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Analysis of Cultural Literacy Learning Based on Local Wisdom to Strengthen the Profile of Pancasila Students

Abstract: This study aims to analyze local wisdom-based cultural literacy learning to strengthen the profile of Pancasila students in the dimension of Global Diversity integrated in Pancasila Education subjects. The subjects of this study were fourth grade students of SD Negeri Gelam 1 Candi in the 2023/2024 school year, totaling 24 students. This research uses a qualitative approach. Data collection techniques were carried out through observation, interviews, and documentation. The sampling technique used purposive sampling with descriptive analysis. The results of this study indicate that local wisdom-based cultural literacy learning is able to strengthen the profile of Pancasila students in the Global Diversity dimension integrated in Pancasila Education subjects through various learning activities, such as making Pop Up Book of Sidoarjo Local Wisdom and LKPD integrated with local wisdom of Sidoarjo City. In addition, it can also improve students' cultural literacy skills towards the diversity of local cultures owned by Sidoarjo City. Students are also able to show a sense of pride and participate in preserving the local culture of Sidoarjo through the practice of making Udeng Pacul Gowang as an icon of Sidoarjo City.

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Introduction

The profile of Pancasila students is often used in the discussion of independent curriculum learning through new paradigm learning as an answer to questions related to the outcomes produced by educational units in Indonesia to realize a superior generation based on the values of Pancasila as a philosophy of life. (Nurdyansyah et al., 2022; Rachmawati, Marini, & Nurasiah, 2022). The values of Pancasila contain the characteristics of a smart, dignified, and characterful personality (Sabon, Istiyono, & Widihastuti, 2022; Srirahmawati & Hunaifi, 2022). The Pancasila learner profile contains competencies and characters consisting of six dimensions, including: 1) faith, devotion to God Almighty and noble character; 2) global diversity; 3) mutual cooperation; 4) independence; 5) creativity, and 6) critical reasoning (Kemendikbudristek, 2021; Seno, Narimo, Fuadi, Minsih, & Widyasari, 2022). The realization of the Pancasila learner profile can be integrated into subjects (intracurricular) or in the form of project-based co-curricular activities (Sukirno, Juliati, & Suhidra, 2023; Syaharuni & Fathoni, 2023; Ulandari & Rapita, 2023). Through intracurricular learning, the dimensions of the Pancasila learner profile must be integrated into the learning outcomes and learning content (Rizkasari, 2023; A. Safitri, Wulandari, & Herlambang, 2022).

The integration of the dimensions of the Pancasila learner profile in subjects must be adjusted to the learning outcomes (Jamaludin, S, Amus, & Hasdin, 2022; Ningrum, Hasibuan, Mas'udah, & Fitri, 2023). Global diversity is one of the dimensions of the Pancasila learner profile as a form of emphasis on recognizing and appreciating cultural diversity. The dimension of global diversity consists of three indicators, namely, recognizing and appreciating culture, intercultural communication in interaction, and reflection and responsibility for the practice of diversity (Ravyansah & Abdillah, 2021). Facts obtained from preliminary studies conducted by Nabila & Wulandari (2022) Character cultivation in

the element of global diversity integrated in thematic books for grade IV elementary schools with the theme "Beautiful Diversity in My Country" is important to instill in students through the introduction of cultural diversity integrated in learning and activities outside of learning. Students who have this character are able to appreciate the diversity that exists in Indonesia and outside Indonesia (Nabila & Wulandari, 2022). The attitude of the global diversity dimension is to always be open when interacting with other cultures to avoid the acculturation process, so this dimension needs to be instilled in students (Nurasiah, Marini, Nafiah, & Rachmawati, 2022; Tricahyono, 2022). To avoid acculturation, efforts are needed to build students' awareness of the nation's cultural diversity, namely through cultural literacy (Putriani, Wahyuni, & Siyono, 2019; Syukur & Mangestiwi, 2021).

