



Implementing Local Wisdom Through Project-Based Learning in ELT and Pancasila Student Profiles Development Program

Armin Fani¹, Novi Nurdian², Novi Suma Setyawati³
^{1,2,3} STKIP Islam Sabilal Muhtadin Banjarmasin
Jl. Malkon Temon no 20, Banjarmasin Utara 70122, Indonesia
Corresponding email: arminfani@stkipismbjm.ac.id

ABSTRACT

This study delves into the implementation of local wisdom through project-based learning (PjBL) in English language teaching (ELT) and the Pancasila student profiles development program. The researcher conducts this research under qualitative interview research principles, this study aims to describe the implementation phases of local wisdom through PjBL in ELT and Pancasila student profiles development program and its constraints. This study was conducted through interview research principles. The participants of this study are three English teachers. In-depth interviews were conducted as data collection technique. The finding of this shows that the implementation covers planning, integrating, and assessing phases. The finding also elaborates on some practical constraints. While providing valuable information, this study acknowledges its limitation which focuses on limited number of participants. Further, this study proposes suggestions for future research to deal with other local wisdom.

Keywords: local wisdom, project-based learning, ELT, Pancasila Student Profiles.



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license

ISSN 2655-9722, DOI: 10.30650/ ajte.v7i1.4185

1. INTRODUCTION

1.1. Introduction

English language teaching today has to be culturally bounded (Baker, 2012) and simultaneously student-centered (Jacob & Renandya, 2016). This is founded on the notion that teachers have to encompass students' culture in teaching material and put them as the main actor in the teaching learning process. To put this together, integrating local value through project-based learning in ELT can be a breakthrough. Giyatmi (2020) claims Integrating Indonesian local

wisdom into English teaching activities can enhance students' awareness of local culture and language skills. Further, introducing an interdisciplinary-based project in a language classroom can enhance learners' English communicative skills (Poonpon, 2017).

Wulandari, Sundari, & Ellysafny (2020) suggest integrating local wisdom, such as a traditional song, into ELT materials can enhance students' understanding of local cultures and enhance how they comprehend English language texts. In addition, local wisdom in English language teaching integrates social values into classroom (Rifa'i, 2019). Practically, integrating local wisdom materials in English classes can enhance students' self-confidence and cultural awareness (Prayudha, 2023).

In recent years, there has been a promising claim that implementing local wisdom through PjBL is effective in enhancing English language teaching process. Shofyana, Aditama, Nugroho, and Asmoro (2022) conclude that associating local wisdom with PjBL improves English learning by maximizing creativity, fostering cultural preservation, and promoting socialization in the environment.

In the current curriculum, Indonesian government puts Pancasila Student Profiles as one of the main education objectives across levels including teaching English at junior high school. Associating local wisdom with ELT can develop Pancasila students' profiles and foster appreciation for local culture (Cahya, 2022). As suggested by Indriana (2023) teachers have to promote foreign cultures while maintaining students' identity as Pancasila students in English language learning process. Integrating local wisdom, therefore, is essential to enhance Pancasila students' profile, although further research is still needed (Saphira, 2022).

While there have been significant studies on the integration of local wisdom into education and the effectiveness of project-based learning (PjBL) in enhancing student learning process, the specific intersection of these two approaches in the context of English Language Teaching (ELT) and Pancasila student profiles remains underexplored. The existing studies mostly focus on the broader benefits of incorporating local wisdom into teaching learning process or on PjBL as a pedagogical approach, but few delve into how these two frameworks can be combined to address both linguistic and cultural learning objectives (Giyatmi, 2020; Poonpon, 2017).

Specifically, there is a limited understanding of how teachers navigate the

complexities of integrating local cultural values through PjBL while simultaneously developing students' English language skills and fostering the traits outlined in the Pancasila student profile, such as global diversity and creativity. Previous research has emphasized the importance of embedding local wisdom to enhance cultural awareness and identity (Wulandari, Sundari, & Ellysafny, 2020), while PjBL has been shown to promote collaborative learning and language acquisition (Shofyana et al., 2022). However, there is a lack of studies that address the dual focus of cultural preservation and linguistic proficiency in an integrated framework.

