



Integrating Local Wisdom In English Learning To Improve Pancasila's Student Profile

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ABSTRACT

Language and culture are intertwined aspects that cannot be separated. Language is a manifestation of a developing culture. English is an universal language that is utilized in all countries as the language of communication. Learning it encourages students to speak and engage with people from all over the world, even if their cultural backgrounds are extremely different. Furthermore, the rapid development of the modernization era has decreased young people's enthusiasm for local wisdom. Given that local wisdom is the identity of a nation. Therefore, it is necessary to create an integrated English learning context with local wisdom in order to create a solid integrated learning in order to raise the profile of Pancasila students. The researcher wishes to conduct a literature review on the integration of local knowledge in English learning in order to raise the profile of Pancasila students. Learning English in integrated with local wisdom is one of the most authentic techniques of learning. In addition to employing teaching materials from the student's environment, this can raise the profile of Pancasila students in line with the Kurikulum Merdeka. This integration can assist teachers in becoming more creative in establishing teaching materials for English learners. It is expected that this step would shape and develop students' feelings of love and pride in the preservation of local wisdom in the nation.

Keywords:

English Learning, Local Wisdom, Curriculum, Pancasila

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INTRODUCTION

The Indonesian Ministry of Education and Culture plans to introduce a *Kurikulum Merdeka* in 2022. This curriculum was created as a means and act of reviewing the previous curriculum, particularly the 2013 curriculum. Several reforms occurred in several areas of the country during the COVID-19 epidemic, including the education system. Conditions during the COVID-19 pandemic severely altered the order in the education sector, resulting in various learning inequities in the

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accomplishment of student skills. Furthermore, one of the causes of the unequal quality of education to be accomplished is the existence of a considerable educational gap in various parts of the country.

As a result, the government is attempting to restore learning by developing *Kurikulum Merdeka* in order to address inequity in the distribution of education. *Kurikulum Merdeka* is a learning curriculum that is based on the interests and skills of the pupils. Students are able to study whichever topics they desire based on their interests and skills. The education unit has the authority and obligation under this curriculum to build a curriculum that is connected with the needs and circumstances of each school. It may be characterized as the government allowing educational units the flexibility to organize learning curricula that are in line with the requirements and situations in each educational unit that relate to students' interests and skills. Because this curriculum is also believed to be more engaging and relevant to the times, it is intended that learning results in schools may be enhanced and students become more involved in an endeavor to discover their identity.

Kurikulum Merdeka also intends to construct student profiles based on Pancasila. The goal of connecting the concept of a Pancasila profile to students is to create and construct a student profile character who has global competency and conducts in accordance with Pancasila ideals (Daniel, 2021). The Pancasila Student Profile is a representation of this will, and it is implanted in elementary and secondary education in Indonesia via the absorption of Pancasila as the Indonesian nation's ideology.

The problem that arises in the twenty-first century is the loss of national identity, which is distinguished by the nation's children's diminishing enthusiasm and affection for local culture (Wuryandani, 2010). Today, there are great schools that employ English as the language of teaching for classroom learning. It is extremely probable that a sense of love for cultural values may eventually vanish as a result of this. Local wisdom has historical importance and should be conserved so that it does not become extinct and may continue to exist. Local wisdom is a cultural expression generated by a human civilization as well as geographical conditions in general, and it should be used as a guide for life and passed down from generation to generation (Syarif, 2019).

Given that a nation's identity is its local wisdom. As a result, it is vital to build an integrated English learning environment with local wisdom in order to produce an integrated and integrated learning integration in order to raise Pancasila students' profile. Teachers must categorize the content according to the level and knowledge of students in order for students to comprehend the objective of learning (Gailea et al, 2018). A teaching approach is also required in English language learning so that the objective of the teaching material getting taught is successfully achieved (Syafrizal, 2017).

Based on the abovementioned, the researchers wish to conduct a literature review on the integration of local wisdom in English learning in order to improve the profile of Pancasila students. The connection in learning English is an attempt to develop contextual learning by teaching ideals of respect for local wisdom in order to raise the profile of Pancasila students. Through this research, it is intended that the design of English learning will become more engaging and may be adopted in schools while still preserving local wisdom in accordance with Pancasila values.

