed not only as an extracurricular activity but also as an integral part of the learning process covering various subjects. Thus, students do not only learn about local traditions theoretically but also engage directly in activities supporting cultural preservation (Arifin, 2017; Suyatno & Widodo, 2018). Additionally, P5 encourages active participation from the community and local cultural figures, creating synergy between the school and the community in efforts to preserve local culture (Gusnawati, 2018; UNESCO, 2003).

The existing literature suggests that education integrating local wisdom can be an effective tool for cultural preservation. Tilaar (2002) emphasizes that education has the responsibility not only to educate the nation but also to preserve culture as a national identity. Research by Yamin (2017) supports this view by stating that curricula based on local wisdom can enhance students' appreciation of their own culture. P5, as part of the Merdeka Curriculum, offers an approach that enables schools like MTsN 17 Jombang to more effectively integrate local cultural values into the educational process (Nugroho, 2019).

Furthermore, the role of teachers as facilitators in the implementation of P5 is crucial. According to Wardani (2019), teachers play a central role in guiding students



to understand and appreciate local traditions. Teachers are required to be creative in developing engaging teaching methods that inspire students to learn about and love their culture (Sukardi, 2009; Sutrisno, 2019). In this context, MTsN 17 Jombang strives to empower teachers through training and support in the implementation of P5, hoping to create a conducive learning environment for cultural preservation (Fadli, 2020; Suyatno & Widodo, 2018).

Despite the growing interest in integrating local culture and values into formal education, there remains a significant gap in understanding the specific strategies that can effectively strengthen cultural awareness among students. While previous studies have highlighted the importance of cultural education in fostering a sense of identity and belonging (Iskandar, 2018; Mahfud, 2020), there is limited research focusing on how projects like the Pancasila Student Profile Strengthening Project (P5) can be practically implemented in school settings, particularly in Islamic schools such as MTsN 17 Jombang. Additionally, existing literature often overlooks the challenges and successes in the implementation process, which are crucial for developing a comprehensive framework for other schools looking to preserve local culture through formal education. Therefore, this study addresses this gap by investigating the effective strategies for implementing P5 at MTsN 17 Jombang, providing insights into its role in preserving local culture and how these strategies can be adapted to different educational contexts.

This study aims to answer two main research questions: (1) How can the Pancasila Student Profile Strengthening Project (P5) be effectively implemented at MTsN 17 Jombang? (2) What is the impact of this implementation on the preservation of local culture and traditions? The purpose of this research is to explore the methods and practices that facilitate the integration of local cultural education within the P5 framework at MTsN 17 Jombang, thereby fostering a deeper understanding among students of their cultural heritage. Furthermore, the study seeks to identify the outcomes of such integration on students' cultural awareness and affection, aiming to develop a model that other schools can follow to promote cultural preservation through formal education. By addressing these questions, the research contributes to a broader discourse on the role of education in cultural preservation and the development of culturally aware and competent future generations.

METHODS

This study employs a qualitative approach with a case study design to explore the implementation of the Strengthening Pancasila Student Profile Project (P5) in preserving local traditions at MTsN 17 Jombang. A qualitative approach is chosen because the primary aim of the research is to gain an in-depth understanding of how P5 is applied at the school and its impact on the preservation of local culture. The case study design is selected because it allows for an intensive and comprehensive exploration of a specific phenomenon within its real-life context, namely the implementation of P5 and its impact on local cultural preservation at MTsN 17 Jombang (Stake, 1995; Yin, 2018).

The research is conducted at MTsN 17 Jombang, located in East Java. The subjects of the study include various parties directly involved in the implementation of P5, such as the principal, teachers, students, and community leaders participating in local tradition preservation activities. The selection of subjects is carried out through



purposive sampling, based on their relevance and involvement in the P5 project (Creswell, 2013; Baxter & Jack, 2008).

To collect data, the study uses several techniques, including in-depth interviews, participatory observation, and documentation. In-depth interviews are conducted with the principal, teachers, students, and community leaders to gain a thorough understanding of the implementation of P5, the challenges faced, and its impact on the preservation of local culture. The interviews are semi-structured with a flexible guide to allow for the collection of rich and varied information (Patton, 2002; Taylor, Bogdan, & DeVault, 2016). Additionally, participatory observation is conducted during the execution of the P5 project at the school, including activities related to local cultural preservation, such as traditional dance training, traditional music, handicrafts, and customary ceremonies. This observation aims to understand how local cultural values are integrated into learning activities and interactions at the school (Flick, 2014; Denzin & Lincoln, 2011). Data collection also includes the analysis of relevant documents, such as curricula, teaching modules, P5 activity reports, and photos and videos documenting the local cultural preservation activities carried out by students and teachers at MTsN 17 Jombang.

