



The Concept of Traditional Sports in Implementing the Independent Curriculum in Primary Schools: An Empirical Literature Study on Strengthening the Pancasila Student Profile

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Abstract: This study aims to develop an integrative concept of traditional sports as part of the implementation of the Independent Curriculum in primary schools through the framework of the Pancasila Student Profile Strengthening Project (P5). The research employs a qualitative descriptive method, using literature review as the main data collection technique, focusing on academic sources and documents related to the Independent Curriculum and Physical Education (PJOK). Data were analyzed through reflective and systematic processes to formulate an empirical understanding of how Pancasila values can be integrated into project-based learning through traditional sports. The findings reveal that the "Pancamain Indonesia" activity effectively supports the objectives of the P5 initiative through four main aspects: (1) establishing educational units as open ecosystems that encourage community participation, (2) providing space and opportunities for students to develop character and competencies, (3) designing project-based learning processes with clear and measurable outcomes, and (4) promoting interdisciplinary collaboration among teachers to enrich educational results. Hence, implementing traditional sports through Pancamain activities can serve as a strategic co-curricular approach to reinforce the Pancasila Student Profile within primary education..

Keywords: Traditional Sports; Independent Curriculum; Physical Education; Pancasila Student Profile; Primary School

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) play a crucial role in promoting the holistic development of students, encompassing physical, intellectual, emotional, and social aspects of human growth. Within Indonesia's educational context, PJOK is not limited to improving motor skills or physical fitness but also serves as a medium for cultivating national character, discipline, cooperation, and moral integrity (Usman, Aditya, & Helmi, 2019). These dimensions are fundamental to the philosophical foundation of the nation Pancasila which emphasizes moral virtue, unity, and collective responsibility.

The introduction of the Independent Curriculum (Kurikulum Merdeka) represents a major transformation in Indonesia's educational system. This curriculum encourages schools to design flexible and contextual learning experiences that cater to students'

individual potential while fostering creativity, critical thinking, and character development (Subandrio & Kartiko, 2021; Almaida, Suherman, & Rahman, 2023). One of its key components is the Pancasila Student Profile Strengthening Project (Projek Penguatan Profil Pelajar Pancasila or P5), which aims to nurture students who are faithful to God Almighty, globally minded, collaborative, independent, critical, and creative (Satria et al., 2022).

However, the practical implementation of P5 within PJOK remains inconsistent. Many teachers struggle to align physical education learning outcomes with Pancasila values due to limited pedagogical frameworks and contextual models (Maruti et al., 2023). At the same time, traditional sports and indigenous games—once integral to the social and cultural life of Indonesian communities are gradually disappearing from school activities, overshadowed by modern and competitive sports. This shift not only threatens cultural continuity but also limits the potential of PJOK to serve as a character-building discipline grounded in local wisdom.

Scholars argue that the integration of traditional games into PJOK can provide meaningful, culture-based learning experiences that strengthen both physical competence and moral character (Ghina & Hazimah, 2021). Traditional sports promote cooperation, respect, and fairness, all of which resonate with the moral foundations of Pancasila. Despite these advantages, there remains a scarcity of empirical research and conceptual models that systematically demonstrate how traditional sports can operationalize the goals of the Independent Curriculum and the P5 initiative.

Therefore, the present study aims to develop a conceptual model for implementing traditional sports within the Independent Curriculum for primary schools, emphasizing its role in reinforcing the Pancasila Student Profile. Employing a qualitative literature study approach (Emzir, 2012; Sugiyono, 2016), this research analyzes key curricular documents, prior empirical findings, and theoretical perspectives to formulate an integrative framework for character-based physical education.

The central thesis of this study is that the integration of traditional sports such as *Pancamain Indonesia*—into the Independent Curriculum can effectively embody the values of the Pancasila Student Profile. By positioning traditional sports as a bridge between culture, education, and character formation, the study proposes an innovative pedagogical pathway to strengthen both cognitive and moral competencies among Indonesian primary school students.

METHOD

This study employed a qualitative research design using a literature-based approach to explore the conceptual integration of traditional sports within the Independent Curriculum (Kurikulum Merdeka) for primary schools. The qualitative paradigm was selected because it enables an in-depth understanding of educational phenomena through interpretative, descriptive, and contextual analysis (Emzir, 2012). According to Sugiyono (2016), qualitative research emphasizes natural settings as direct sources of data, with the researcher serving as the primary instrument for data interpretation and synthesis.

The study adopts a descriptive qualitative design, aimed at identifying patterns, relationships, and theoretical linkages between traditional sports and the educational objectives of the Independent Curriculum. The descriptive design allows the researcher to systematically examine how traditional games can be utilized as co-curricular tools to strengthen the Pancasila Student Profile (Profil Pelajar Pancasila or P5). This approach aligns with previous studies emphasizing the importance of cultural and contextual

learning frameworks in the Merdeka Curriculum (Maruti et al., 2023; Almaida, Suherman, & Rahman, 2023).

Data were obtained primarily through documentary analysis, focusing on secondary sources such as academic journals, policy papers, official curriculum guidelines, and educational research related to PJOK and traditional sports. Documentation included both public records (e.g., government regulations, scholarly publications) and private materials (e.g., teacher reflections, institutional reports) relevant to the research topic. Each document was examined for its relevance to curriculum design, pedagogical strategies, and value-based education.

