

IMPLEMENTATION OF THE P5 PROJECT EXHIBITION ON TORAJA LOCAL WISDOM IN PRIMARY EDUCATION

IMPLEMENTASI PAMERAN PROYEK P5 TENTANG KEARIFAN LOKAL TORAJA DI PENDIDIKAN DASAR

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Abstract

This study aims to describe the implementation of an exhibition in the Strengthening Project of Pancasila Student Profile (P5) with the theme of local wisdom at SDN 2 Rantepao and SDN 3 Rantepao. This research employed a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. Data analysis in this study used interactive analysis techniques according to Miles and Huberman, namely data reduction, data presentation, and conclusion drawing. The results showed that the planning of activities was carried out collaboratively between teachers and the school team, by adjusting the local cultural content of Toraja into the form of works and performances. The implementation of the project exhibition became a means of student expression in displaying the results of cultural exploration through exhibitions and art performances, which reflected P5 values such as cooperation, diversity, and creativity. Overall, the project exhibition proved to be able to strengthen students' character and love for local culture through a contextual and meaningful learning process.

Keywords: *Local Wisdom, Strengthening Project of Pancasila Student Profile (P5), Project Exhibition*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi gelar karya dalam Proyek Penguatan Profil Pelajar Pancasila (P5) dengan tema kearifan lokal di SDN 2 Rantepao dan SDN 3 Rantepao. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Analisis data dalam penelitian ini menggunakan teknik analisis interaktif menurut Miles dan Huberman, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan kegiatan dilakukan secara kolaboratif antara guru dan tim sekolah, dengan menyesuaikan konten budaya lokal Toraja ke dalam bentuk karya dan pertunjukan. Pelaksanaan gelar karya menjadi sarana ekspresi siswa dalam menampilkan hasil eksplorasi budaya melalui pameran dan pentas seni, yang mencerminkan nilai P5 seperti gotong royong, kebhinekaan, dan kreatifitas. Secara keseluruhan, kegiatan gelar karya terbukti mampu memperkuat karakter dan kecintaan siswa terhadap budaya lokal melalui proses pembelajaran yang kontekstual dan bermakna.

Kata Kunci: *Kearifan Lokal, Proyek Penguatan Profil Pelajar Pancasila (P5), Gelar Karya*

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1. Introduction

Education in Indonesia continues to transform in response to the challenges of the 21st century, while remaining grounded in the nation's noble values. One strategic step in this transformation is the implementation of the Merdeka curriculum, which emphasizes the strengthening of students' character and competencies through the Strengthening Project of Pancasila Student Profile (*Projek Penguatan Profil Pelajar Pancasila* or P5). This project is designed to develop six core dimensions: faith and devotion to God Almighty, global diversity, collaboration, independence, critical thinking, and creativity. At the primary school level, the Merdeka curriculum was first implemented in 2022 for grades 1 and 4, followed by grades 1, 2, 4, and 5 in 2023. By 2024, the curriculum was applied across all grade levels, from grade 1 to grade 6. Without education, a country cannot achieve progress and development (Puspita & Purnomo, 2023).

The Merdeka curriculum is an educational policy launched by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as part of the national education transformation efforts. This curriculum emphasizes student-centered learning, differentiated instruction, and the strengthening of the P5. One of the key characteristics of the Merdeka curriculum is its flexibility, allowing educational institutions and teachers to design learning experiences that align with the needs, potentials, and contexts of their students. Additionally, the Merdeka curriculum encourages the integration of subject matter with local contexts and the development of character through the P5 (Fahri, Yuliantri, Khoiriyah, & Triansyah, 2023; Sukarno, 2023). The implementation of this curriculum is expected to enhance the quality of meaningful and relevant learning while fostering creativity and innovation in the teaching and learning process. The Merdeka curriculum provides ample opportunities for integrating local wisdom into the learning process as part of a contextual learning approach. Through its flexible learning framework and emphasis on the P5, teachers are encouraged to utilize local culture, traditions, and values as authentic and relevant learning resources connected to students' real-life experiences.