The collected data is then analyzed using thematic analysis techniques. The first step in data analysis involves transcribing interview and observation results verbatim to ensure that all significant information is accurately recorded (Miles, Huberman, & Saldaña, 2014). Subsequently, the data is coded to identify key themes, such as the implementation of P5, challenges in cultural preservation, and the impact of P5 on students' cultural awareness (Bungin, 2011). Identified thematic categories are then analyzed further to find relationships between themes and draw conclusions relevant to the research focus (Bogdan & Biklen, 2007).

To ensure data validity and reliability, several techniques are applied. Data triangulation is used to compare information obtained from various sources, such as interviews, observations, and documentation, to ensure consistency and accuracy (Lincoln & Guba, 1985). Member checking is conducted by confirming interview results with participants to ensure that the researchers' interpretations align with the participants' intentions (Moleong, 2018). Additionally, peer debriefing involves colleagues to review and discuss findings to ensure that the analysis is objective and free from bias (Guba & Lincoln, 1989).

The research is conducted with careful consideration of ethical aspects. This includes obtaining permission from the school and informants, maintaining data confidentiality, and ensuring that all participants have provided informed consent to participate in the study (Sukardi, 2009; Widiastuti, 2021).

RESULTS AND DISCUSSIONS

Results

Traditional Dance and *Gamelan* Music

At MTsN 17 Jombang, traditional dance and gamelan music are integral components of the Strengthening Pancasila Student Profile Project (P5), aimed at incorporating local cultural preservation into the educational curriculum. This study explores how these activities contribute to students' understanding and preservation of local traditions, as well as the challenges faced in their implementation.



Traditional dance at MTsN 17 Jombang includes various forms, such as Reog and Jaran Kepang. Reog, known for its grand and dynamic performances, requires technical skills and a deep understanding of the cultural meaning behind each movement and costume used. *Jaran Kepang*, with its magical elements and energetic movements, is also a significant part of the curriculum. In recent months, students involved in these activities have shown significant progress. They not only perform dances with improved technique but also demonstrate a deeper understanding of the cultural context and history behind these dances. For instance, an interview with a dance teacher noted, "Students appear very enthusiastic and committed during rehearsals. They are not only practicing dance techniques but also actively discussing the symbolism behind each movement."

These dance activities also involve student participation in various school events and local cultural festivals. Through their performances at these events, students not only practice and develop their skills but also present their work to the wider community. This experience provides students with the opportunity to interact with audiences and receive valuable feedback, which further enhances their skills and confidence. Observations indicate that students are highly engaged in dance rehearsals and performances, as seen in their active involvement and commitment to these activities. In an interview, one student expressed, "Our performance at the cultural festival really motivates us to better understand and appreciate our own culture."

In addition to dance, gamelan music plays a crucial role in the P5 Project. Gamelan music, with its distinctive traditional instruments such as gongs, kendang, and metallophones, requires intensive practice and a deep understanding of traditional harmony and rhythm. At MTsN 17 Jombang, students have made significant progress in playing gamelan instruments. They not only learn the techniques of playing these instruments but also understand the cultural context and function of gamelan music in traditional ceremonies and cultural celebrations. Involvement in gamelan music provides students with the opportunity to directly learn about the diversity and richness of Indonesian culture, as well as strengthen their connection to local cultural heritage. An interview with a gamelan music teacher revealed, "Students are very enthusiastic and have shown rapid progress. They are not only able to play the instruments well but also understand the role of gamelan music in various traditional ceremonies."

Handicrafts and Traditional Ceremonies

Aside from dance and music, the P5 Project also encompasses activities such as handicrafts and traditional ceremonies, which play an important role in local cultural preservation. Students engage in making traditional handicrafts like batik and bamboo weaving. These activities provide them with direct insight into the creative processes and techniques of producing cultural products. For example, batik production involves not only technical skills in drawing patterns and applying dyes but also an understanding of the symbolism and cultural significance behind each design. Similarly, bamboo weaving requires specific techniques and an understanding of the function and social context of the produced items.

The outcomes of these handicraft activities show that students not only practice traditional skills but also understand the cultural values embedded in them. Students learn about the importance of preserving traditional techniques and how these cultural products contribute to local cultural identity. The process of creating handicrafts also offers practical experiences that deepen students' understanding of their cultural



heritage. An interview with a handicraft teacher stated, "Through batik and bamboo weaving activities, students not only develop technical skills but also gain deep insights into the history and cultural meanings behind each piece."

