

IMPLEMENTATION OF LOCAL WISDOM PROJECT BASED LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Project-based learning based on local wisdom is increasingly important in education in Indonesia. Through project-based learning, students are invited to actively participate in activities that are relevant to culture and the environment that can foster a sense of love for their region. This type of research is included in the type of field research, the research design used is a qualitative descriptive method. The techniques used to collect the data needed in the study were interviews, observations, and documentation. Based on the research results, it is known that students really enjoy doing project-based learning which is carried out through making kupang omelettes. Apart from having fun learning, students also know and love the local wisdom of their own region, one of which is typical Kupang food which is a typical Sidoarjo food. The project learning activity was carried out by making mussel omelettes using ready-to-process dry mussels as the basic ingredient. This activity can increase local wisdom through learning in elementary schools with fun project learning, so that it can increase the feeling of love for the country and of course student learning outcomes, especially science and social studies lessons.

Keywords: Local Wisdom; Project-based Learning

Abstrak

Pembelajaran berbasis proyek berbasis kearifan lokal semakin penting dalam pendidikan di Indonesia. Melalui pembelajaran berbasis proyek, siswa diajak untuk berpartisipasi aktif dalam kegiatan yang relevan dengan budaya dan lingkungan yang dapat menumbuhkan rasa cinta terhadap daerahnya. Jenis penelitian ini termasuk dalam jenis penelitian lapangan, desain penelitian yang digunakan adalah metode deskriptif kualitatif. Teknik yang digunakan untuk mengumpulkan data yang dibutuhkan dalam penelitian adalah wawancara, observasi, dan dokumentasi. Berdasarkan hasil penelitian diketahui bahwa siswa sangat senang melakukan pembelajaran berbasis proyek yang dilakukan melalui pembuatan telur dadar kupang. Selain pembelajaran yang menyenangkan, siswa juga mengenal dan mencintai kearifan lokal daerahnya sendiri, salah satunya adalah makanan khas Kupang yang merupakan makanan khas Sidoarjo. Kegiatan pembelajaran proyek dilakukan dengan membuat telur dadar kerang dengan menggunakan kerang kering siap olah sebagai bahan dasar. Kegiatan ini dapat meningkatkan kearifan lokal melalui pembelajaran di sekolah dasar dengan pembelajaran proyek yang menyenangkan, sehingga dapat meningkatkan rasa cinta tanah air dan tentunya hasil belajar siswa khususnya pelajaran IPA dan IPS.

Kata Kunci: Kearifan lokal; pembelajaran berbasis proyek

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Introduction

Education is an important part of human life. Education today is also greatly influenced by the rapid advancement of technology. According to Pendhotwukir from the Merapi Art Institute (MCI), "technological progress does bring many conveniences to humans." However, there are also negative consequences, namely that children become a generation that bows down and does not reflect the nature of Pancasila. This is indicated by the many problems that occur in schools, such as truancy, promiscuity, dishonesty, decreased respect for parents, teachers,

and violence between students and other students. These problems arise because children, especially elementary school children, are easily influenced, easily steal other people's habits, and often equate themselves with others (Indirayani, et al: 2023). Education in the 21st century must be adjusted because of the rapid development of technology and science. In this situation, people must think progressively and be open to changes that occur in the world of education. For this reason, meaningful learning must be created so that students can gain broad knowledge and skills (Abdul, et al: 2024).

Education plays an important role in human life, teachers must be able to provide what students need during the teaching and learning process in order to make students have better quality education. So that in educating students in learning activities, students are able to carry out the learning process more easily. Problems in the quality of students' thinking that are less critical and active if left unchecked will become a problem in the future, because in the future to face globalization it is necessary to have good quality education in order to produce quality human resources. According to Santrock, critical thinking is reflective and productive thinking (Sylvia, 2019). Then John Dewey also emphasized that the critical character in a person's activity is in thinking (Sihotang, 2019). Producing good quality human resources requires a good learning process. Education according to Law No. 20 of 2003 concerning Sisdiknas in article (1) is a conscious and planned effort to create a learning atmosphere and learning process where students actively develop their potential. So innovation is needed in learning activities, one of which is with an interesting learning approach .