Cultural literacy is one of the basic literacies that students must have as an ability to understand and behave towards cultural diversity as a national identity (Kemendikbudristek, 2020; Pratiwi & Asyarotin, 2019; S. Safitri & Ramadan, 2022). Cultural literacy is a set of knowledge and skills needed to understand knowledge about culture (Bal & Mete, 2019; Maine & Cook, 2019). According to Kaplin, the purpose of cultural literacy is threefold: 1) instill good attitudes that reflect the nation's culture, character, and respect for differences, 2) improve and strengthen national literacy, and 3) filter the nation's own culture and the culture of other nations that are not in accordance with the values and character of the nation (Ruslan & Irham, 2022). Cultural literacy is very important in facing challenges in the 21st century to save the diversity of local cultures that exist in the community in entering the era of the Industrial Revolution 4.0 (Atmojo & Lukitoaji, 2020; Marmoah, Poerwanti, & Suharno, 2022). The challenges of today's highly dynamic global world have an impact along with modernization that has been widespread and resulted in students experiencing a crisis of cultural understanding, especially local culture. Sensitivity to local cultural diversity is an important element in educational equity because culture is essential and has broad developmental implications (Maine, 2021; Ochoa & McDonald, 2020). However, in the current era of modernization, students appreciate and love the culture of other countries more than their own culture. Through cultural literacy, students get meaningful learning in the context of exploring local culture (Khoeriyah & Mawardi, 2018; Murwati, Sumardjoko, Minsih, & Pratiwi, 2022). Local culture or commonly referred to as local wisdom that exists in the community must be maintained in the world of education through reading, cultural visits, and cultural skills training. Local culture or commonly referred to as local wisdom that exists in the community must be maintained in the world of education through reading, cultural visits, and cultural skills training (Budhayanti, Wijayanti, & Dirgantara, 2022; Huo, Zhan, Mai, Yao, & Zheng, 2020). The values of local wisdom can be correlated and integrated with the competencies of the subjects (Darmansyah & Susanti, 2022; Seno et al., 2022).

Subjects integrated with local wisdom help students easily understand learning materials because they relate to the surrounding environment in a concrete way (Irvan & Mustadi, 2021; Murwati et al., 2022). The content of Pancasila Education lessons in the independent learning curriculum in context has relevance to the elements of the Pancasila learner profile in the global diversity dimension in recognizing and exploring cultural diversity in the surrounding environment (Zuriah & Sunaryo, 2022). The subject of Pancasila Education based on local wisdom as one of the strategies in preparing and building the character of students who have insight into knowledge through the cultivation of cultural attitudes since school age (Hamid, Istianti, Uyni, Setiawati, & Ariyanthi, 2021). The context of Pancasila Education subject content integrated with local wisdom can be introduced with

traditional culture, traditional dances, traditional food, batik, local arts, and local performances (Maisyaroh & Oktavia, 2019; Srirahmawati & Hunaifi, 2022). On August 24, 2023, researchers conducted observations at Gelam 1 Elementary School in Candi, Sidoarjo Regency. Gelam 1 Candi State Elementary School is one of the elementary schools that has implemented an independent curriculum change, namely the Merdeka Belajar Curriculum adapted in grades I and IV. Pancasila Education subjects have been implemented by grade IV teachers in the 2023/2024 school year. Data obtained after observations were made, there were 30% of students with indicators of having an understanding of the culture in the Sidoarjo area. Students are able to mention some local cultures typical of Sidoarjo that exist around the neighborhood where students live, but do not know the history of the culture. The typical local culture of Sidoarjo that is known is Ngoyek Kupang dance, Nyadran tradition, and typical Sidoarjo jetis batik. In fact, if examined more deeply, Sidoarjo City has so much local wisdom. Based on these data, there is a need for learning innovations that can help students to know the diversity of local cultures in Sidoarjo through cultural literacy learning integrated into Pancasila Education subjects.

Several previous studies have been conducted on cultural literacy learning including by Bal & Mete (2019) who stated in the results of his research that integrating cultural literacy with mother tongue learning can improve the cultural literacy skills of school-level children. According to research conducted by Maisyaroh & Oktavia (2019) concluded that cultural literacy is a form of effort to introduce local culture in the face of the impact of globalization which has an influence on culture that goes hand in hand with modernization and the claiming of Indonesian culture by other countries. According to the results of research conducted by Safitri & Ramadan (2022) stated that the implementation of cultural literacy in elementary schools is very important to introduce the nation's culture and identity, so that it can instill a caring attitude and mutual respect for differences with others. Budhayanti et al., (2022) in his research proves that through cultural literacy learning by integrating local Lampung culture in Mathematics and Indonesian lessons can introduce local Lampung culture.