In addition to handicrafts, students also participate in the preparation and execution of traditional ceremonies, such as village cleaning. These activities provide practical experience in local cultural practices and reinforce their connection to surrounding traditions. Traditional ceremonies are an essential part of community life, and students' involvement in the preparation and execution of these events allows them to experience firsthand how these traditions are performed and preserved. This involvement also helps students understand the significance and purpose of traditional ceremonies within the daily lives of the community. An interview with a community leader revealed, "Students involved in traditional ceremonies show a high level of respect for traditions, and they seem to truly understand the importance of preserving customs in our community."

Implementation of P5

To gain a deeper understanding of the implementation of the P5 Project, interviews were conducted with the principal and teachers at MTsN 17 Jombang. The results of these interviews reveal positive views on the initiative. The principal appreciates P5 as a strategic step in integrating cultural preservation into the curriculum. According to the principal, P5 not only introduces local cultural values among students but also enriches their overall learning experience. The principal believes that P5 helps students understand and appreciate their own culture, which in turn supports their character and identity development. In an interview, the Principal stated, "P5 is a crucial step in our education. It not only teaches students about their culture but also connects them more deeply with the community."

Teachers at MTsN 17 Jombang also reported that P5 allows them to develop more contextual and relevant teaching methods. They feel that the activities carried out within the framework of P5 enhance student engagement in local cultural preservation. With activities such as dance, gamelan music, handicrafts, and traditional ceremonies, teachers can present material in a more engaging and culturally relevant way. It also provides teachers with opportunities to collaborate with the community and local cultural experts in designing and implementing learning activities. In an interview, a cultural studies teacher said, "P5 allows us to link lesson material directly with local culture. This makes learning more lively and relevant for students."

Challenges in Implementing P5

Despite the many benefits of P5, its implementation faces several challenges. One major constraint is the lack of teaching materials and resources for cultural training. Some teachers reported that available teaching materials are insufficient to effectively support cultural preservation activities. They face difficulties in finding appropriate and quality resources for teaching handicraft techniques, dance, and gamelan music. One teacher commented, "We often struggle to find suitable teaching materials to support cultural activities. The lack of resources affects the effectiveness of our teaching."

Additionally, there are challenges in motivating students, especially in the initial stages of the activities. While most students show high interest, there are also students who are less enthusiastic and require more engaging approaches to increase their



participation. Some students expressed that they were initially less interested, but their understanding of the cultural value of the activities grew over time. In an interview, a student said, "At first, I wasn't very interested in these activities, but as I learned more about our culture, I started to feel more involved."

Another challenge is the limited time for extracurricular activities. Many cultural activities require considerable time for practice and preparation, which often conflicts with a busy academic schedule. This requires the school to find creative solutions in managing time and resources to ensure that cultural activities can still be effectively carried out. These challenges highlight the need for better strategies in designing activities and teaching materials to enhance the effectiveness of P5 and student motivation.

Impact of P5 on Local Cultural Preservation

The implementation of the Strengthening Pancasila Student Profile Project (P5) at MTsN 17 Jombang has had a positive impact on local cultural preservation. The research results indicate that students have experienced an increase in understanding and appreciation of local traditions after participating in P5 activities. They have not only learned about artistic and handicraft techniques but also understand the cultural values underlying them. Student involvement in local cultural activities outside of school, such as art festivals and traditional ceremonies, also demonstrates the positive impact of the project.

P5 has successfully created a learning environment that supports the development of students' cultural awareness. Through activities such as dance, gamelan music, handicrafts, and traditional ceremonies, students learn to value and preserve their culture. They become more aware of the importance of maintaining local traditions and how they can contribute to cultural preservation through their daily activities. P5 also encourages students to actively participate in cultural activities within the community, which strengthens their connection with the local community. In an interview, students stated, "After being involved in P5, I feel more proud of my culture and more eager to contribute to its preservation."

With the right approach, P5 at MTsN 17 Jombang can serve as a model for best practices in preserving local culture through formal education. This research is expected to contribute to the development of culture-based curricula in other schools in Indonesia and provide insights into how education can play a crucial role in preserving traditions and cultural identities

Discussion

Implementation of the Pancasila Student Profile Strengthening Project (P5)

The implementation of the Pancasila Student Profile Strengthening Project (P5) at MTsN 17 Jombang represents a strategic step in integrating the preservation of local culture into the educational curriculum. Amid the rising tide of globalization, the challenge of preserving local culture has become increasingly significant. Through P5, the school strives to bridge the gap between modernization and the preservation of local traditions by incorporating cultural aspects into the learning process. This aligns with Tilaar's (2002) perspective, which emphasizes the importance of education in preserving culture as part of national identity (Tilaar, 2002).