By addressing this gap, the current study aims to provide insights into teachers' teaching practices, focusing on how they implement local wisdom through PjBL to meet both educational objectives. Additionally, this research seeks to identify and address the obstacles encountered by teachers in this process. Thereby, the findings are expected to offer practical recommendations to enhance the implementation of policy, curriculum design, and teacher training programs that aspire to holistically integrate local wisdom and innovative teaching approaches like PjBL into ELT (Indriana, 2023; Cahya & Syafrizal, 2022).

The conclusion of this study is contextual-bounded or not generalizable. However, the findings may offer practical insight to encourage teachers to integrate local wisdom with project-based learning in ELT and Pancasila students' profiles. This study is situated in South Kalimantan which will add a unique perspective on how local wisdom is integrated into English teaching process.

1.2. Research questions

1. How do teachers implement local wisdom through project-based learning in ELT and Pancasila student profiles development program?
2. What are the constraints faced by the teachers during the implementation of local wisdom through project-based learning in ELT and Pancasila student profiles development program?

1.3. Significance of the study

This study contributes both theoretical and practical significance in advancing the understanding and implementation of local wisdom through Project-Based Learning (PjBL) in English language teaching (ELT) and Pancasila student profile development. Theoretically, this study provides additional information to fill the gap in the existing literature by exploring

the integration of local wisdom into PjBL and Pancasila student profile development within EFL context. While the previous studies have highlighted the advantage of incorporating local wisdom in education (Giyatmi, 2020; Wulandari et al.,2020) and the effectiveness of PjBL in enhancing

students' English skills (Poonpon), 2017), this study confidently aims to explore the intersection of these frameworks and its practical problems while being implemented. Therefore, it contributes to the advancement of a conceptual understanding of how local wisdom and PjBL synergistically promote English language teaching and concurrently foster Pancasila student profiles.

Practically, this study has actionable insight for English language teachers. It provides a thorough account of how local wisdom is effectively integrated into classroom practice through PjBL. The findings serve as practical guidance for English teachers to implement similar strategies to improve student's English skills and to appreciate their local cultural heritage.

2. METHOD

2.1. Research Design

In conducting this study, the researcher refers to qualitative research approach under interview research principles. In conducting this study, the researcher interviewed three English teachers of one State Junior High School in South Kalimantan, Indonesia. As one province in Kalimantan, South Kalimantan offers a variety of local wisdom as a topic in the teaching process. The researcher selected this school based on its achievement in implementing Pancasila student profiles program. Therefore, the selection of this school is deliberate intending to elaborate how local wisdom is implemented through PjBL in ELT and to develop Pancasila student profile in an appropriate research setting.

2.2. Participants

This study has three English teachers as the participants. They were confidentially referred as T1, T2, and T3. The selection of the teachers was based on their teaching experience. All teachers have been teaching English for more than 10 years and hold a Bachelor's degree in English language teaching. The varied range of teaching experience ensured comprehensive understanding. Selecting these divergent participants aimed to add a variety of perspectives

2.3. Instruments

A semi-structured interview is administered as the main data collection technique in this study. This method offers flexibility in exploring participants' experiences within specific research settings and enables participants to expand their responses on the topic. The Interview is appropriate to explore someone's life experiences and the meaning they create from it (Seidman, 2019).

Interview sessions were conducted offline to ensure a more personal and engaging conversation between the researcher and participants. Interview sessions were conducted in a language in which the researcher and all participants are most comfortable, that is Indonesian. Interviews were conducted at school in a comfortable room with no noise. The use of Indonesian is to ensure that all participants were able to elaborate their opinions. Therefore, this approach enhances the quality of data gathered from participants. As part of ethical research and data confidentiality, the participants are informed that their names were not exposed during data analysis and data display. The audio-record data will be erased once they are transcribed. All the interviews were conducted during August to October 2024.

