

## Character Strengthening through the Development of a P5 RA Module Based on Local Wisdom in Bojonegoro Traditional Cuisine

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### Abstract:

This character development can be carried out through the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin (P5 RA) which is based on local regional wisdom. Bojonegoro is an area rich in local wisdom such as batik and typical food. However, the majority of students have low knowledge and skills in understanding local wisdom. So, there is a need for a P5 RA module based on local wisdom. The aim of this research is to develop a phase B P5 RA module based on local wisdom. This module will highlight material about Bojonegoro Traditional Cuisine. This research uses the ADDIE method with detailed stages of analysis, design, development, implementation and evaluation. The research results showed that the module developed had high validity in terms of content, language and visual design, and received positive responses from teachers and students. The implementation of the module succeeded in increasing students' understanding of Pancasila values and the local culture of Bojonegoro. This research recommends the use of similar modules as part of contextual learning in the Merdeka Curriculum.

**Keywords:** *Character, Module Development, Local Wisdom*

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## INTRODUCTION

The quality of education plays a crucial role in determining the outcomes produced, both in terms of academic achievement and student character development (Elmuna & Fithriyah, 2024). High-quality education is characterized by a relevant curriculum, innovative teaching methods, competent educators, and a conducive learning environment (Prabowo & Hafid, 2024). When these factors are



met, students not only gain a deep conceptual understanding but also develop critical thinking skills, creativity, and strong character values (Dacholfany, 2024). Conversely, when the quality of education is low, the resulting outcomes tend to be suboptimal, both in terms of academic competence and readiness to face real-world challenges (Aziz & Zakir, 2022). Therefore, improving education quality is the key to shaping a superior, competitive generation capable of making a positive contribution to society and the nation (Fithriyah et al., 2024).

Student character development can be effectively integrated through the Rahmatan Lil 'Alamin Student Profile Strengthening Project (P5 RA), which offers an engaging and contextual learning experience (Nur'aini, 2023). This initiative provides students with opportunities to cultivate core character values, such as honesty, discipline, responsibility, and care for the environment and others, all of which are embedded in every phase of the project (Suwandi & Rifki, 2024). P5 RA encourages students to take an active role in planning and implementing projects that reflect these values, allowing them to learn not only through theoretical knowledge but also through hands-on, real-life applications (Sholihin et al., 2023). Additionally, this approach strengthens students' social skills, including collaboration, communication, and empathy, which are essential for holistic character development with integrity. Thus, P5 RA serves as an effective platform for shaping resilient, well-rounded students who are equipped to meet the demands of the modern era.

Developing student character through the Rahmatan Lil 'Alamin Student Profile Strengthening Project (P5 RA) can be further enriched by integrating local wisdom from Bojonegoro, particularly in the study of traditional cuisine (Yulia & Fithriyah, 2023). Traditional food, as a rich cultural heritage, embodies aesthetic values, perseverance, and creativity, which help strengthen students' skills, attention to detail, and pride in local culture (Aisyah Kharisma Yogi et al., 2024). Similarly, Bojonegoro's traditional foods, such as ledre and gethuk lindri, teach students about natural resources, gratitude, and the wisdom of utilizing local ingredients. Through this learning experience, students develop a greater appreciation for their own cultural heritage and gain a deeper understanding of diversity and respect for traditions (Pahmi & Junfithrana, 2024).. Integrating Bojonegoro's local wisdom into P5 RA provides students with the opportunity to develop strong character, creativity, and a deep appreciation for regional culture, while also fostering a sense of responsibility to preserve local traditions amid globalizations.

Preliminary study results indicate that students' understanding and interest in Bojonegoro's local cultural wisdom remains considerably low. This is evident from their lack of awareness regarding the rich cultural heritage around them, such as Bojonegoro's distinctive batik, traditional foods, and various regional values and

traditions. Students tend to be more attracted to global cultures, often without gaining a deeper understanding of their own local heritage, which should be an integral part of their identity. The limited integration of local wisdom into the learning process, along with the lack of activities that directly involve students in cultural preservation, are contributing major factors to this low level of awareness. Furthermore, most students do not perceive local culture as relevant to their daily lives, which significantly limits their interest in Bojonegoro's traditions. This phenomenon highlights an urgent need to develop a more innovative and contextually relevant P5 RA module that incorporates local wisdom, allowing students to explore, understand, and appreciate their cultural heritage in a more engaging and practical manner.