MTsN 17 Jombang conducts various cultural activities such as traditional dance, gamelan music, handicrafts, and customary ceremonies, not only as extracurricular activities but also as integrated parts of the curriculum. This approach reflects Guba and Lincoln's (1989) integrative theory, which underscores the importance of cultural preservation as part of a holistic educational process (Guba & Lincoln, 1989). This integration creates a space where students not only learn about their culture theoretically but also experience it directly through activities that blend local cultural aspects with the academic curriculum.

The implementation of traditional dance and gamelan music activities at MTsN 17 Jombang has shown success in introducing and teaching local culture to students. For instance, Reog and Jaran Kepang dances are part of the local cultural wealth taught to students as a form of direct experience. Routine practices and public performances help students gain skills and a deeper understanding of the meaning and history of these performances. This aligns with Brown's (2007) contextual learning theory, which emphasizes the importance of cultural context in learning to enhance material relevance for students (Brown, 2007). Gamelan music also demonstrates a positive impact, where students learn to play traditional instruments and understand the structure and function of gamelan in local culture. Tuan's (2011) research reveals that involvement in traditional music can strengthen cultural identity and emotional connections to traditions (Tuan, 2011). Observations indicate high student enthusiasm for gamelan practice, reflecting the program's success in reviving interest in traditional music. Direct involvement in such activities not only enriches students' knowledge but also deepens their connection to local culture.

Handicraft activities such as batik and bamboo weaving provide students with hands-on experience in creating local cultural products. Through these activities, students not only practice traditional skills but also understand the aesthetic and functional values of these crafts. Hoadley (2005) found that direct involvement in crafting can enhance understanding and appreciation of local culture (Hoadley, 2005). These activities also build practical skills that are beneficial in modern contexts while preserving the authenticity of traditions. Customary ceremonies, such as village clean-ups, are a crucial component of the project. Active student participation in the preparation and execution of these ceremonies provides firsthand experience of living cultural practices. This enhances students' understanding of traditions and strengthens their sense of identity and community. Schein (2004) found that involvement in customary ceremonies can reinforce social bonds and a sense of belonging to cultural communities (Schein, 2004). By engaging students in these activities, they not only learn about cultural rituals but also experience their emotional and social impacts.

Challenges in Implementing P5

One major challenge in implementing P5 at MTsN 17 Jombang is the limitation of resources and teaching materials. Some teachers face difficulties in finding adequate teaching materials to support cultural preservation activities, affecting the effectiveness of these activities and students' learning experiences. Darling-Hammond and Bransford (2005) emphasize that the availability of quality teaching materials is a key factor in successful curriculum implementation (Darling-Hammond & Bransford, 2005). Therefore, efforts are needed to provide more comprehensive and relevant teaching materials aligned with local culture.



Improving the quality and quantity of resources and providing adequate tools and facilities for cultural activities are crucial for ensuring the success of P5. Efforts such as procuring teaching materials integrated with local culture and training teachers to use these materials effectively must be undertaken to address these challenges. Another challenge faced is motivating students to actively participate in cultural preservation activities. Although some students show high interest, others are less enthusiastic. This highlights the need for better strategies in designing activities and teaching materials to enhance student motivation. Deci and Ryan (2000) indicate that student motivation is influenced by the relevance and connection of materials to their interests (Deci & Ryan, 2000). Therefore, it is important to develop engaging and relevant teaching methods that meet students' needs. Strategies such as project-based learning, collaboration, and integration of technology can be used to create more engaging and relevant learning experiences. For example, utilizing information technology in teaching can make local cultural materials more interactive and appealing to students.

Community involvement in cultural preservation activities is a crucial factor for the success of P5. Although the school has involved local cultural figures, there is still room to increase community participation. Epstein (2018) found that community involvement in education can strengthen the relationship between schools and communities and enhance support for educational activities (Epstein, 2018). Therefore, intensive efforts are needed to engage parents and community leaders in school-based cultural preservation activities. Community involvement can help create stronger support for cultural activities at school and reinforce the connection between the school and the local community. For instance, organizing joint events with the local community or hosting cultural workshops and seminars involving parents and community leaders can enhance their participation and support.

Impact of P5 on Local Cultural Preservation

The positive impact of P5 is evident in the increased understanding and appreciation of local culture among students. Students show greater interest in learning about and preserving local traditions after participating in P5 activities. This aligns with Vygotsky's (1978) cultural learning theory, which emphasizes the importance of cultural context in the learning process (Vygotsky, 1978). Through involvement in cultural activities, students gain knowledge and experiences that reinforce their understanding of local culture.