The independent curriculum is one of the curriculum concepts where the independent learning curriculum demands students to be more independent (Manalu et al, 2022). In this curriculum, students are given the freedom to access the knowledge they will get both in formal and non-formal education (Zahra, 2023). Thus, the independent learning curriculum does not provide limitations on the learning concept implemented by schools or outside schools. The implementation of independent learning is a government step to realize superior human resources with the character of Pancasila students (Suryana & Iskandar, 2022).

Of the 29 students, 5 did not socialize during recess with their friends and chose to be alone, according to the researchers. This has an impact on group activities in class where groups must work together to solve problems. Social scientists investigate the relationship between humans and their environment. This includes the relationship between humans and the society in which they are raised and developed. As children grow and develop, they face difficulties that arise in the environment in which they live. Social studies lessons that use local wisdom materials help students solve problems in the social environment in which they live. Therefore, students must actively participate in group activities related to the local wisdom of their area.

In recent years, the project-based learning approach has become increasingly popular. This project learning is very relevant to the current Merdeka Curriculum. Project-based learning allows students to be actively involved in real projects. When applied together with local wisdom, project-based learning can be a useful tool to enhance their learning experience, foster a sense of ownership of their culture and environment, and develop skills relevant to the 21st century.

Project-based learning based on local wisdom is increasingly important in education in Indonesia. With this method, local cultural values are incorporated into the curriculum so that students not only gain academic knowledge but also understand and appreciate their own cultural heritage. Through project-based learning, students are invited to actively participate in activities that are relevant to their culture and environment, which in turn can foster a sense of love for their hometown and their national identity.

As a rich cultural heritage, local wisdom greatly influences the character and knowledge of students in elementary schools. They have noble values such as love of nature, mutual respect, and mutual cooperation that can help build a young generation with character. Elementary schools, as the main educational institution, have a great responsibility to maintain local wisdom so that it is not influenced by the current of globalization. Character education is becoming increasingly important in the contemporary era like today. One effective way to instill moral and ethical values in students from an early age is local wisdom. Students can learn about the importance of protecting the environment, respecting differences, and living side by side with the community through activities that are rooted in their local culture. This local wisdom-based project learning is expected to make students more active in learning and of course will improve learning outcomes.

Research Methods

This type of research is included in the type of field research, the research design used is a qualitative descriptive method. According to Ramdhan (2021), qualitative description is a study using a method that describes the results of the study, and aims to provide an overview, explanation, and validation of the phenomena being studied. Researchers use qualitative methods because they want to get a complete, in-depth and meaningful picture of local wisdom-based project learning at SDN Pranti, Sedati District, Sidoarjo Regency.

The subjects of the study were 29 fifth grade students of SDN Pranti who were divided into 5 groups consisting of 5-6 students in each group. The techniques used to collect the data needed in the study were interviews, observations, and documentation. In this study, interviews were conducted in depth, namely face-to-face and direct meetings carried out in stages. Observations were conducted for 1 meeting containing 3 lesson hours (3 x 35 minutes). The interview technique used by the researcher was a semi-structured interview. Initially, the researcher asked a series of structured questions, then one by one they were deepened by asking further questions. Thus, the data obtained can be relevant to students' knowledge of one of the local wisdoms of Sidoarjo's typical foods, namely kupang. The learning model used is Project Based *Learning*.

In this study, the interview was directed to the Principal of SDN Pranti and the Grade V Teacher of SDN Pranti. After conducting the interview, the next stage is the observation stage to obtain data on the research location and the environment around the school, the activities of teachers and students in the teaching and learning process, and observing learning activities in the Social Sciences Subject of Grade V Social Studies content Chapter 7. My Proud Region Topic C. Wow, It Turns Out My Region is Amazing!. The observation conducted was participatory observation. The researcher participated in the teaching and learning activities in the classroom. At the stage after conducting the observation, then collect other documentation.

This technique is used to obtain documentary data information in the form of written objects related to research such as books, documents, diaries, and so on. Literature study is carried out after collecting documentation and literature study is carried out to find various literature containing information that can be used as data references that support research. Qualitative data analysis is an effort made by working with data, analyzing data, sorting it into a manageable unit, synthesizing it, searching for and finding patterns, finding what is important and what can be learned and deciding what can be told to others (Lexy J. Moleong, 2005 in Shofiyyah, NA: 2022).