2.4. Data analysis

The data analysis in this study refers to Miles, Huberman, and Saldana (2014) theory which covers three stages namely data condensation, data display, and drawing and verifying conclusion. Data condensation starts with transcribing the interview data. The researcher conducted semi-structured interviews with three English teachers. The interview sessions were conducted in Bahasa Indonesia for clarity and ease of communication. To ensure no data were lost, the researcher transcribed all interview data verbatim. Further, the data were carefully read and reread by the researcher to familiarize the content. During this stage, Saldana (2016) manual coding system was administered. In this First Cycle Coding level, Descriptive and In Vivo coding methods were employed. The description coding method summarized the data with short phrases or words (e.g. “planning,” “teaching,” “monitoring”). Meanwhile, InVivo coding method captured significant participants' data content verbatim (“choosing the local wisdom”).

Following the first Cycle Coding, the data underwent a Second Cycle Coding process using Pattern Coding. In this step, the previous code results were grouped into more general themes and categories to identify patterns and relationships. For example, codes such as

“choosing local wisdom topic, and” defining goals,” were categorized under the theme “Planning Phase”. The scheme is also implemented for constraints aspects such as “students’ perception issue” and “lack of practical teaching reference”. This coding and thematic process allowed the researcher to organize the data meaningfully.

In displaying data stage, the condensed and coded data were organized and displayed using matrix and narrative summaries. The matrix was created to map the condensed data into more general findings. The matrix helps the researcher to figure out the code data of planning, integrating, and assessing with specific activities and participant responses. For example, under the Planning phase, the matrix showed activities such as the teacher choosing appropriate activities for integrating the local wisdom teaching learning process.

Further, once the data were condensed and displayed, the researcher moved to the stage of drawing and verifying conclusion. The findings were synthesized to address the research questions. Conclusions were drawn to highlight the three phases of implementation: planning (selecting local wisdom and setting goals), integrating (incorporating local wisdom and setting goals), and assessing (formative monitoring and summative evaluation of the project). Implementation constraints such as students’ learning preferences and limited teaching preferences were also identified and interpreted.

3.FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 Implementing local wisdom through project-based learning in ELT and Pancasila Students Profile Development program.

This study explores the integration of local wisdom through project-based learning in English language teaching and Pancasila student profiles program. The finding reveals that the school adopted *Tapai Gambut*, a traditional food, and *Sasirangan*, a traditional clothing pattern, as key topics for promoting local wisdom in the Pancasila student profile development program. Additionally, local wisdom was incorporated into project-based learning to support English language instruction. The finding reveals that the implementation covers the planning, integrating, and assessing phases. Various factors that hinder implementation are also addressed.

3.1.1.1 Planning Phase.

The findings in this phase emphasize how teachers carefully design and select a set of activities that align with project-based learning (PjBL) objectives while integrating local

wisdom into English language teaching (ELT). This stage involves thoughtful preparation to ensure that selected activities meet both linguistic and cultural learning goals. At this phase, teachers also set specific roles for students within their group to ensure equitable participation and effective collaboration. This process is essential in setting the foundation for a successful project, as it determines how well students engage with the project and contribute to the overall learning experience.

In designing activities for students, the teacher focuses on selecting topics and tasks that are both culturally and linguistically relevant to students' learning objectives. For example, teachers integrate local wisdom, such as the traditional food "*Tapai Gambut*" or the clothing pattern *Sasirangan*, into activities that develop students' English skills. T1 elaborated "We plan to select a topic that allows students not only to learn something culturally meaningful but also able to improve students' English competencies. Besides completing the project of making *Tapai Gambut*, students were also required to write a procedural text and make a video to present. This approach ensures that students not only learn their cultural knowledge but also enhance their language skills through activities like writing procedural text and doing presentations. This combination creates more engaging and meaningful activities for students. Teachers also design activities to be interactive and collaborative to develop students' critical thinking and communication skills. The tasks are arranged in a such way to let students work together and actively participate in completing the project. T2 emphasizes "We required students to write a procedural text of how to make *Tapai Gambut* and create a video to present". By selecting activities that involve both individual and group work, teachers ensure that students develop a range of skills including language proficiency, teamwork, and presentation skills. These balanced activities would contribute to a holistic learning experience for students.