At the primary school level, local wisdom-based learning not only instills cultural values but also nurtures empathy, creativity, and a sense of pride in the surrounding socio-cultural environment. One concrete form of the learning process in P5 is through the *gelar karya* (project exhibition) activity. *Gelar karya* serves as a platform for appreciating students' holistic and collaborative learning processes and outcomes. This activity allows students to showcase their work, which reflects their understanding of Pancasila values and local wisdom. On the other hand, *gelar karya* also functions as a forum for collaboration among students, teachers, parents, and the community. Through the continuous cultivation of local wisdom, students can internalize values such as empathy, social responsibility, and the importance of harmonious living values that, in turn, help prevent violent behavior from an early age (Arkam, Suprpto, & Arifin, 2024). In its implementation, P5 raises contextual themes that are closely related to students' lives, one of which is local wisdom. This theme is essential as part of efforts to preserve culture and build national identity from an early age.

Various previous studies indicate that the implementation of the P5 at the elementary school level has had a positive impact on character development, increased student engagement, and the relevance of learning to real-life contexts. A study by Hidayati, Hidayati, Saputro, & Lestari (2023) found that P5 provides opportunities for students to engage in meaningful and contextual learning actively. Furthermore, research by Syam, Erwing, & Muliana (2024) emphasized that project-based implementation of

P5 helps students develop collaboration, creativity, and problem-solving skills. Regarding the integration of local wisdom, several studies have revealed that incorporating local content can enhance students' love for their country and their cultural identity from an early age. For instance, research by Yusuf & Kamariah (2024) highlighted that integrating local wisdom into learning strengthens character values and builds connections between students and their socio-cultural environment. Another study by Silalahi, Sidabutar, Arihta, Purba, Angita, Situmorang, & Puteri (2025) showed that using folklore or local traditions as learning material increases students' interest in learning and helps them understand noble values more contextually. In terms of the application of project-based learning (PjBL) in elementary schools, a study by Wiyati, Rondli, & Kanzunnudin (2024) concluded that this approach is effective in developing 21st-century skills, including critical thinking, collaboration, and communication. However, the implementation of PjBL still faces challenges, such as limited time, teacher readiness, and a lack of learning resources that align with local contexts.

Although these findings demonstrate the potential and success of P5, local wisdom, and PjBL individually, there is still a lack of studies that specifically examine the integration of all three within a single, cohesive learning model, particularly in culturally rich areas such as Toraja. This gap becomes a crucial foundation for the present study, which seeks to develop and implement a P5 project exhibition or *gelar karya* project themed on local wisdom through a project-based learning approach in elementary schools. This research is expected to provide a scholarly contribution to the development of a contextualized P5 implementation model rooted in local culture while fostering active student engagement through meaningful learning projects.

Observations conducted at SDN 2 Rantepao and SDN 3 Rantepao revealed that the implementation of the *gelar karya* within the context of the P5 theme on local wisdom serves as a critical moment for instilling Toraja's unique cultural values in students. Teachers applied structured procedures in implementing the P5 by integrating elements of local wisdom into the school environment. However, in practice, several challenges remain, including project planning, time management, school community engagement, as well as strategies for documenting and evaluating student projects. Therefore, this study aims to describe the implementation of *gelar karya* in the P5 project themed on local wisdom at SDN 2 Rantepao and SDN 3 Rantepao, and to identify the supporting and inhibiting factors in its implementation process. The findings of this research are expected to serve as a reference for other schools in developing best practices for meaningful and contextually relevant P5 implementation.

2. Research Method

This study used a qualitative approach with a descriptive design to examine the implementation of *gelar karya* in the Strengthening Project of Pancasila Student Profile (P5) themed on local wisdom at SDN 2 and SDN 3 Rantepao. The elementary schools selected as research sites met the criteria of having implemented the P5 project with a focus on Toraja local wisdom and having project documentation and activities that could be observed and analyzed. The duration of this research was designed to last for three months, starting from the preparation stage to data analysis. The data collection methods used were participatory observation, semi-structured interviews, and documentation. Observations were conducted during the P5 and *gelar karya* activities to see the involvement of students and teachers, as well as the atmosphere and flow of activities.