This study holds high urgency in supporting the achievement of goals in building both Pancasila-based and Islamic character. By leveraging the local wisdom of Bojonegoro's traditional cuisine, the module serves as a relevant and contextual learning medium, making it easier for students to understand and apply Pancasila values and Islamic teachings in their daily lives (Nurgiansah, 2022). Additionally, this approach plays a crucial role in preserving and promoting Bojonegoro's cultural heritage among younger generations, strengthening cultural identity, and fostering a sense of patriotism, particularly a deep appreciation for Bojonegoro (Agustino et al., 2024).. This aligns with the fundamental principles of education, which aim not only to enhance academic knowledge but also to develop students' moral, spiritual, and nationalistic values (Mahmudah et al., 2023).

Previously, the researcher conducted a similar study aimed at developing a P5PPRA module based on local wisdom, with a primary focus on Bojonegoro's traditional batik. That study successfully integrated batik education into the character-building process, emphasizing artistic values, creativity, and perseverance. However, the scope of that research was limited to a single aspect of local wisdom batik without incorporating the broader spectrum of Bojonegoro's cultural richness (Author, 2024).

The key distinction of the current study lies in its focus on character development through the integration of local wisdom-based modules in the context of traditional cuisine. Traditional foods such as nasi tiwul, pecel, and other regional delicacies embody cultural values, natural wealth, and an understanding of sustainable resource utilization. By incorporating traditional food elements, this study aims to provide students with a more holistic understanding of Bojonegoro's culture while enriching their learning experiences by introducing various aspects of local wisdom that shape character and identity.

Other studies have also revealed that character education can be effectively instilled in students through well-structured learning activities, one of which is by utilizing appropriately designed learning modules, such as the local wisdom-based

learning module with the theme “My Aspirations”(Yuniarti et al., 2021). A well-structured learning module, particularly one that integrates character values, allows students to learn not only academic material but also moral and social values that shape their personalities. With relevant and applicable modules, students can more easily internalize values such as discipline, responsibility, and empathy, as the content is directly related to their daily lives.

This aligns with previous research, which also highlights the success of P5 RA by emphasizing the contribution of local wisdom in these projects and its impact on students in navigating multicultural environments. Additionally, it enhances students' understanding of Pancasila values and the Rahmatan lil ‘Alamin profile. Through activities such as making spicy porridge, performing the Tidayu dance, and creating tolerance-themed bulletin boards, students actively contribute to building an inclusive and tolerant school environment while promoting local wisdom (Qalam et al., 2024).

One of the most effective approaches to strengthening students' character is the development of a local wisdom-based P5 RA project module, particularly one that highlights local traditions and regional cuisine. This module is designed to integrate cultural values such as perseverance, creativity, and respect for tradition, which are deeply embedded in traditional foods. Through this learning approach, students not only acquire knowledge about culinary arts and techniques but also develop fundamental values such as honesty, hard work, and gratitude for nature and their surroundings (Muthoharoh, 2024). By incorporating these elements, the P5 RA module provides a more holistic and contextual learning experience, helping students internalize positive character traits derived from their local wisdom while simultaneously strengthening their sense of identity and pride in the cultural heritage of Bojonegoro.

This study aims to explore character development through the development of a local wisdom-based Project for Strengthening the Rahmatan Lil ‘Alamin Student Profile (P5 RA) module, focusing on traditional cuisine. This module serves as a bridge for character reinforcement, integrating local cultural values embedded in culinary traditions. Through local wisdom-based learning, students not only gain knowledge about regional culture but are also expected to internalize positive values, such as creativity, discipline, hard work, and respect for traditions. Thus, this module is designed to provide a meaningful and practical learning experience, shaping students with stronger character and a deeper appreciation for their local culture.

## **METHOD**

This research employs a qualitative method, with the research subjects being fourth-grade students at MI Nurul Huda Bojonegoro. These students were selected because they are at a developmental stage appropriate for understanding fundamental concepts in the local wisdom-based learning module. At this age, students also begin to develop an understanding of cultural values and character traits that can be strengthened through approaches relevant to their environment.

The data collection techniques used in this study include observation and interviews. Observations were conducted to examine the learning process, while interviews with teachers and students explored their character development through the use of the module. The data generated in this research is qualitative in nature, obtained through observations, interviews, and analysis of student character development using the local wisdom-based module on traditional Bojonegoro cuisine, which was developed by the researcher. The data analysis process follows three stages: data reduction, data presentation, and conclusion drawing, aiming to identify key findings related to the module's effectiveness in character development.

## **RESULT AND DISCUSSION**

This study analyzes character reinforcement through the development of the P5 RA module based on local wisdom. The module is designed with various content elements that support the achievement of the elements, dimensions, and sub-dimensions within P5 RA, ensuring the formation of the desired character traits.