Further, in arranging the activities, the teachers play a significant role in assigning students to have particular roles within their group. This step ensures every student has a clear responsibility and can contribute effectively to the group. Teachers confidently create job descriptions or role assignments to help students understand their responsibilities. T3 noted "Since my students are still very young, we help students work together in a group by selecting or designing roles for every group member. This approach not only prevents internal group conflict but also ensures that all students are actively engaged in completing the project.

3.1.1.2 Integrating Phase

The integration phase focuses on how teachers implemented local wisdom through PjBL in ELT and Pancasila students' profiles development program. This phase is intended to develop students' English speaking and writing skills. Further, implementing local wisdom through PjBL develops global diversity and creativity aspects of Pancasila student profiles. Students' life skills such as problem-solving also developed.

The findings of this study show that the teachers designed project activities that required students to actively practice writing procedural text and presenting their project through video. The teacher designed a project for students to make *Tapai Gambut* collectively in a group. Their final product is creating a video that elaborates on how to make a *Tapai Gambut*. While completing this project, students have to write a procedural text about how to make *Tapai Gambut*. These activities enable students to develop their writing and speaking skills. T1 "I told my students that they need to create a video of how to make a *Tapai Gambut* and write steps on how to make it". T3 added, "I purposefully required my students to write a procedural text on how to make *Tapai Gambut* to allow them to develop their writing skills". Similarly, T3 added, "I believe that presenting steps to make *Tapai Gambut* in the video will help students develop their speaking skills".

In addition to improving student English language skills, integrating local wisdom through PjBL also deepens their cultural understanding and appreciation. *Tapai Gambut* and *Sasirangan* are selected as local wisdom to be implemented in Pancasila student profiles development program. Both are cultural heritages in South Kalimantan. They should value one of the traditional foods that is contextually embedded with students. T1 explains "*Tapai Gambut* is a famous traditional food within students' milieu. I hope by knowing how to make it, students are aware of their cultural heritage and appreciate it more". T2 explains "By working on a project have the opportunity to explore the existence of *Tapai Gambut* as a cultural element in their society". It is expected that they will appreciate *Tapai Gambut* more as their local wisdom as a social representative.

Similarly, the project on *Sasirangan* requires students to design unique patterns as a representation of local culture. This activity challenged students to think creatively and realize the meaning behind the pattern. T2 explains "Drawing *Sasirangan* is not easy for students, they need to be creative to find a unique pattern to draw". T3 emphasizes "When students want to draw the pattern, they need to think creatively. Since every pattern in *Sasirangan* has

different meaning”.

Implementing local wisdom through PjBL in ELT and Pancasila students' profiles gives students activities to develop their learning skills such as problem-solving. These activities require students to work collectively in a group. Each group member was assigned a specific task, but challenges often arose and they needed to solve it. T1 confirmed, “Every member has their task to do, but not all students do their job. It is a problem for us and we have to deal with it. We need to find the solution”. The finding confirms that problem-solving skills are part of students' activities while doing the project.

3.1.1.3 Assessing Phase

The findings in the assessing phase highlight the dual approach of formative and summative assessment employed by the teachers. This approach aims at monitoring and evaluating students' progress in integrating local wisdom through project-based learning. These assessments are vital in ensuring students achieve the objective of teaching learning process. The teacher used formative assessment to monitor the progress throughout the project to give feedback and suggestions for improvement. Meanwhile, the teacher employed summative assessment to evaluate the final output of the project which focuses on the quality and outcomes of students' work. Both assessment strategies enable teachers to effectively guide and simultaneously measure their working achievement in process and product.

Formative assessment plays a significant role in monitoring students' learning progress while completing the project. Teachers regularly collect information and updates on students' work to identify obstacles they have. This ongoing process enables teachers to address students' problems early and determine effective solutions. T1 explained, “It is important for me to monitor the progress of the project to identify their problems and provide guidance if it is necessary”. This elaborates on how formative assessment is designed to ensure students stay on track while doing the project. Similarly, T3 said, “Many students are struggling to finish their project, they usually consult with me about the progress. I help them and give solutions, sometimes”. This indicates through formative assessment teacher offers timely feedback for students. Teachers have the opportunity to help students overcome the constrain while developing their problem-solving and collaborative skills.