Interviews were conducted with the principal, class teachers, and some students who participated in the project to explore their understanding of the implementation of the activities, as well as the experiences and challenges faced. Documentation, such as photographs of activities, implementation schedules, student work, and project-related materials, was used to complement the data.

The research subjects were selected purposively, consisting of 4 teachers, including homeroom teachers and accompanying teachers who acted as facilitators in the P5 Project activities, 10 students, 2 principals, and 3 parents who were directly involved in the planning, implementation, and evaluation of the project. The criteria for selecting teachers were based on having direct experience in planning, implementing, and evaluating *gelar karya* activities with the theme of Toraja culture. Students selected were from classes that implemented the project and produced work and exhibited in *gelar karya* activities. Parents selected were those who demonstrated active involvement in supporting their children's education both at home and at school.

The data analysis technique used in this study was the interactive analysis model developed by Miles and Huberman, which consisted of three stages. Data reduction refers to the process of selecting and simplifying raw data obtained through interviews, observations, and documentation. Irrelevant data that did not align with the research focus were eliminated, while data related to the planning, implementation, as well as supporting and inhibiting factors of the *gelar karya* activity were categorized and organized systematically. Data display was the stage in which the reduced data were presented in the form of descriptive narratives, tables, or interview excerpts. This step aimed to facilitate the researcher in identifying significant patterns and relationships among components of the activity. The presentation included the implementation of the *gelar karya* at SDN 2 and SDN 3 Rantepao, the types of student projects exhibited, and the interactions between students, teachers, and the community. Conclusion drawing and verification were conducted continuously throughout the analysis process. The researchers developed interpretations from the collected data and connected them to relevant theories or concepts, particularly those related to the P5 framework. To ensure data validity, triangulation was applied by comparing findings from various sources and methods of data collection.

This analysis aims to provide a comprehensive and in-depth depiction of how the implementation of the *gelar karya* can strengthen the values of the Pancasila Student Profile within the context of local wisdom in the primary school setting. The data analysis process can be illustrated as follows:

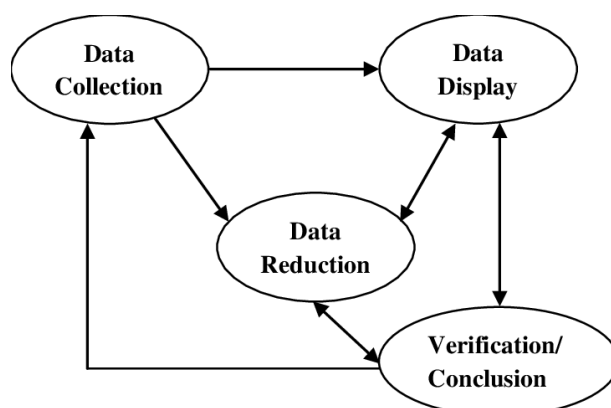


Figure 1. Components in Data Analysis (Miles & Huberman)

3. Results and Discussion

3.1 Results

The implementation of *gelar karya* as part of the P5 with the theme of local wisdom at SDN 2 and SDN 3 Rantepao served as the culmination of a previously designed project-based learning process. This activity is not merely an exhibition of students' work but also functions as an integrative, collaborative, and meaningful learning space. The following is a more detailed explanation of its implementation.

3.1.1 Planning of the *Gelar Karya* Activity

The planning of the *gelar karya* activity at both schools was conducted collaboratively among the principals, teachers, and project teams. In the initial stage, the schools selected the theme of local wisdom relevant to the socio-cultural environment of Toraja. This theme was chosen to introduce and foster students' love for their regional culture from an early age. Topics developed included the introduction of the traditional Tongkonan houses, the meaning of Toraja carving symbols, video screenings of traditional ceremonies such as *Rambu Solo'* and *Rambu Tuka'*, traditional foods, and Toraja traditional clothing. Teachers prepared modules and project activity plans based on these themes, incorporating collaborative and reflective elements following the principles of P5.