In this study, the researcher analyzed the data using qualitative data analysis. In qualitative research (Lexy J. Moleong: 2005 in Shofiyyah, NA: 2022) it is explained that to

analyze qualitative data, the following steps are needed: 1) unit process, namely an analyst should read and carefully study all types of data that have been collected. (Lexy J. Moleong: 2005 in Shofiyyah, NA: 2022) After that, try to identify the units; 2) researchers enter them into index cards, namely analysts should not immediately discard existing units even though they may be considered irrelevant; 3) categorize, where one pile of a set of piles arranged based on thoughts, intuition, opinions or certain criteria is grouped with existing data based on the pattern of thought frameworks contained in the study (Lexy J. Moleong: 2007 in Shofiyyah, NA: 2022).

This study uses a test result assessment method to obtain data. The test assessment method uses an assessment instrument. Based on the independent curriculum, the question assessment is divided into three, namely diagnostic assessment, formative assessment, and summative assessment.

The steps in this simple qualitative descriptive research begin with creating a test tool as a research instrument. The next step is to validate the research instrument. This summative question research instrument was validated by an expert validator, namely a Class VI Teacher at SDN Pranti. In validating this research instrument, revisions, suggestions, and input were obtained from the expert validator. After the research instrument was validated, the next step was to test the revised instrument and improve the validation results from the expert validator to the research subjects. The subjects of this research were grade V Elementary School students in Magetan Regency. The research activities were carried out on September 27-28, 2024.

Results and Discussion

The research activity was conducted for two days. On the first day, the researcher conducted interviews with school stakeholders, namely the Principal of SDN Pranti and the Grade VI Teacher. Mrs. LN as the Principal of SDN Pranti is a native of Sidoarjo who lives in the kupang producing area in Sidoarjo. Meanwhile, Mrs. AR as the high school teacher is also the validator of the summative assessment instrument. The researcher asked several questions related to the local wisdom of Sidoarjo. The results of the interview activities can be seen in the following table:

Table 1. Interview Activity Results

| Question | Mrs. LN's Answer | Mrs. AR's Answer |
|--|--|--|
| What do you know about Sidoarjo's local wisdom? | <i>Sidoarjo's local wisdom is a cultural wealth that exists in the city of Sidoarjo.</i> | <i>Sidoarjo's local wisdom is diverse, ranging from buildings, food, places, even objects.</i> |
| What local wisdom of Sidoarjo do you know? | <i>There are batik, regional foods such as kupang lontong, processed milkfish, shrimp paste, Jayandaru monument, and others.</i> | <i>Wow, there are so many! Some that I know of are food, for example mussels, processed fish, Tawangalun Temple, the tomb of Dewi Sekardadu, the Jayandaru monument, and so on.</i> |
| In your opinion, how is the implementation of local wisdom in learning in schools, especially in elementary schools? | <i>Currently, many young generations are less familiar with the local wisdom of their own region. That is where the role of education is very important in fostering children's love for their region. Because from that love, a sense of pride will arise, a sense of pride will give rise to a desire to preserve.</i> | <i>In my opinion, the current generation is not very familiar with their local wisdom. Of course, education can take over this to introduce and foster students' love for their local wisdom, for example by packaging it into interesting project learning. We can include local wisdom in learning that is</i> |

| Question | Mrs. LN's Answer | Mrs. AR's Answer <i>adjusted to the characteristics of students in the class.</i> |
|----------|------------------|--|
|----------|------------------|--|

After the interview, the next stage is the validation activity of the summative assessment instrument that will be given to students. The summative question instrument consists of 5 multiple choice questions and 5 essay questions. Instrument validation was carried out by an expert validator, here is the Class VI Teacher of SDN Pranti, namely Mrs. AR with the following results: Instructions: fill in the values according to the following assessment criteria:

Table 2. Validation Assessment Criteria

| Mark | Information |
|------|-------------|
| 4 | Valid |
| 3 | Quite valid |
| 2 | Less valid |
| 1 | Invalid |