RESEARCH METHOD

This study involves a qualitative research approach, as well as a literature review. A literature review is a research approach that gives a detailed written description of previous research on a specific topic. This review is based on or is taken from journals, books, and other publications that explain historical and current situations. The author will utilize this literature review to relate the topic of prior study to what is happening currently.

DISCUSSION

English Learning in *Kurikulum Merdeka*

English is one of the universal languages that is widely spoken in every country across the globe. Given the importance of understanding foreign languages in this age of globalization, English is one of the courses that must be included in the learning curriculum unit, particularly in Asian nations, particularly in Southeast Asia. Learning it allows students to speak and engage with people from all over the world, even if their cultural origins are extremely different. Students obtain knowledge and information that they would not have received otherwise as a result of this encounter. Furthermore, studying English can provide students with the ability to live in a world full of cultural variety.

In this *Kurikulum Merdeka*, general English learning in primary and secondary education units is expected to provide opportunities for students to open their views about themselves, social, cultural life, and work opportunities that are universally available, as well as provide students with the ability to gain access to the outside world through a different understanding and way of thinking. Students can enhance their own cultural identity and accept all the diversity that exist by knowing other civilizations and their relationships with Indonesian culture.

This curriculum's achievement of learning English is focused on developing the ability of six language skills, namely reading, speaking, listening, writing, observing, and presenting in diverse texts. The purpose of learning English in the *Kurikulum Merdeka* is for students to be able to perform the following:

1. Develop communicative competence in English with various multimodal texts (oral, written, visual, and audiovisual).
2. Develop intercultural competence to understand and appreciate the perspectives, practices, and products of Indonesian and foreign cultures.
3. Develop confidence to express yourself as an independent and responsible individual.
4. Develop critical and creative reasoning skills.

The *Kurikulum Merdeka* focuses on two aspects of English learning. The first component is the receptive skill element, which comprises hearing, reading, and listening abilities. The second part is productive skills, which include speaking, writing, and presenting abilities.

Contextual teaching resources are required to attain effective English learning objectives. Because they connect with students' daily lives, these contextual teaching resources make it simpler for students to comprehend the subject given. Learning that is integrated with personal and socio-cultural contexts might easily assist students in comprehending the academic subject they are studying (Usman et al: 2019). As a result, it is possible to conclude that learning that employs contextual teaching resources can assist students in achieving their learning objectives. Local knowledge from the students' surroundings is one of the teaching elements that is very intimately tied to their life. Teachers can create teaching materials that connect with local wisdom and integrate them into English language learning.

The Importance Of Local Wisdom In Learning English

Language and culture cannot exist apart from one another. Which languages is the result of a growing culture? But what if a language is mixed with another culture? Can these differences be balanced with one another? English as an international language is required to be learned at all levels of education in Indonesia. English must be practiced in addition to being learned theoretically in order for the language to improve. One common method for developing contextual culture-based English abilities is through a communicative approach (Sudjiono, 2015). This strategy can inspire students to speak English without fear of mispronunciation or grammatical faults (Warmadewi et al, 2021). This technique focuses not just on pronunciation and grammar, but also on building

confidence in students about what they want to communicate in line with the learning context (Khodijah, 2017).

The existence of local wisdom has several functions, as has been written by Sartini (2006) including the following:

1. Function for the conservation and preservation of natural resources;
2. Function for human resource development;
3. Functioning for the development of culture and science;
4. Serves as advice, belief, literature and taboos;
5. Socially meaningful;
6. Meaningful ethics and morals; and
7. Politically meaningful.

One of the purposes of developing human resources, as well as culture and science, is the blending of learning English with local wisdom. Furthermore, this integration can create a profile of students who value their homeland's culture and work to maintain it so that it is not lost or damaged by the passing of time.

Teachers can adjust and create teaching materials in the English curriculum at each level of education based on the context to be taught and the level of students. For example, at the junior high school level, there are English learning materials in the form of short texts with descriptive, narrative, and procedural types. The text types shown above can be adjusted and used by teachers in the context of local wisdom in their environment.

This has been researched by Listia et al (2020) found in Tanah Laut district, where they created local wisdom-based teaching materials for students at Tanah Laut District Junior High Schools, that the usage of authentic teaching materials with local wisdom in their region is effective for learning English. Similarly, Arini's (2018) research, which applies the values of local wisdom in English learning in the city of Banjarmasin, has produced tangible outcomes in both theoretical and practical aspects of preserving the values of local wisdom.