Among those interviewed were Mr.NR, the principal of SDN 2 Rantepao, and Mr.YIP, the principal of SDN 3 Rantepao. Both provided insights into school-level planning, leadership strategies, and support for integrating Toraja local wisdom into the P5 project. In addition, interviews were also conducted with homeroom teachers and P5 facilitators, including Ms.IP, a teacher at SDN 2 Rantepao, and Mr.TL, a teacher at SDN 3 Rantepao. These teachers shared their practical experiences in facilitating student learning, preparing project materials, and guiding students during the exhibition phase.

In the third month, the research process continued with the transcription of interview data, thematic analysis, triangulation of findings, and the writing of the research report. The three-month duration was considered sufficient to observe the full cycle of P5 project implementation from initial planning to the final exhibition while capturing the perspectives of both educators and students involved in promoting Toraja cultural values in primary education.

In the planning process of the *gelar karya* activity, student involvement may vary depending on the school's approach and the teacher's facilitation style. Ideally, students are actively engaged from the early stages, including brainstorming sessions, theme selection, and determining the type of work to be displayed. This participatory approach encourages a sense of ownership and creativity while also providing students with the opportunity to contribute ideas, explore their interests, and collaborate in groups. However, in some cases, especially when time or resources are limited, students may follow more structured directions from the teacher. In such situations, the teacher may decide on the theme and assign specific tasks, although students are still given space to personalize their contributions within the established framework.

3.1.2 Implementation of *Gelar Karya*

The implementation of *gelar karya* within the P5 themed on local wisdom at SDN 2 Rantepao and SDN 3 Rantepao served as the culmination of a series of project-based learning activities. This event was designed to provide students with a platform to showcase their explorations and creations focused on the cultural values of Toraja. After

several weeks of learning, teachers and students prepared various types of works, such as miniatures of traditional *Tongkonan* houses, paintings of Toraja carving motifs, short documentary videos on the *Rambu Solo'* traditional ceremony, as well as traditional art performances including the *Pa'gellu* dance and local folk songs. Preparations were carried out collaboratively, starting from project planning, task division within groups, to the arrangement of the exhibition space. The activity at SDN 2 Rantepao was held in the school hall, while at SDN 3 Rantepao, the school yard was used as an open exhibition area.

To enrich the qualitative data regarding the implementation of the P5 project exhibition on Toraja local wisdom in primary education, interviews were conducted with several students who participated directly in the project activities. These interviews were conducted informally but guided by key questions focusing on their experiences, challenges, and what they learned during the project. A student at SDN 2 Rantepao with the initials AR (grade IV) shared that he enjoyed creating crafts based on the traditional motifs of Toraja. He felt proud to be involved in an activity that introduced him to cultural elements he had not fully understood before. Another student, SM (grade IV), explained that participating in the exhibition helped her learn to work better in groups and appreciate the beauty of Torajan weaving.

Meanwhile, at SDN 3 Rantepao, LK (grade V) expressed that the process of preparing for the exhibition allowed her to explore the meaning of traditional songs and dances. She said that performing in front of others helped boost her confidence. TT (grade V) mentioned that the project encouraged him to ask his parents and grandparents about local traditions, thus strengthening family connections. Lastly, MJ (grade IV) revealed that he had never felt so enthusiastic in a school project before, especially because he was able to display his drawing of *Tongkonan* houses, which received positive feedback from visitors. These interviews highlight that students not only gained a deeper understanding of Torajan local wisdom but also developed important soft skills such as collaboration, creativity, and cultural appreciation through the P5 project exhibition.