In accordance with Emzir (2012), documentary analysis serves as an effective technique for identifying recurring themes and theoretical constructs within a specific educational context. Field notes, reflective annotations, and textual coding were used to ensure systematic data organization and analytical rigor.

The process of data analysis followed the stages of data reduction, data display, and conclusion drawing/verification as proposed by Miles and Huberman (in Sugiyono, 2016). Initially, the researcher filtered and categorized relevant information related to the Independent Curriculum, traditional sports, and Pancasila-based education. The data were then organized into thematic clusters to facilitate pattern recognition and interpretive coherence.

o ensure the credibility and trustworthiness of the findings, the researcher employed triangulation of sources and theoretical perspectives. The data from multiple literature sources were cross-verified and continuously re-evaluated throughout the research process. This iterative verification ensured that interpretations remained consistent with the empirical evidence and theoretical framework.

RESULT AND DISCUSSION

Result

The findings reveal that the Independent Curriculum (Kurikulum Merdeka) emphasizes flexibility, creativity, and learner-centered education at the primary level. This curriculum grants teachers and schools the autonomy to design context-based learning experiences that accommodate students' individual needs and local cultural contexts (Almaida, Suherman, & Rahman, 2023).

Central to this curriculum is the Pancasila Student Profile (P5) a national framework consisting of six key dimensions: (1) faith and piety to God Almighty, (2) noble character, (3) global diversity, (4) cooperation, (5) independence, and (6) critical and creative thinking (Satria et al., 2022). The implementation of P5 aims to ensure that Indonesian students develop both intellectual capability and moral integrity.

However, the research indicates that teachers encounter difficulties in operationalizing P5 through Physical Education (PJOK). Many schools lack concrete pedagogical frameworks to link character formation with physical learning activities (Maruti et al., 2023).

The study finds that traditional Indonesian sports such as gobak sodor, engklek, balap karung, and bentengan carry strong educational potential. These games reflect local wisdom, social cooperation, and moral values aligned with the principles of Pancasila (Ghina & Hazimah, 2021).

Traditional sports inherently cultivate discipline, teamwork, fairness, and perseverance. When incorporated into PJOK, these games provide meaningful experiences that develop both physical skills and ethical behavior. Furthermore,

reintroducing traditional sports supports cultural preservation and strengthens students' sense of national identity (Usman, Aditya, & Helmi, 2019).

The Pancamain Indonesia model emerges as an innovative approach to integrating traditional sports into the Independent Curriculum. Derived from Pancasila and permainan (game), it represents a pedagogical framework for embedding national values through play-based education. Community-Based Educational Ecosystem Schools function as open environments that encourage participation from families and local communities. Character and Competency Development – Students engage in physical activities that enhance their moral and social competencies. Goal-Oriented Project Design – Each activity has measurable learning outcomes aligned with P5 values. Collaborative Pedagogy Teachers from multiple disciplines cooperate to deliver integrated, project-based lessons (Maruti et al., 2023).

The findings suggest that Pancamain Indonesia aligns effectively with the objectives of the Independent Curriculum and P5 by fostering student participation, creativity, and moral development through culturally relevant sports.

The data show that the successful implementation of Pancamain Indonesia requires professional development among PJOK teachers. Teacher Working Groups (Kelompok Kerja Guru or KKG) are key in formulating interdisciplinary projects and ensuring alignment with P5 outcomes (Satria et al., 2022).

Additionally, institutional collaboration among schools, local governments, and cultural communities strengthens the curriculum's cultural dimension. This cooperative framework enriches student learning experiences and fosters a sustainable model of character education.

Discussion

The integration of traditional sports within the Independent Curriculum holds profound pedagogical and cultural significance. It bridges the gap between modern educational reforms and Indonesia's cultural heritage, allowing students to internalize Pancasila values through experiential learning.

From a constructivist perspective, learning through traditional games enables students to actively construct knowledge through experience, interaction, and reflection. This aligns with the view that meaningful learning occurs when students engage in culturally relevant, hands-on activities that connect physical and moral dimensions (Emzir, 2012; Sugiyono, 2016).

Furthermore, based on Vygotsky's sociocultural theory, traditional sports act as a social medium for cognitive and moral development. Cooperative play fosters communication, empathy, and problem-solving key competencies promoted by the P5 framework. Thus, Pancamain Indonesia embodies a learning model grounded in social interaction and cultural identity, reinforcing both academic outcomes and character formation.

The discussion also highlights the broader educational implications. Incorporating traditional sports within PJOK not only revitalizes cultural knowledge but also supports nation-building by instilling collective values such as respect, unity, and cooperation (Ghina & Hazimah, 2021). It transforms physical education from a purely performance-oriented subject into a vehicle for ideological and moral education rooted in Indonesian values.

Finally, the study underscores the need for curriculum developers and policymakers to institutionalize frameworks like Pancamain Indonesia. Such models can guide teachers in designing authentic, project-based learning that integrates cultural

practices into physical education, ensuring that Merdeka Belajar (Freedom to Learn) truly embodies the nation's character and identity.

CONCLUSION

The findings of this study confirm that the integration of traditional sports into the Independent Curriculum (Kurikulum Merdeka) provides a strategic and culturally relevant approach to realizing the objectives of the Pancasila Student Profile (P5) in primary education. By emphasizing flexibility, contextual learning, and character formation, the Independent Curriculum creates an ideal platform for combining physical education with Indonesia's cultural and moral heritage.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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