Table 3. Validation of Summative Assessment Instruments

| Aspects reviewed | Question Number | | | | | | | | | |
|--|-----------------|-----|-----|---|-----|-----|---|-----|---|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| A. Content Validation | | | | | | | | | | |
| 1. Compliance question with learning outcomes. | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. Clarity instruction work on the questions. | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3. Clarity Meaning question It is clear. | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 4 | 4 | 4 |
| 4. Guidelines scoring stated with clear. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5. Answer question clear. | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 6. Compliance time work on the questions. | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 7. Question Which asked according to the description of the measurement objectives | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Average Score | 3.7 | 3.9 | 3.6 | 4 | 3.9 | 4 | 4 | 4 | 4 | 4 |
| B. Language | | | | | | | | | | |
| 1. Compliance Language used on question with the rules Indonesian | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 2. Sentence question No has a double meaning | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 4 |
| 3. Communicative sentence formulation, use Language Which simple, and easy to understand. | 4 | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 4 |
| 4. In the question there are no words which may offend students' feelings, for example mention weaknesses/deficiencies/ profitable a group/tribe certain | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Average Score | 4 | 4 | 3.5 | 4 | 3.8 | 3.8 | 4 | 3.5 | 4 | 4 |

The next stage is observation and documentation. This stage was carried out on September 28, 2024 during the implementation of the Social Sciences Subject for Grade V, Social Studies content, Chapter 7. My Proud Region Topic C. Wow, It Turns Out My Region

is Amazing!. Observation activities were carried out when learning activities took place in the first to third lesson periods (3 x Lesson Hours) which happened to fall on Saturday. The documentation consists of a video of the implementation of student activities making processed food from mussels to be made into mussel omelets.

During the interview with Mrs. LN, as the Principal of SDN Pranti, the researcher asked questions related to the local wisdom of Sidoarjo. The conclusion of the interview with Mrs. LN, the Principal of SDN Pranti, is as follows:

"Sidoarjo memiliki berbagai macam kearifan lokal yang patut kita lestarikan dan anak-anak Sidoarjo harus bangga sebagai warga yang tinggal di Sidoarjo. Kita harus menumbuhkan rasa cinta di hati anak-anak pada kearifan lokal Sidoarjo, salah satunya yaitu makanan khas kupang. Dari rasa cinta tersebut, maka akan timbul rasa bangga, rasa bangga akan menimbulkan rasa ingin melestarikan".

"Sidoarjo has various kinds of local wisdom that we should preserve and the children of Sidoarjo should be proud as citizens living in Sidoarjo. We must foster a sense of love in the hearts of children for the local wisdom of Sidoarjo, one of which is the typical kupang food. From that sense of love, a sense of pride will arise, a sense of pride will give rise to a desire to preserve."

Meanwhile, the next interview was with Mrs. AR, as a Grade VI Teacher and validator of the summative assessment instrument. The researcher asked similar questions related to the local wisdom of Sidoarjo. The conclusion of the results of the interview with Mrs. AR, Grade VI Teacher of SDN Pranti is as follows:

"Sidoarjo memiliki berbagai macam kearifan lokal, salah satunya yaitu makanan khas Kupang. Banyak peserta didik yang pernah mengetahui makanan kupang, namun enggan untuk mencoba karena kurang mengenal dengan baik terhadap makanan tersebut. Tentu pendidikan dapat mengambil alih hal tersebut untuk memperkenalkan sekaligus menumbuhkan rasa cinta peserta didik terhadap kearifan lokal tersebut, misalnya dengan mengemas menjadi pembelajaran proyek yang menarik"

"Sidoarjo has various kinds of local wisdom, one of which is Kupang's special food. Many students have known about Kupang food, but are reluctant to try it because they are not familiar with the food. Of course, education can take over this to introduce and foster students' love for this local wisdom, for example by packaging it into an interesting project learning"

Based on the results of the research conducted, the instrument validation stage was carried out by a senior teacher who teaches in class VI of SDN Pranti. This was decided with certain considerations, namely that he is a high-class teacher in the same phase as class V, namely phase C based on the Merdeka Curriculum classification. The results show that the summative assessment instrument that will be used by students is included in the valid category. Assessment activities consist of three activities, namely diagnostic assessment, formative assessment, and summative assessment. The discussion of each stage of the assessment is explained as follows:

At the diagnostic assessment stage as an initial understanding stage by classifying the types of superior products in Indonesia. Students are asked to mention superior products based on the classification of types of superior products in Indonesia.