The implementation of *gelar karya* at SDN 2 Rantepao focused on visual works and handmade crafts that represent the local wisdom of Toraja. Students created miniature *Tongkonan* houses, bamboo weavings, and paintings with Torajan motifs. The activities were conducted in groups, guided by teachers and local cultural resource persons. The exhibition took place within the school environment and involved parents. This implementation emphasized cultural exploration through tangible products. The main challenge was the limited availability of materials and tools at school. Additionally, students' crafting skills varied significantly, requiring intensive guidance and supervision from teachers.

The implementation of *gelar karya* at SDN 3 Rantepao highlighted cultural performances. Students showcased traditional dances, sang local songs, and performed Torajan folktales on stage. Preparations were carried out through regular rehearsals after class hours. The event was held in the school hall and attended by parents and community figures. The main focus was on developing artistic expression and preserving oral traditions. A lack of supporting resources, such as costumes and stage equipment, posed significant challenges. Some students also struggled with memorizing scripts or dance moves, requiring longer training periods and extra support.

Gelar karya was held in the form of an exhibition and cultural performance. Each class prepared a cultural booth displaying students' works, accompanied by explanations of the cultural meanings behind the Toraja themes presented. Students actively explained

their creations to guests, including parents, teachers, and community members. The event began with an official opening, followed by a speech from the principal. It continued with artistic performances such as the *Pa'gellu* dance, traditional costume fashion shows, and poetry readings in the local language. Additionally, students orally presented the process of creating their works, thereby fostering their communication skills, responsibility, and creativity.

The project at SDN 2 Rantepao was carried out over six weeks, starting from early May to mid-June. The project began with planning activities focused on the theme of Toraja local wisdom, which was then developed into various creative student works, such as traditional house miniatures, paintings of Toraja motifs, and illustrated folktales. Teachers provided guidance through a weekly schedule, including class discussions and small group mentoring sessions. During this process, teachers frequently conducted direct observations and gave verbal feedback to encourage students to revise and improve their work. The approach used was flexible and adapted to the specific needs of each student group. An assessment rubric was used to evaluate creativity, originality of ideas, and teamwork. In addition, students were asked to submit written reflections along with their projects. These reflections contained their personal experiences during the project, the challenges they encountered, and the values they learned, such as collaboration and responsibility.

The project at SDN 3 Rantepao was implemented over a shorter period of five weeks, adjusted to fit the school calendar and other activities. The theme remained focused on local wisdom, but the students' work emphasized Toraja folktales, which were transformed into narrative pieces and short drama scripts. Teachers at this school used a more structured guidance approach. They provided weekly worksheets, monitored task completion regularly, and held scheduled group mentoring sessions. Students were also encouraged to do weekly progress presentations as a way to reflect and evaluate their development. The assessment rubric was prepared and introduced at the beginning of the project, so students clearly understood the evaluation criteria. The rubric assessed elements such as story content, expression during presentation, group participation, and originality. Additionally, teachers provided a guided reflection form, containing prompt questions to help students express their experiences more deeply in writing.

The implementation of *gelar karya* had a tangible positive impact on student development. Students became more confident, capable of working collaboratively in groups, and demonstrated high enthusiasm for local culture. They learned not only from textbooks but also through direct experience and active involvement in a contextual learning process. Teachers also benefited from this activity as they observed how the values of the P5 naturally developed within the students. Through this activity, the school increasingly recognized the importance of utilizing local culture as a rich and relevant learning resource. Some teachers even suggested that the *gelar karya* cultural-themed event be made an annual agenda involving greater participation from the surrounding community.