Summative assessment, on the other hand, are focused on evaluating or assessing the

final product of the project such as procedural text and video created by students. Teacher refers to detailed grading rubrics to assess aspects like linguistic accuracy, creativity, and presentation skills. This assessment, unlike formative assessment, does not cover continuous feedback but more concentrate on grading and providing a comprehensive measurement of students' achievement. T2 explained, "Students are required to write a procedural text of how to make Tapai Gambut. I assess the procedural text as one of their project products. The assessment focuses on language accuracy". T3 also confirmed, "Based on the video that they made, I assess their speaking fluency in more comprehensive ways". This reflects how teachers employ summative assessments of student language proficiency.

Therefore, the findings show that both formative and summative assessments play crucial roles in improving students' English language learning process by addressing different aspects of their development. On one hand, formative assessment is particularly beneficial in enhancing students' learning engagement, learning awareness, and problem-solving abilities while completing a particular project. Through timely feedback, students gain a better understanding of how to work collaboratively in a group. Meanwhile summative assessment, on the other hand, provides students with a sense of accomplishment and accountability. It enables students to perform their language competencies through writing a text and oral presentation in video. This balanced approach ensures student not only improve their linguistic competencies but also develop other academic competencies such as problem-solving and learning engagement.

3.1.2 Constraints in implementing local wisdom through PjBL in ELT and Pancasila students' profile.

In this study, teachers expressed the constraints they faced in implementing local wisdom through PjBL in ELT and Pancasila student profiles development program. The obstacles are classified into student learning preference, and lack of practical references.

3.1.2.1 Student learning experience.

In this section, the findings highlight how students' learning habits or preferences create obstacles in implementing project-based learning (PjBL). Many students struggle with the transition from a traditional teaching method to a more collaborative teaching method such as PjBL. The finding shows that students' unfamiliarity with PjBL principles and their

reliance on teacher-centered teaching process, hinder their ability to the new teaching model. This shift in instructional activities disrupts their role as passive learners and requires them to be more active learners. This situation produces a significant challenge for both students and teachers.

One major challenge is students' limited familiarity with PjBL. The finding reveals that students, who are more comfortable with traditional teaching methods, often struggle to take responsibility for their learning and collaboratively work on a group project. For instance, T1 explained, "Doing project-based learning is new for my students, they are not familiar with the responsibility of working on a project". This finding indicates that students have problems managing the requirements to work in a group, such as dividing tasks among group members and adhering to timelines. Similarly, T2 added, "Most of my students are struggling to deal with doing projects collectively with their friends". The finding suggests that the shift of teaching learning activity from a teacher-centered to a student-centered approach creates learning disruption. Students have to adjust to many roles which require more initiative and teamwork.

3.1.2.2 Lack of practical references for teachers

The last obstacle in the implementation of local wisdom through PjBL in ELT and Pancasila students' profile development is the absence of suitable references for teachers. This lack of a practical teaching guide that focuses on how integrating specific local wisdom through PjBL hinders teacher competencies to effectively design and implement the lesson. Without appropriate reference teaching material, teachers often feel unprepared and confused about how to execute the teaching learning process.

Regarding the absence of references, the teachers in this study claim they do not have access to books that offer detailed instruction or example strategies to help them integrate local wisdom into PjBl within a specific context. Teachers admitted that these references are vital to help them in planning the lesson. T1 stated, "It will be very helpful if there are practical references, such as a book or other practical guide to help us implement local wisdom into teaching learning activity". This statement highlights that teachers integrate local wisdom of ten without clear guidelines and teaching frameworks. This lack of references creates additional problems for teachers when they have independently developed activities which would be more time-consuming and lack consistency.

The finding also reveals that the lack of practical references hinders teacher creativity

in constructing PjBL activities. Teachers struggle to find appropriate teaching learning activities to integrate local wisdom while also achieving the goals of ELT and Pancasila student profile development. T1 asserted “Sometimes it is difficult to select teaching learning activities that can integrate local wisdom while at the same time enable students to learn English competencies”

3.2. Discussion

This discussion elaborates on the implementation of local wisdom through PjBL in ELT and Pancasila student profile development program, focusing on the implementing phases and their constraints.