Based on the literature review and research results described above, it reminds of the gap between the empirical facts of previous research and the ideal expectations of strengthening the profile of Pancasila students to students. Given the need to implement cultural literacy learning based on local wisdom integrated in Pancasila Education subjects. So the researcher wants to examine more deeply related to local wisdom-based cultural literacy learning to strengthen the profile of Pancasila students in the dimensions of global diversity in Pancasila Education subjects. This research is very necessary to do because the purpose of this research is to strengthen the profile of Pancasila students in the dimension of global diversity in Pancasila Education subjects through cultural literacy learning based on local wisdom of Sidoarjo City by introducing the diversity of traditions, dances, arts, food, and typical performances of Sidoarjo City as one of the learning innovations related to increasing students understanding of the diversity of local cultures found around where students live. In addition, it can also improve cultural literacy skills in elementary school level children as a way to maintain the existence of local wisdom in the current era of modernization as a provision of knowledge for students about love and appreciation for the diversity of local cultures found in the environment.

Research Method

This study uses qualitative research methods to present the implementation of local wisdom-based cultural literacy learning that can strengthen the profile of Pancasila students in the dimension of global diversity integrated in Pancasila Education subjects (Sutikno & Hadisaputra, 2020). This research was conducted in the 2023/2024 school year involving 24 fourth grade students at SDN Gelam 1 Candi, Candi District, Sidoarjo Regency. The subjects of this study were one fourth grade homeroom teacher and three fourth grade students through purposive sampling technique where researchers determined participants who could help researchers in understanding the focus of the researcher's problem. The data collection process was carried out through observation, interviews, and documentation. (Creswell, 2011). Observations were conducted to obtain preliminary data with research instruments in the form of checklists or questionnaires. All data obtained from observation activities were recorded by researchers in the form of fieldnotes. The interview data collection technique was conducted in a semi-structured manner based on indicators of cultural literacy implementation (Nabila & Wulandari, 2022; S. Safitri & Ramadan, 2022). The research interview instruments are shown in Table 1.

Table 1. Indicators of cultural literacy in elementary schools

No	Indicator	Subindicator
1.	Cultural Literacy	<ol style="list-style-type: none"> 1. Class Base <ol style="list-style-type: none"> a. Number of trainings on cultural literacy for principals, teachers and education personnel b. Intensity of utilization and application of cultural literacy in learning c. Number of cultural products owned and produced by the school 2. School Culture Base <ol style="list-style-type: none"> a. Number and variety of cultural-themed reading materials b. Frequency of borrowing culture-themed books in the library c. Number of school activities related to culture d. There is a school policy that develops cultural literacy at school e. There is a cultural community in the school 3. Community base <ol style="list-style-type: none"> a. Number of facilities and infrastructure that support cultural literacy b. The level of parental and community involvement in developing cultural literacy

Documentation activities are carried out in the form of taking pictures or videos during learning activities that can be used to facilitate researchers when conducting analysis. Data analysis techniques used using the Miles and Huberman model are data reduction, data presentation, and conclusion drawing. In testing the validity of the data that has been obtained, researchers use triangulation techniques by comparing the results of data from observation, interviews, and documentation activities (Hadi, Asrori, & Usman, 2021).

Result and Discussion

Based on the results of observations and interviews conducted by researchers before carrying out activities to analyze the implementation of local wisdom-based cultural literacy learning activities to strengthen the profile of Pancasila students in the dimension of global diversity to 3 respondents, namely teachers and students. Researchers obtained 3 main findings related to indicators of the application of cultural literacy in elementary schools. In the first finding, the application of cultural literacy on a class basis with the sub-indicator of the number of cultural literacy trainings conducted by principals, teachers and education personnel has been carried out even though only a few times. On the sub-indicator of the intensity of utilization and application of cultural literacy in learning, schools have integrated several subjects in the independent learning curriculum, one of which is the subject of Pancasila Education. Meanwhile, on the sub-indicator of the number of cultural products owned and produced by the school, only a few. Students produce cultural products in practical work-making activities that come from local wisdom materials around the school and where students live.

The second finding is that the implementation of cultural literacy based on school culture with the sub-indicators of the number and variants of readings and the frequency of borrowing books in the library with cultural themes has been implemented 75%. On the sub-indicator of the number of school activities related to culture, the school held a P5 work show by presenting traditional dances and celebrating holidays such as Youth Pledge Day and Heroes' Day which were celebrated with the participation of students in wearing Indonesian traditional clothes. On the indicator of school policy in developing cultural literacy at school is to promote the literacy movement for 15 minutes of reading before learning activities begin with a predetermined book theme. Each class also gets a schedule in visiting the library to do reading activities together with the theme of the book that has been determined by the teacher, one of which is a book with a cultural theme. Meanwhile, in the sub-indicator of the cultural community at school, SDN Gelam 1 Candi has one of the traditional dance extracurricular activities created. In addition to introducing culture and instilling in students a sense of love for culture, schools also facilitate students who have talent in the field of dance.