P5 has successfully created opportunities for students to engage in profound cultural experiences, enhancing their appreciation of cultural heritage. This direct experience helps students understand and value local cultural richness and connects them to their cultural identity. Student participation in local cultural activities outside of school also shows the positive impact of P5. Many students actively participate in community cultural events, such as art festivals and customary ceremonies, after engaging in P5 activities. Coleman (1998) found that involvement in cultural activities can strengthen one's sense of identity and connection to cultural communities (Coleman, 1998). This indicates that P5 not only influences students' learning experiences at school but also impacts their involvement in cultural communities. Participation in local cultural events helps students develop a stronger sense of belonging and enhances their relationship with cultural communities. This also



contributes to the preservation of local culture through active participation of the younger generation in community cultural events and traditions.

Implications and Recommendations

The implementation of P5 at MTsN 17 Jombang provides important implications for education and local cultural preservation. The project demonstrates that integrating local cultural values into the curriculum can enhance students' understanding and appreciation of their cultural traditions. It provides a good example of how education can be used as a tool for preserving culture amidst globalization. This project also highlights the importance of resource support and motivation in conducting cultural activities in schools. P5 shows that education serves not only to develop academic skills but also to sustain and revitalize local culture. Therefore, it is crucial for educational institutions to continuously seek innovative ways to integrate local culture into their curricula.

Several recommendations can be suggested to improve the implementation of the Pancasila Student Profile Strengthening Project (P5) and the preservation of local culture at MTsN 17 Jombang. First, there is a need to enhance resources and teaching materials to support cultural preservation activities, including providing more comprehensive teaching materials and adequate facilities for arts and crafts (Darling-Hammond & Bransford, 2005). Second, developing better motivational strategies is essential to increase student engagement in cultural preservation activities by applying interactive and relevant teaching methods (Deci & Ryan, 2000). Third, increasing community participation by involving more community figures and parents can strengthen support and student participation in cultural activities (Epstein, 2018). Lastly, it is important to conduct periodic evaluations of P5 implementation and make necessary adjustments based on feedback from students, teachers, and the community to ensure that cultural preservation activities remain relevant and effective.

The implementation of the Pancasila Student Profile Strengthening Project at MTsN 17 Jombang has demonstrated success in integrating local cultural preservation into the educational curriculum. Through activities such as traditional dance, gamelan music, handicrafts, and customary ceremonies, students gain a better understanding of local culture and actively engage in preserving traditions. Despite challenges related to resource limitations and student motivation, the positive impact of P5 indicates that this project can serve as a model for other schools in efforts to preserve local culture through formal education. Ongoing efforts to improve resources, motivational strategies, and community involvement will ensure the continued success of P5 in the future.

CONCLUSION

The Pancasila Student Profile Strengthening Project (P5) at MTsN 17 Jombang has demonstrated significant results in preserving local culture through an innovative and integrated curriculum approach. Traditional dance and gamelan music activities, as part of P5, have successfully engaged and enthused students. Student involvement in dance practices and performances, such as Reog and Jaran Kepang, as well as gamelan music, has enhanced their practical skills and understanding of traditional arts. Observations of these activities show that students are not only practicing artistic techniques but also comprehending the cultural context behind each performance. This



success is further reflected in students' participation in various school events and local cultural festivals, indicating progress in local culture preservation and student character development.

The implementation of P5 faces several challenges that need to be addressed to improve program effectiveness. Limitations in teaching materials and resources for cultural training are major obstacles. Teachers report that available teaching materials are often insufficient to support comprehensive cultural preservation activities. Additionally, student motivation is an issue, particularly in the early stages of the activities. While most students show high interest, some are less enthusiastic. This highlights the need to develop better strategies for designing activities and teaching materials that are more interactive and relevant to students' interests. Thus, improvements in the provision of teaching materials and facilities, as well as the development of more engaging teaching methods, are necessary.

To address these challenges and ensure the success of P5 in preserving local culture, several recommendations can be implemented. First, the school should enhance the availability of teaching materials and resources that support cultural preservation activities, including facilities for arts and crafts. Second, developing better motivational strategies is needed to increase student engagement. Third, involving more community leaders and parents in cultural preservation activities can boost support and student participation. Fourth, regular evaluations of P5 implementation are crucial for making necessary adjustments based on feedback from students, teachers, and the community. By implementing these recommendations, P5 at MTsN 17 Jombang is expected to continue contributing to local culture preservation and shaping a generation that is aware of and values their cultural heritage.

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