3.2.1 Implementation of local wisdom through PjBL in ELT and Pancasila Students Profile Development program

This study provides meaningful information on how the stakeholders plan the implementation of local wisdom into a particular learning activity. Teachers decided to integrate local wisdom into specific learning activities, including English language subjects. The teachers in this study associate local wisdom with language skills. The finding shows how implementing local wisdom through PjBL makes students learn to write. This finding is supported by a study from Dharma et al, (2021) who state that local wisdom improves students’ writing ability. Presenting the project in a video helps students develop speaking skills. Implementing local wisdom in ELT leads students to concurrently learn language skills as well as cultural aspects. Giyatmi et.al (202) assert that despite its effectiveness in developing language skills, implementing local wisdom also develops students’ cultural awareness.

This study shows that English teachers have arranged a set of activities for students to follow when integrating local wisdom into English teaching and Pancasila student profiles. It is important to ensure the activities are appropriate to achieve learning objectives in the program. Yamin, Halim, and Muhayyang (2023) underline the importance of having a proper plan and preparation before implementing project-based learning in English language teaching.

Moreover, local wisdom is effective in developing both English skills and Pancasila student profiles. Implementing local wisdom through PjBL develops English writing and speaking skills. The final product of the project requires students to write every step in making

Tapai Gambut and present it in a video. This finding is supported by a study from Dharma, Aristo, Sijono, and Elisa (2021) who state that local wisdom improves students' English skills.

Besides, when implemented in Pancasila student profiles program, local wisdom can strengthen global diversity and creativity aspect. It is expected that they will appreciate *Tapai Gambut* more as their local wisdom as a social representative. Pamenang (2021) also sees local wisdom as a way to promote cultural understanding and preserve local wisdom values. The existence of local wisdom in education contributes to a better cultural education (Chaer, Rochmah, & Sukatin, 2021). The creativity aspect is developed when students have *Sasirangan* as their local wisdom topic in Pancasila student profiles. They need to be creative to produce the pattern. In their study, Arrosyad, Murwaningsih, Winarni (2017) admit that local-based learning material effectively improves students' creativity. Lastly, implementing local wisdom through project-based learning develops student learning abilities such as problem-solving skills. When students are engaged in completing certain projects, they encounter many problems that need to be solved. They need to find suitable strategies to overcome the problem. This situation enables students to sharpen their problem-solving skills. Parwati et.al (2018) confirm local wisdom is effective in improving student's problem-solving ability.

The implementation of local wisdom through PjBL should be followed by appropriate assessment. The teachers in this study confirm that they utilize formative and summative assessments. Formative assessment concerns monitoring students' progress while doing the project. This assessment is followed by teachers' feedback to improve students' project quality. Chanpet, Chomsuwan, and Murphy (2020) imply that PjBL mostly relies on formative assessment with ongoing feedback to help students complete the project. The findings of this study show that teachers implement another approach namely summative assessment. The teachers assess the final product of students' projects by giving them final grades based on a scoring rubric. Laverick (2019) argues that summative assessment can be employed at the final phase of the project to give a grade and final feedback on the work. During this assessment, teachers don't give feedback to students.

3.2.2 Constraints in Implementing local wisdom through PjBL in ELT and Pancasila Students Profile Development program

The finding of this study reveals that students are not used to be involved in project-based learning. In PjBL, students are required to work collaboratively. They are accustomed

to involve in traditional teaching learning process. Beckett (2002) argues that learners feel more comfortable with traditional learning where teachers take control of most learning and are happy to learn from a textbook. In the traditional teaching approach, teachers play a dominant role and students play fewer dominant roles.

Further, the teachers in this study elaborate that they lack practical reference in implementing local wisdom through PjBL in ELT and Pancasila student profiles. The teachers insist that they have limited information on how local wisdom should be implemented. They believe that it will be beneficial if there is a textbook of practical book reference in implementing local wisdom in ELT. Wulandari et.al (2020) argue that local wisdom-based ELT material enhances the quality of implementing local wisdom in ELT.