The first step in the process is introducing the product, the P5 RA module, which contains curriculum-aligned materials that enhance students' character development. This activity was conducted at MI Nurul Huda Bojonegoro, focusing on the theme of local wisdom through Bojonegoro's traditional cuisine. The program was designed to familiarize students with the richness of local culture while instilling values such as cooperation, patriotism, and environmental awareness. In its implementation, students were encouraged to explore local culinary traditions, such as *ledre* and *serabi*, by engaging in hands-on cooking activities and gaining an understanding of the historical and cultural significance of these foods.

This project utilizes a project-based learning (PBL) approach, incorporating exploration, elaboration, and presentation activities. The outcome is an exhibition showcasing batik artwork and traditional foods within the school environment, attended by students' parents and the local community. Through this initiative, MI Nurul Huda Bojonegoro aims to cultivate a generation that values and preserves local wisdom while actively contributing to the preservation of Bojonegoro's cultural identity.

Based on the results, the teaching module used in this project effectively helps students understand the learning material while fostering character development aligned with P5 and PPRA values. Character formation occurs through the consistent activities carried out by students throughout the project. Various hands-on experiences undertaken during the P5 RA project reinforce these character traits, ensuring meaningful learning and personal growth.

Character development in this study aligns with the characteristics and needs of the madrasah, as it integrates Islamic values and local culture, such as Bojonegoro's traditional cuisine. This module is relevant to the madrasah's vision of shaping students who are faithful, devout, and patriotic, while also supporting contextual project-based learning. The research findings indicate that this module effectively enhances students' character development and engagement, providing a meaningful learning experience through the integrated application of cultural and religious values.

Theoretically, this module is supported by the Contextual Teaching and Learning (CTL) approach, which emphasizes the connection between learning and students' real-life environments (Sudarta, 2022). The implementation of the CTL model has been shown to improve students' motivation and learning outcomes (Astuti & Najuba, 2024). Furthermore, character education based on local culture serves as a fundamental pillar in shaping individuals who can adapt and contribute positively to modern society. Thus, this module not only meets the madrasah's educational needs but is also highly relevant in developing students who excel intellectually, spiritually, and socially.

The Strengthening of the Pancasila Student Profile is a strategic effort to build students' character in alignment with Pancasila values. One effective method for achieving this is through the use of project-based modules rooted in local wisdom. In the context of project-based learning at MI Nurul Huda Bojonegoro, this module is designed to introduce and explore character values through the study of traditional cuisine. As a result, students not only gain knowledge about local culinary heritage but also develop attitudes and behaviors that reflect national values.

Through this project-based module, the value of collaboration (gotong royong) becomes a key aspect of students' character development. The learning process, which involves teamwork in researching, preparing, and presenting traditional foods, encourages students to engage in active collaboration. They learn to share responsibilities, respect their peers' opinions, and work effectively in groups. This experience strengthens their sense of unity and social awareness, fostering a deeper appreciation for cooperation and cultural heritage.

Additionally, the value of independence is also cultivated throughout the implementation of this project. Students are given the freedom to explore and

present Bojonegoro's traditional cuisine with their own innovations. They learn to develop creativity in food preparation, seek information independently, and take responsibility for their work. The critical and innovative thinking skills gained from this experience will serve as valuable assets in their future lives. This aligns with research by Fauziah, Ijudin, Holis, & Masripah (2024), which found that using the P5 project-based module fosters students' independent character, developed through hands-on practice by all participants.

Furthermore, this project strengthens students' patriotism. By understanding and practicing the preparation of Bojonegoro's traditional foods, students develop a greater appreciation for their cultural heritage. They not only learn about different types of traditional dishes but also gain insight into their philosophical and cultural significance. This heightened awareness of the importance of preserving local culture becomes an integral part of their identity as the next generation committed to upholding their nation's heritage.

Overall, the use of local wisdom-based project module on Bojonegoro's traditional cuisine significantly contributes to student character development. Through this approach, they not only gain academic understanding but also internalize noble values that align with the Pancasila Student Profil. Thus, education becomes more than just a means of knowledge transfer. It serves as a foundation for character building, preparing students to face future challenges with integrity and resilience.

## **CONCLUSION**

Thus, the project-based learning module for strengthening the Pancasila student profile, which is based on local wisdom and focuses on traditional Bojonegoro cuisine, is highly suitable for use in P5 RA activities. Its core material helps students understand the subject matter while actively engaging them in various projects. This engagement fosters the development of P5 and RA character traits, such as the value of collaboration, which is a key aspect of students' character formation. The learning process, which involves teamwork in researching, preparing, and presenting traditional foods, encourages students to collaborate actively. They learn to share responsibilities, respect their peers' opinions, and work effectively in groups, thereby strengthening their sense of togetherness and social awareness. Additionally, the module features visually appealing content that enhances students' enthusiasm for learning.

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