Figure 2. *Gelar Karya* Exhibition

3.1.3 Supporting Factors

The implementation of *gelar karya* within the P5 themed on local wisdom is supported by several factors that significantly contribute to its success. One of the main factors is the high enthusiasm of teachers and students in exploring Toraja's local culture, which makes the learning process more lively and meaningful. Teachers demonstrated a strong commitment to facilitating activities and guiding students to produce creative works relevant to the theme. Additionally, full support from the school principal facilitated the smooth running of the program, ranging from time management to provision of facilities to coordination with external parties. Parental and community involvement also played an important role, especially in providing cultural information, lending traditional equipment, and accompanying students during the activities. Equally important is the richness of Toraja culture, which is imbued with local values and serves as a strong source of inspiration for students to learn about and appreciate their own culture. The collaboration between the school and its surrounding environment proves that culturally based learning can be conducted comprehensively, deeply, and positively impacts the character development of students. To gain insights from the school leadership perspective, an interview was conducted with the principal of each participating school. The interviews aimed to explore the school's support, observed student outcomes, and challenges during the implementation of the P5 project exhibition based on Toraja local wisdom.

The principal, Mrs. NR, at SDN 2 Rantepao, explained that the school fully supported the integration of local culture into the P5 project theme. She emphasized that such initiatives are crucial for helping students develop a sense of identity and pride in their heritage. According to her, the project not only encouraged creativity but also strengthened collaboration among teachers across subjects. She also noted that the exhibition created a sense of excitement throughout the school community.

Mr. YIP, the principal at SDN 3 Rantepao shared that implementing the P5 project with a focus on local wisdom allowed students to engage more meaningfully with the learning process. He observed that students were highly enthusiastic, especially because they were able to involve their families in collecting stories, objects, or songs related to Toraja culture. He also mentioned logistical challenges, such as limited materials and time constraints, but these were overcome through collaboration among teachers and community support.

3.1.4 Inhibiting Factors

Although the implementation of *gelar karya* within the P5 themed on local wisdom proceeded fairly well, several inhibiting factors were encountered by the schools (Multazam, 2023; Nurislamiah, 2024). One of the main challenges was the limited time available for the activities, considering the tight schedule of lessons and other school agendas, which left very little time for designing and preparing *gelar karya*. Additionally, uneven teacher understanding of the P5 concept and its implementation, particularly among those who had not attended the Merdeka curriculum training, affected the smooth running of the project. Teachers unfamiliar with project-based learning approaches often faced difficulties in developing modules, guiding students' creative processes, and assessing work holistically. On the other hand, limited facilities and supporting infrastructure, such as cramped exhibition spaces, minimal audiovisual equipment, and insufficient materials and tools for creating works, also posed significant challenges. Nevertheless, these obstacles did not entirely dampen the enthusiasm of students and teachers to succeed in the activity, due to strong support from various parties and a high spirit of collaboration within the school environment. To gain a broader understanding of the implementation of the P5 Project Exhibition on Toraja local wisdom in primary education, interviews were conducted with school principals and teachers who were directly involved in the planning and execution of the project.

The principal at SDN 2 Rantepao, Mrs.NR, stated that the program is in line with the school's vision of fostering students' character and cultural awareness. She emphasized that the project provided students with a contextual and meaningful way to understand and appreciate the Torajan cultural heritage. She also praised the dedication of the teachers, who successfully designed interdisciplinary activities that integrated cultural values into the learning process. From the teacher's point of view, Mrs.IWP, a homeroom teacher at SDN 2 Rantepao, reflected that the project brought both challenges and valuable experiences. She mentioned that guiding students to prepare their projects encouraged teachers to be more creative and reflective. She observed that students became more active and enthusiastic when engaged in project-based learning using local cultural themes.

The principal at SDN 3 Rantepao, Mr.YIP, explained that the project exhibition promoted active engagement not only among students and teachers but also from the wider school community. He observed that students were more enthusiastic and proud to showcase their creative works that highlighted Torajan traditions. He added that such projects should continue to be supported as they enhance meaningful learning experiences for primary school students. Mr.TL, a teacher, shared that the activities were effective in instilling values such as cooperation, responsibility, and cultural appreciation. He also noted that involving parents and local community figures enriched the learning experience by providing authentic insights into Torajan traditions.

These interviews revealed that the collaboration between school principals, teachers, students, and the local community played a vital role in the successful implementation of the P5 Project Exhibition, rooted in local wisdom.