Integrating Local Wisdom In Learning English

The goal of learning English in junior high school is to provide students with abilities in listening, reading, writing, speaking, and presenting. A learning environment based on local wisdom is required to attain this aim. The following is an example of incorporating local wisdom into in *Kurikulum Merdeka* for learning English.

Listening Abilities

The goal of this curriculum is for students to comprehend the material and primary ideas they hear. The integration with local wisdom means that narrative and descriptive writings regarding local wisdom, such as the culture of the Baduy indigenous tribe in Banten, may be heard. The audio-visual learning approach can be used in the delivery. Students are urged to preserve their noble culture, location, and identity while connecting with other cultures while utilizing the book, for example, with Baduy Community Culture; this reflects the profile of Pancasila students, who are internationally varied (*Berkebinekaan Global*).

Reading Abilities

As a result of this skill, students are able to comprehend and reflect on the text's content. The integration activity can be illustrated by providing narrative and descriptive texts, as well as samples of literature including the community's social indigenous culture, such as the Culture of the Baduy Indigenous People. The SQ3R (Survey, Question, Read, Recall, and Review) approach, for example, is utilized in developing these abilities. It is envisaged that through reading the culture of a traditional community group, students would be able to respect indigenous peoples' beliefs,

which is a quality of the Pancasila student profile, which refers to the profile of students who have faith, fear God Almighty, and have noble values.

Writing Abilities

Students are required to be able to transmit the substance of ideas in many genres into written texts as a result of this ability. In this instance, the teacher might instruct students to hunt for Local Wisdom in their surroundings and offer them homework in the form of written texts, essays, or portfolios. The Project Based Learning technique can be used in the learning strategy, with students completing their work in the form of a written report. This is done so that students may think objectively when obtaining information and expressing thoughts, concepts and analyses, as well as commenting on the outcomes of their thinking processes included in the Pancasila student profile, which is the profile of critical thinkers.

Speaking Abilities

The goal of this skill is to teach students how to communicate ideas, thoughts, and issues verbally. The teacher can excite students by posing societal problems relating to local wisdom, to which students might respond and provide solutions. The issue-based learning technique may be used in the learning approach, in which students are given a problem to solve in order to express themselves verbally. According to the Pancasila student profile, which includes critical reasoning, global diversity, and independence.

Ability To Do Presentation

Students can communicate ideas, concepts, and issues in a communicative manner utilizing a variety of mediums. Students share the findings of their study in the form of projects or student assignments that they prepared both individually and in groups. Learning strategies that may be employed include the Project Based Learning approach and the Role Player Method (Story Telling and etc.). This will enable students to acquire confidence and take responsibility for the process of implementing the knowledge they have received. This involves raising the profile of Pancasila students, with the goal of teaching them to think critically, creatively, independently, and collaboratively.

By integrating local wisdom as teaching materials, the objectives of learning English contained in the Kurikulum Merdeka can be achieved as well as possible because by utilizing local wisdom and appropriate learning methods, the profile of Pancasila students can be achieved effectively.

As a result, we can demonstrate that this integration can be a provision for students to remain steadfast to Pancasila's principles inside themselves. Because Pancasila is a philosophy and way of life for the nation that is highly beneficial to life. As a result, students are supposed to embody the six characters embedded within it, including fear of God Almighty, mutual collaboration, global diversity, critical thinking, and creativity. The six profiles are once again wrapped in varied local wisdom in their surroundings, which may be utilized as a support for authentic English learning and is comprehensible by students.



Figure 1 Illustration of the integration of learning

CONCLUSION

One of the most authentic learning approaches is to integrate English with local knowledge. In addition to utilizing teaching materials found in the student's environment, this can raise the profile of Pancasila students in accordance with what is mentioned in the *Kurikulum Merdeka*. This integration can assist teachers for becoming more creative in selecting teaching materials for English teaching and learning. Utilizing existing resources in the natural atmosphere can make it so much easier for teachers to transfer knowledge to students. The activities of the English learning process that are integrated with local wisdom are one of the initiatives to strengthen students in the face of the quick current flow of globalization. With this step, it is expected that students will be molded and improved to have a sense of love and pride in the preservation of local wisdom in the country.

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