4. CONCLUSIONS

4.1. Conclusion

This study is aimed at investigating the implementation of local wisdom through PjBL in English language teaching and Pancasila students profile development program. The data from interviews with teachers of one junior high school in South Kalimantan reveals key insights into how local wisdom is implemented through project-based learning and Pancasila student profile development. As well as the challenge during the implementation.

The finding of this study contributes to the existing literature on local wisdom implementation in specific learning areas. It reveals that the implementation of local wisdom through PjBL in English language teaching and Pancasila student profile development program is conducted in three phases including planning, integrating, and assessing. Practical constraints such as student learning preference and lack of practical reference for teachers influence the quality of implementation.

4.2. Suggestions

This study indeed has limitations. The small number of participants may limit the generalizability of the findings. Additionally, focusing only on one school produces findings that may not elaborate the holistic educational setting perspective. For future research, expanding the study to vary the kind of local wisdom to be investigated will be beneficial. This would examine whether the implementation phases found in this study are consistent.

In conclusion, this study elaborates valuable information on how local wisdom is implemented through PjBL in English language teaching and Pancasila students profile development program. The information shed light on the process of implementation and its

constraints. Further, the school needs to develop its current strategies to overcome the constraint to enrich the quality of the education process.

Therefore, teachers have a critical role in designing and arranging project activities that are both culturally relevant and aligned with PjBL objective in the learning process. Additionally, the approach helps students to have roles and contribute effectively in a collaborative learning environment.

Acknowledgments

This study is fully funded by the Directorate of Research and Community Service of the Ministry of Education, Culture, Research and Technology (Grand number 113/E5/PG.02.00.PL/2024).

REFERENCES

- Arrosyad, M., Murwaningsih, T., & Winarni, R. (2017). A Study on The Development of Materials Based on Local Advantage: Improving Elementary School Students' Creativity. *International Journal of Research Studies in Education*, 7. <https://doi.org/10.5861/IJRSE.2017.2000>.
- Baker, W. (2012). From cultural awareness to intercultural awareness: culture in ELT. *Elt Journal*, 66, 62-70. <https://doi.org/10.1093/ELT/CCR017>.
- Beckett, G. (2002). Teacher and student evaluations of project-based learning. *TESL Canada Journal*, 19(2), 52–66. <https://doi.org/10.18806/tesl.v19i2.929>
- Cahya, N., & Syafrizal, S. (2022). The Integrating Local Wisdom In English Learning To Improve Pancasila's Student Profile. *MENDIDIK: Jurnal Kajian Pendidikan dan Pengajaran*, 8(2), 216-221. <https://doi.org/10.30653/003.202282.228>.
- Chaer, M., Rochmah, E., & Sukatin, S. (2021). Education Based on Local Wisdom. *JIE (Journal of Islamic Education)*, 6(2), 145-157. <https://doi.org/10.52615/JIE.V6I2.216>.
- Chanpet, P., Chomsuwan, K., & Murphy, E. (2020). Online Project-Based Learning and Formative Assessment. *Technology, Knowledge and Learning*, 25, 685-705. <https://doi.org/10.1007/S10758-018-9363-2>.
- Dharma, Y., Aristo, T., Sijono, S., & Elisa, H. (2021). English Learning Media Based on