DIAGNOSTIC ASSESSMENT
NATURAL AND SOCIAL SCIENCES
MY AREA'S SUPERIOR PRODUCT

NAME _____

CLASSIFY THE TYPES OF SUPERIOR PRODUCTS IN INDONESIA THAT YOU KNOW

| Food | Goods/objects | Building/place |
|------|---------------|----------------|
| | | |

Figure 1. Diagnostic Assessment Sheet

In this activity, researchers also collected documents in the form of photos of student activities while completing diagnostic assessments.



Figure 2. Students completing diagnostic assessments

Formative assessment activities include Working on LPKD in groups related to making superior regional products. Formative assessment takes place during learning activities. The researcher provides LKPD-2 which contains recipes that must be followed by groups to process Sidoarjo's superior products, namely kupang.



MY AREA'S SUPERIOR PRODUCT

STUDENT WORKSHEET
NATURAL AND SOCIAL SCIENCES

LKPD-2

Name of Group:

1. _____
2. _____
3. _____
4. _____
5. _____

Recipes
Omelet Kupang

INGREDIENTS

- 100 gr ready-to-cook mussels
- Sufficient flavoring
- 2 eggs
- Sufficient salt
- Bowl
- Spoon
- Egg teflon
- Sauce for garnish

HOW TO COOK

- Beat 2 eggs in a bowl.
- Add the ready-to-cook mussels.
- Add flavoring and salt to taste.
- Fry little by little on a round Teflon mold.
- Remove, drain
- Serve with a more delicious sauce.

Put the omelet in a ready-to-sell pack.
Please sell the mussel omelet to other class students, whoever gets the most sales will be the winner.

Figure 3. Formative Assessment Sheet



Figure 4. Formative Assessment Activity Barcode

The barcode contains a video of making a mussel omelet by class V students of SDN Pranti using the *Project Based Learning Model*.

Summative assessments contain questions used to test students' understanding of the material they have studied.



Figure 5. Students completing summative assessment

Table 4. Summative Assessment Results

| HASIL ASESMEN SUMATIF | | | | | | | | | | | | | |
|---|-------------------|-------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------------|--|
| MATA PELAJARAN IPAS MUATAN IPS BAB 7 TOPIK C | | | | | | | | | | | | | |
| NO | NAMA SISWA | SKOR | | | | | | | | | | NILAI | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | AW | 0 | 5 | 5 | 5 | 5 | 5 | 10 | 15 | 15 | 15 | 80 | |
| 2 | AFB | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 3 | ANZ | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 4 | AFS | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 10 | 15 | 10 | 90 | |
| 5 | BFA | 5 | 5 | 0 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 85 | |
| 6 | DJH | 5 | 0 | 0 | 5 | 5 | 3 | 5 | 15 | 15 | 15 | 68 | |
| 7 | DFC | 5 | 0 | 5 | 5 | 5 | 15 | 10 | 15 | 15 | 15 | 90 | |
| 8 | FA | 5 | 5 | 0 | 5 | 0 | 10 | 10 | 15 | 5 | 15 | 70 | |
| 9 | GEA | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 10 | GDAR | 5 | 0 | 0 | 0 | 5 | 3 | 5 | 10 | 15 | 15 | 58 | |
| 11 | HQR | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 12 | KA | 5 | 5 | 5 | 5 | 5 | 10 | 15 | 15 | 10 | 10 | 85 | |
| 13 | KKS | 5 | 0 | 5 | 5 | 5 | 3 | 15 | 15 | 15 | 10 | 78 | |
| 14 | MFS | 0 | 5 | 5 | 0 | 5 | 10 | 15 | 15 | 15 | 15 | 85 | |
| 15 | MAAF | 5 | 5 | 5 | 5 | 5 | 10 | 10 | 15 | 15 | 3 | 78 | |
| 16 | MDA | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 17 | MFA | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 18 | MKRR | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 19 | MNH | 5 | 5 | 5 | 5 | 0 | 15 | 15 | 15 | 15 | 15 | 95 | |
| 20 | MZR | 5 | 0 | 0 | 5 | 5 | 3 | 15 | 15 | 15 | 3 | 66 | |
| 21 | NZF | 5 | 5 | 0 | 5 | 5 | 15 | 10 | 10 | 15 | 15 | 85 | |
| 22 | NZS | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 10 | 15 | 95 | |
| 23 | RAP | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 24 | RNS | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 25 | SA | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 26 | TNH | 5 | 5 | 0 | 0 | 5 | 10 | 5 | 15 | 15 | 15 | 75 | |
| 27 | VY | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| 28 | WAP | 5 | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 5 | 80 | |
| 29 | ZAK | 5 | 5 | 5 | 5 | 5 | 15 | 15 | 15 | 15 | 15 | 100 | |
| RATA-RATA | | | | | | | | | | | | 88.37931 | |