3.2 Discussion

The implementation of *gelar karya* within the P5 themed on local wisdom at SDN 2 and SDN 3 Rantepao demonstrates that a project-based learning approach is highly relevant in shaping students' character and competencies. The research findings indicate that collaborative planning among teachers, principals, and project teams serves as a

crucial foundation for the success of this activity. Thorough planning, selecting themes that align with the local context, and involving various stakeholders are key to the effective implementation of P5. This statement aligns with the principles of the Merdeka curriculum, which emphasizes the importance of contextual, participatory, and student-centred learning. In the implementation of educational policies, understanding theoretical foundations provides a solid basis for evaluating and developing policies to be more effective (Ramli, 2024; Tuerah & Tuerah, 2023).

In terms of implementation, the *gelar karya* activity successfully became a medium for students to express themselves and demonstrate their ability to apply the values of the P5, such as cooperation, global diversity, creativity, independence, and critical reasoning (Chiu, Ismailov, Zhou, Xia, Au, & Chai, 2023; Fitriyani, Sunaryati, & Surya, 2023; Chiu, 2023; Fitriyani, 2023). Through various works, including miniatures of the traditional *Tongkonan* house, *Pa'gellu* dance performances, traditional carving paintings, and cultural presentations, students showcased not only cognitive learning outcomes but also affective and psychomotor aspects (Hakpantria, Trivena, Patintingan, & Saputra, 2022). The active participation of students in explaining the meaning of their works to visitors demonstrated growing self-confidence and effective communication skills. Moreover, the experience of working in teams strengthened their collaborative skills and sense of responsibility.

The integration of the local wisdom theme in the project had a positive impact on students' understanding of their regional culture. Strengthening cultural identity through project-based learning such as this can reinforce students' sense of self as members of the local community (Gianistika, 2022; Kresnawaty, Yusuf, Dahlan, & Siswadi, 2024). This statement aligns with the goals of P5 to shape a generation that respects and preserves the nation's culture. Support from the community and parents also adds value by strengthening the connection between the school and its surrounding environment in the character education process. However, several challenges were encountered during the implementation of the activities. Limited time for project execution was the primary challenge, given the dense academic schedules and other school activities.

Additionally, uneven teacher understanding of the P5 concept and its technical implementation posed further obstacles. In the implementation of the Merdeka curriculum, teachers' understanding of student characteristics is crucial so that students can actively participate according to their learning capacities (Nafaridah, Ahmad, Maulidia, Ratumbusang, & Kesumasari, 2023; Saragih & Marpaung, 2024). These results underscore the importance of ongoing teacher training to implement the Merdeka curriculum approach optimally. Overall, the implementation of *gelar karya* in the P5 local wisdom theme at both schools demonstrates that learning rooted in local culture not only enables meaningful learning for students but also strengthens student profiles characterized by creativity, cultural awareness, and strong character. This result proves that culture-based education can be an effective strategy in instilling Pancasila values in students' daily lives (Rizal, Masni, Agus, Magvira, & Yafet, 2025).

4. Conclusion

Based on the results of the research conducted, it can be concluded that the implementation of *gelar karya* in the P5 with the theme of Toraja local wisdom in elementary schools was effective and had a positive impact on the learning process. *Gelar karya* not only served as a platform for appreciating students' work but also as a medium

for reflection and meaningful engagement with the local cultural values they studied. Through this activity, students demonstrated improvements in creativity, teamwork skills, and understanding of Toraja local wisdom values such as cooperation, respect for ancestors, and love for their own culture. Moreover, the involvement of teachers, students, and the community in *gelar karya* strengthened the synergy between the school and its surrounding environment in preserving local culture. Therefore, the implementation of *gelar karya* with the theme of local wisdom proves to be relevant and aligned with the objectives of the P5 project, namely shaping student profiles embodying the values of Pancasila: faithful, globally diverse, cooperative, independent, critical thinkers, and creative.

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