The third finding on the application of community-based cultural literacy with the sub-indicator of the number of facilities and infrastructure to support cultural literacy is a reading corner in every corner of the classroom which is assisted by the guardians of students in making a fun reading corner. Meanwhile, the indicator of the involvement of parents and the community in developing cultural literacy in students is by introducing the Nyadran tradition around where students live by inviting students to witness the Nyadran tradition celebration directly. Based on the results of observations and interviews that have been conducted, researchers obtained data that served as a reference in the research conducted regarding the implementation of cultural literacy integrated in Pancasila Education subjects in accordance with the application of classroom-based cultural literacy with sub-indicators of intensity of utilization and application of cultural literacy in learning. SDN Gelam 1 Candi implements cultural literacy learning based on Sidoarjo local wisdom to strengthen the profile of Pancasila students in the dimension of global diversity in the fourth grade Pancasila Education subject.

Based on the results of the analysis conducted, researchers obtained a collection of data that produced findings related to the implementation of local wisdom-based cultural literacy learning to strengthen the profile of Pancasila students in the dimensions of global diversity integrated in Pancasila Education subjects at Gelam 1 Candi State Elementary

School. Researchers obtained data based on the aspects analyzed related to the implementation of learning activities in accordance with the teaching tools that have been made. The Pancasila Education subject contained in Unit 3 "Building Self in Diversity" element of Unity in Diversity has relevance to the integration of local wisdom through cultural literacy learning. Based on the discussion related to cultural aspects of sustainability which considers that cultural literacy includes cultural competence, critical reflection, and analysis of dominant behavior. So the focus consists of four cultural literacy skills that must be possessed by each individual shown in Table 2 (Shliakhovchuk, 2019).

Table 2. Indicators of cultural literacy skills

No	Cultural Literacy Skills	Description
1	Cross-cultural awareness	Ability to know and understand other cultures critically
2	Local cultural awareness	Accept and respect local cultural wisdom as a prerequisite in the development of cultural literacy
3	Reflection and critical thinking	The need to critically self-reflect on culture from multiple perspectives
4	Personal skills to deal with cultural issues as a change agent	Have skills in finding information related to cultural issues to deal with cultural shifts

The application of cultural literacy learning in a learning activity has a goal, namely to improve cultural literacy skills. In this study, researchers obtained the results that the learning objectives in the Pancasila Education Unit 3 subject were able to improve the cultural literacy skills of students obtained from several learning activities that had been carried out. In addition to being able to improve cultural literacy skills, it is also able to strengthen the profile of Pancasila students in the dimension of global diversity. Global diversity is one of the dimensions of the Pancasila learner profile as a form of emphasis on recognizing and appreciating cultural diversity. The dimension of global diversity consists of three indicators, namely, recognizing and appreciating culture, intercultural communication in interaction, and reflection and responsibility for the practice of diversity shown in Table 3 (Ravyansah & Abdillah, 2021).

Table 3. Indicators of the Global Diversity Dimension

No	Indicator	Subindicator
1.	Recognize and appreciate culture	<ul style="list-style-type: none"> - Deepening culture and cultural identity - Explore and compare cultural knowledge, beliefs and practices - Cultivate respect for cultural diversity
2.	Intercultural communication in interaction	<ul style="list-style-type: none"> - Communicating across cultures - Considering and cultivating multiple perspectives
3.	Reflection and responsibility	<ul style="list-style-type: none"> - Reflection on the experience of diversity

- for the experience of diversity
- Eliminating stereotypes and prejudices
 - Harmonizing cultural differences
-

The learning material in Unit 3 "Building Identity in Diversity" in the Independent Curriculum Pancasila Education subject has 4 learning activities that can use local wisdom-based cultural literacy learning to strengthen the global diversity dimension of the Pancasila learner profile. Each learning activity has relevance between learning objectives and material content with cultural literacy skills and indicators of the profile of Pancasila students in the dimensions of global diversity. In the 1st lesson with the learning objective of students being able to identify cultural diversity in the surrounding environment begins with reading activities with the theme of Unity in Diversity, where the content of the text is integrated with the local wisdom of Sidoarjo City and material containing Sidoarjo local wisdom presented in the form of PPT. Students are also presented with several videos that tell the local wisdom of Sidoarjo City. After watching the video, students are given LKPD 1 which is done in groups, namely writing back the information that has been conveyed by the teacher about the local wisdom of Sidoarjo City. Students are also assigned to make a Pop Up Book of Sidoarjo Local Wisdom which contains pictures and information related to Sidoarjo local wisdom. Learning activity 1 is relevant to the indicator of cultural literacy skills, namely local cultural awareness and relevant to the indicator of the global dimension diversity, namely recognizing and appreciating culture. After the 1st learning activity, students are able to recognize, explore, and understand the diversity of local cultures around where students live.