Based on the Summative Assessment Results table, it shows that the average class obtained is 88.38 which means above the KKM which is 75. There are 12 students who get a perfect score, which is 100. Then 12 students get a score between 78 and 95, one student who gets a score exactly at the KKM which is 75, and 4 students get a score below the KKM.

Based on the results that have been presented, it can be associated with the cybernetic theory that through learning activities with local wisdom-based social studies teaching modules, students get new or old information about kupang food and manage the information to be digested into new knowledge about Sidoarjo's typical food, namely kupang. While the results based on the test question instrument Based on the results of the students' work on the questions, it can be associated with the constructivism theory of the Vygotsky model because the post-test results are higher than the pre-test. This shows that the social role and collaboration of students through project and group activities are very good so that the dimension of mutual cooperation also increases.

This is also in line with the research conducted by Haerunnisa, Nining, Wahyudi, A., & Nasution, N. (2020) entitled "Development of Local Wisdom-Based Teaching Materials in Nambangan Village as a Source of Character Education for Students in Social Studies Learning in Elementary Schools" shows that one of the efforts to strengthen character in learning is by providing teaching materials that guide students to have good character. Teaching materials based on local wisdom of Nambangan Village as a source of character education that have been developed by researchers are declared suitable for use, practical to apply in learning, and effective in improving student character, especially in terms of global diversity. In addition, research conducted by Meilana, S. F., & Aslam, A. (2022) entitled "Development of Thematic Teaching Materials Based on Local Wisdom in Elementary Schools", The purpose of this study was to determine the effectiveness of thematic teaching materials based on local wisdom for elementary school students. The methodology used in this study is Research and Development. The development model used in the development of local wisdom-based thematic teaching materials is the ADDIE model. The results of the study resulted in the development of local wisdom-based mathematics teaching materials for elementary school students for grade V students in Elementary Schools that are good and suitable for use. Aspects of language and literacy in developing local intelligence-based mathematics teaching materials for grade 5 elementary school students also received suggestions from validators so that they can be used as alternative learning resources for students. The development of local wisdom-based teaching materials provides added value because in addition to introducing local wisdom and efforts to preserve local wisdom, it also makes it easier for teachers to connect the material explained with the conditions or conditions of the environment in their area.

Conclusion

Based on the research activities carried out by the researcher, the conclusion was that the results of the question and answer session during the opening of learning in class with respondents from students in class V of SDN Pranti, 10 out of 29 students (34%) had eaten mussels processed into lontong kupang, while all students (100%) had just learned that mussels come from a type of shellfish.

The results of interviews conducted with school stakeholders represented by the Principal of SDN Pranti and Class VI Teachers of SDN Pranti stated that the current generation is less familiar with the local wisdom of their own region because they do not understand it well enough. Education has an important role in the implementation of local wisdom, one of which is by implementing a project learning model that can foster a sense of love for the land of students towards the local wisdom of their region.

Data collection in the form of observation and documentation was carried out during the learning activities. Based on the results of the study, it was found that students were very happy to do project-based learning which was carried out through making kupang omelettes. In addition to learning being fun, students also got to know and love the local wisdom of their own region, one of which is the typical kupang food. Project learning activities were carried out by making kupang omelettes using ready-to-process dried kupang as the basic ingredient. Students made it themselves and enjoyed the results of the superior product they made. This local wisdom-based project learning has been proven to improve student learning outcomes, especially science and social studies lessons.

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