- Local Wisdom For Teaching Writing Descriptive Text. *Journal of English Educational Study (JEES)*, 4(2), 140-147. <https://doi.org/10.31932/jees.v4i2.1327>.
- Giyatmi. (2020). Bringing Indonesian Local Wisdom Into the English Class. *Advances in Social Science, Education and Humanities Research*, volume 461. <https://doi.org/10.2991/assehr.k.200804.009>.
- Indriana, S. (2023). Best Practice: Profil Pelajar Pancasila in English Teaching of SMAN 2 Pare. *ELLITE: Journal of English Language, Literature, and Teaching*. 8(1), 9-19. <https://doi.org/10.32528/ellite.v8i1.13518>.
- Jacobs, G., & Renandya, W. (2016). Student-Centred Learning in ELT. , 5, 13-23. https://doi.org/10.1007/978-3-319-38834-2_2.
- Laverick, E., K. (2019) *Project-Based Learning*. Tesol Press.
- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publications.
- Ngadiso, N., Sarosa, T., Asrori, M., Drajadi, N., & Handayani, A. (2021). Project-based Learning (PBL) in EFL learning: Lesson from Indonesia. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 1114-1122. <https://doi.org/10.35445/alishlah.v13i2.558>.
- Pamenang, F. (2021). Local Wisdom In Learning as An Effort To Increase Cultural Knowledge: Students' Perception as Prospective Teachers. *IJIET (International Journal of Indonesian Education and Teaching)*, 5 (1), 93-102. <https://doi.org/10.24071/ijiet.v5i1.3050>.
- Parwati, N., Sudiarta, I., Mariawan, I., & Widiana, I. (2018). Local wisdom-oriented problem solving learning model to improve mathematical problem solving ability. *Journal of Technology and Science Education*. <https://doi.org/10.3926/JOTSE.401>.
- Poonpon, K. (2017). Enhancing English Skills Through Project-Based Learning. *The English Teacher*, 40 (1)
- Rahim, A., Widodo, H., Tambunsaribu, G., Jayadi, U., & Yusrizal, Y. (2022). Integration of Character Education through Local Wisdom in Indonesian Language Learning at Junior High School. *Proceedings of the 6th Batusangkar International Conference, BIC 2021*, 11 - 12 October, 2021, Batusangkar-West Sumatra, Indonesia. <https://doi.org/10.4108/eai.11-10-2021.2319588>.
- Retnowati, R., Istiana, R., & Nadiroh, N. (2020). Developing Project-Based Learning Related to Local Wisdom in Improving Students' Problem-Solving Skills. *Journal Of Education, Teaching and Learning*, 5(1), 137-144. <https://doi.org/10.26737/JETL.V5I1.1035>.

- Rifa'i, A. (2019). Integrating Local Wisdom In Language Teaching. *Al-mabsut Jurnal studi Islam dan Sosial*. 13(1), 15-25. <https://doi.org/10.5281/ZENODO.3697286>.
- S., J. (2023). Inserting Local Wisdom Materials to Enhance Students Confidence in Speaking Skill. *Journal of Language, Literature, and Teaching*, 5(1), 75-85. . <https://doi.org/10.35529/jllte.v5i2.75-85>.
- Saldana, J. (2016). *The Coding Manual for Qualitative Reseachers*. SAGE Publications Ltd
- Saphira, H. (2022). Integrating Local Wisdom-Based Learning To Preparing The Pancasila Students' Profile, Yes or No?. *International Journal of Current Educational Research*. 1(1), 18-35. <https://doi.org/10.53621/ijocer.v1i1.136>.
- Shofyana, M., Aditama, M., Nugroho, H., & Asmoro, H. (2022). Integrating Local Wisdom in Project-Based Learning to Improve Post-Pandemic English Learning. *ENGLISH FRANCA : Academic Journal of English Language and Education*. 6(2), 291-306. <https://doi.org/10.29240/ef.v6i2.5418>.
- Widyaningrum, R., & Prihastari, E. (2023). Implementing Local Wisdom-Integrated Project-Based Learning Model to Instill Students' Learning Independence. *SHS Web of Conferences*, 173, page 6. <https://doi.org/10.1051/shsconf/202317301011>
- Wulandari, D., Sundari, W., & Ellysafny, C. (2020). Integrating Local Wisdom into ELT Materials for Secondary School Students in Semarang. *PAROLE: Journal of Linguistics and Education*. 10(1), 14-21. <https://doi.org/10.14710/PAROLE.V10I1.%P>.
- Yamin, M., Halim, A., & Muhayyang, M. (2023). The Implementation Steps of Project-based Learning in English Language Teaching at Islamic Boarding School. *Celebes Journal of Language Studies*. 3(1), 57-74. <https://doi.org/10.51629/cjls.v3i1.126>.