Figure 1. Students make a Pop Up Book of Sidoarjo Local Wisdom

The second lesson with the learning objective of students being able to appreciate cultural diversity in an environment has relevance to 2 indicators of cultural literacy skills, namely the skill of reflecting and having critical thinking about culture in various perspectives and the skill of dealing with cultural issues as agents of change found in the activities of students in working on individual LKPD which contains cultural issues that occur in Sidoarjo City, namely "Implementation of Nyadran Tradition by Drinking Alcohol". Students are asked to provide responses related to the issue in accordance with reflections from the perspective of students. Students are also given a reading with the theme *Indahnya Kebersamaan* where the content of the text is integrated with the local wisdom of Sidoarjo culture. The second lesson also has relevance to the indicators of global diversity, namely intercultural communication in interaction and reflection and responsibility for the experience of diversity that appears in the activities of students, namely when working on LKPD 2 in groups where students describe a picture of community activities *gotong royong* preparing for the Nyadran tradition celebration in accordance with the second learning objectives.

In the third lesson, all indicators of cultural literacy skills and indicators of global diversity have been integrated in the third learning activities. The third learning objective is that students are able to understand examples of appreciating cultural diversity. The third learning activity begins with reading activities with the theme Appreciating the Diversity of the Surrounding Environment where the content of the text is integrated with Sidoarjo local wisdom. Students work on LKPD 3 in groups, namely describing a picture of a child learning to make Udeng Pacul Gowang which is an icon of Sidoarjo City in accordance with the third learning objectives. Not only working on LKPD, students also practiced directly making Udeng Pacul Gowang with the teacher and assisted by resource persons from the Sidoarjo Workshop on making typical Udeng Pacul Gowang. Teachers and resource persons guide students in making Udeng Pacul Gowang. The activity is an effort to instill in students a sense of love and pride in the local culture around where students live. In addition, it can also preserve the local culture of Sidoarjo in the era of progress with the influx of outside cultures that are favored by the millennial generation today.



Figure 2. Students make Udeng Pacul Gowang which is the icon of Sidoarjo City

In the last learning activity, the 4th learning activity with learning objectives is that students are able to convey examples of attitudes and behaviors that maintain and damage diversity. In the last learning activity, students are given a reading with the title "Cooperation in Fun Diversity". The 4th learning activity has relevance to the indicators of cultural literacy skills, namely being able to critically self-reflect on culture from various perspectives and personal skills to deal with cultural issues as agents of change, as shown in the activities of students when working on individual LKPD which contains cultural issues that are currently occurring in Sidoarjo City, namely "Inauguration of Mascot Si Udeng Porprov Jatim VIII Sidoarjo Regency". The issue contains the East Java Governor who inaugurated 5 mascots from 5 districts in East Java Province which were designed based on historical values and cultural characteristics / local wisdom of each region. Students are able to respond to the issue in terms of the perspective felt by students. Students also work on LKPD 4 which is done in groups. LKPD 4 is structured with fun work instructions, where the work instructions are cutting and pasting answers to the table of examples of attitudes to maintain and destroy the local wisdom of Sidoarjo City.



Figure 3. Students respond to issues related to culture

The local wisdom of Sidoarjo City that is integrated into Pancasila Education subjects includes traditions, dances, traditional food/snacks, performances, batik, traditional clothing and udeng pacul gowang, and temple heritage (Maisyaroh & Oktavia, 2019; Srirahmawati & Hunaifi, 2022). The procedure for implementing local wisdom-based cultural literacy learning in Pancasila Education subjects to strengthen the profile of Pancasila students in the dimensions of global diversity includes the preparation and implementation stages. In the preparation stage of local wisdom-based cultural literacy learning is the preparation of teaching tools consisting of the Flow of Learning Objectives (ATP), Teaching Modules (MA), preparation of materials and Learner Worksheets (LKPD), and assignments in the form of projects to produce a product that has local wisdom values of Sidoarjo City (Seno et al., 2022). The results of research related to cultural literacy learning by integrating local culture of Lampung region in Mathematics and Indonesian lessons can introduce local culture of Lampung region shows similar results in Pancasila Education subjects that integrate local culture through cultural literacy learning can introduce local culture of Sidoarjo City to students (Budhayanti et al., 2022).

In implementing the independent learning curriculum, schools can add local content determined by the regional education unit government in accordance with local wisdom or the characteristics of their respective regions because education is rooted in the nation's culture (Ravyasah & Abdillah, 2021; S. Safitri & Ramadan, 2022). Local wisdom has an attachment to one of the dimensions of the Pancasila learner profile, namely the dimension of global diversity, where students can uphold cultural diversity in the area where students live as a local advantage that can be globalized so as to foster a sense of pride in the potential of their local wisdom. Local wisdom content can be integrated through 3 options, namely by integrating local wisdom content into a stand-alone subject, integrating local wisdom content into all subjects or several subjects, and can be through the Pancasila learner profile strengthening project (P5) (Nurasiah, Marini, Nafiah, & Rachmawati, 2022). In line with this study, researchers analyzed the content of local wisdom integrated in a Pancasila Education subject through cultural literacy learning that has relevance to local wisdom-based learning. As a reflection of respect and pride in the local culture of Sidoarjo City, students learn to make Udeng Pacul Gowang which is an icon of Sidoarjo City. Udeng Pacul Gowang is a headband made of typical Sidoarjo batik shaped like pacul gowang / gupil which is currently an icon of Sidoarjo City. This is in line with previous research which reveals that cultural literacy as a form of effort to introduce local culture in the face of the impact of globalization which has an influence on culture that goes hand in hand with modernization and the claiming of Indonesian culture by other countries (Bal & Mete, 2019; Maisyaroh & Oktavia,

2019). By learning to make Udeng Pacul Gowang, students have shown a sense of pride and play a role in preserving local culture along with the times. In addition, the resulting product in the form of Udeng Pacul Gowang can be used as a project to strengthen the Pancasila student profile (P5) with the theme of local wisdom in the "Gelar Karya P5" activity held at the end of each semester. All students hold all P5 products works according to the theme taken (Ulandari & Rapita, 2023). Through the analysis of local wisdom-based literacy learning to strengthen the profile of Pancasila students in the dimension of global diversity integrated in Pancasila Education subjects at Gelam 1 Candi State Elementary School, it is hoped that it can strengthen the profile of Pancasila students and improve students' cultural literacy skills. In the process of research conducted by researchers there are limitations to shortcomings. The limitations felt by researchers are the implementation of research conducted by researchers in one elementary school with criteria that have integrated local wisdom as an approach to learning, while more general research can be carried out on subjects with broader topics by integrating local wisdom based on the area where students live.

2 Conclusion

Based on the results and discussion, it can be concluded that cultural literacy learning based on local wisdom to strengthen the profile of Pancasila students integrated into fourth grade Pancasila Education subjects at Gelam 1 Candi State Elementary School is able to strengthen the profile of Pancasila students in the dimension of global diversity and improve students' cultural literacy skills. Through the preparation stage which includes the preparation of teaching tools based on local wisdom of Sidoarjo City and the profile of Pancasila students in the dimension of global diversity to the implementation stage of learning activities has been achieved in accordance with the learning objectives of Unit 3 "Building Identity in Diversity". There are 4 Unit 3 learning activities where in each learning activity in terms of learning objectives, material content and reading, and learner activities there is relevance to cultural literacy skills indicators and indicators of global diversity dimensions. Students begin to know the local wisdom of Sidoarjo City which consists of traditions, dances, traditional food, batik, traditional clothing, performing arts, and temple relics through cultural literacy learning activities integrated into Pancasila Education subjects. Not only knowing the local wisdom of Sidoarjo City, students are also able to show attitudes in appreciating, respecting local culture owned in the environment where students live. Students are also able to preserve the local culture of Sidoarjo City through the practice of making Udeng Pacul Gowang as a form of pride in the local culture of Sidoarjo City.

Recommendation

Primary school teachers who implement the independent curriculum should be able to adapt the content and learning model to the needs of students. Local wisdom is a local content integrated in the independent curriculum based on the characteristics of local wisdom in each region in the education unit. The content of local wisdom can be integrated into learning that has a connection from certain subjects. Local wisdom is one of the characteristics of the Pancasila learner profile dimension, namely the global diversity dimension. In addition to strengthening the characteristics of the Pancasila learner profile, students are also able to

uphold the diversity of their regional culture into a superior local culture and be able to globalize.

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