



Enhancing Love of Homeland in Early Childhood: A P5 Batik Nusantara Case Study

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ABSTRACT

This study aims to describe the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme *Batik Nusantara* as an effort to instill a love for the homeland in early childhood. Several studies have previously explored the implementation of the in cultivating love of homeland character. However, these studies have not provided their own contribution by focusing specifically on the cultivation of love for the homeland at the early childhood education through the P5 Batik Nusantara. Using a qualitative case study method, the research involved a principal, two teachers, fifteen group B students, and two parents from a kindergarten in Bekasi, West Java. Data were collected through observation, interviews, documentation, and literature review. Analysis followed the Miles and Huberman model: data reduction, data display, and conclusion. Findings show that the implementation of P5 *Batik Nusantara* was carried out systematically in five stages: introduction, contextualization, action, reflection, and follow-up. The project effectively fostered love for the homeland through contextual learning, exploration of local culture, and active participation from students and parents. The developed dimensions of the Pancasila Student Profile included global diversity, mutual cooperation, and creativity. Assessment results indicated that most students showed expected developmental progress. These findings contribute to national efforts in strengthening early childhood character education through culturally grounded pedagogies. This study recommends replicating the study in multiple PAUD institutions to test scalability. integrating other cultural or local heritage themes within the P5 framework, or longitudinal tracking to assess sustained character development over time.

Keywords: *Pancasila Student Profile Project, Love Of Homeland, Batik, Early Childhood, Character Education*

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INTRODUCTION

The diminishing attachment to love homeland among younger generations is becoming more apparent in today's youth, emphasizing the need to instill national values from a young age in order to mitigate the negative impacts of foreign cultural influences and to cultivate a generation that values national interests (Darmansyah & Susanti, 2024; Febriani et al., 2023; Miftahurrohman et al., 2024). Education plays a crucial role in the endeavor to rejuvenate and strengthen a sense of nationalism (Ardhi & Warmansyah, 2023; Munir &

Warmansyah, 2023). It is not simply a means of conveying knowledge, but rather a significant process of ingraining national values.

The surge of globalization has profoundly impacted the mindset and way of life of younger generations, allowing them to be exposed to foreign cultures more quickly than to their own (Maulani et al., 2024). The declining affection for one's homeland among early childhood learners poses a significant challenge in today's global environment (Mara & Morar, 2023). The swift arrival of foreign cultures and information has slowly eroded national values, resulting in younger individuals becoming more distanced from their national identity and cultural heritage (Ailah et al., 2025). As such, fostering a sense of patriotism should be approached holistically, starting with the closest surroundings, including families and early childhood education settings. The aim is not to dismiss globalization, but to prepare young children with the ability to adapt while fostering a deep connection to their national identity.

A recent study has revealed a decline in the student character quality index, from 71.41 to 69.62, indicating a weakening of core values such as *religiosity*, nationalism, independence, mutual cooperation (*gotong royong*), and integrity. This decline underscores an urgent need for comprehensive character education, especially since students' understanding of national identity is only at 59% (Nova et al., 2024). The main concern lies not merely in the numerical drop, but in the potential threat to the continuity of national character that has long been cultivated. To address the various issues arising from a nation's lack of self-awareness, it is crucial to introduce character education focused on *love for the homeland*, in order to foster a genuine sense of love of homeland within individuals (Harpiyani et al., 2022). Thus, instilling patriotic character should be prioritized in shaping a generation that not only understands but sincerely loves and is devoted to their country.

Character education is a systematic effort to habituate students to behave and act in accordance with values that have become part of their personality, eventually forming consistent attitudes and behaviors (Astuti et al., 2021). It is a long-term process that cannot be achieved in a short period of time (Masykuroh & Wahyuni, 2023). The internalization of character values and national culture should begin at an early age, helping children develop into individuals who consistently demonstrate commendable behavior wherever they are (Masykuroh & Fajriah, 2023)(Ramadhani & Masykuroh, 2022). Early childhood is considered the most effective phase for laying the foundation of positive character values, as children are active learners undergoing a sensitive period in which they absorb environmental stimuli rapidly.

Character education can be understood as an effort to shape individuals to care for one another, show mutual respect, embody a spirit of perseverance, and be willing to make sacrifices for the sake of national unity and integrity (Nahdiyah et al., 2023). Children who have yet to understand the values of *love for the homeland* often display uncontrolled emotional shifts, making them easily angered or offended. They also tend to struggle with impulse control, frequently acting without considering the consequences for themselves or others. Such children may exhibit aggressive behavior, act arbitrarily, damage public facilities such as buildings, homes, and vehicles during protests, and use offensive language or demonstrate rude behavior during demonstrations (Dedy Herawan & Sudarsana, 2017).

The *Pancasila Student Profile Strengthening Project* (*Projek Penguatan Profil Pelajar Pancasila* or P5) is a flagship program of the *Kurikulum Merdeka* (Independent Curriculum), designed to reinforce students' character through project-based learning. P5 does not aim to achieve specific learning outcomes tied to subject content, as it is not bound by the standard curriculum of particular disciplines. The ultimate goal of P5 is to cultivate the *Pancasila Student Profile*, which comprises six core dimensions: (1) Faith in God Almighty and Noble Character, (2) Global Diversity, (3) Collaboration, (4) Independence, (5) Critical Thinking, and (6) Creativity (Suriansyah et al., 2019). The program emphasizes education that is closely linked to everyday life, in line with Ki Hajar Dewantara's philosophy: "The best learning occurs through direct experience, not merely through theory". Through real-world projects that reflect students' daily lives, the younger generation can develop a sense of awareness and care toward culture, the environment, and national challenges. This approach helps counter the risks of globalization that may erode national identity, by empowering students to become active agents in shaping national character.

Integrating cultural values into the educational process is a foundational strategy for character development. A culture-based learning approach is a profound educational strategy in which cultural context becomes the primary foundation of teaching and learning. This method enables both teachers and students to engage actively in an academic environment that feels familiar and relevant, thus creating a more meaningful and productive learning experience (Humaeroh & Rahayu, 2022). According to the Regulation of the Ministry of Education, Culture, Research, and Technology No. 56/M/2022, the learning process prioritizes the *Pancasila Student Profile* and local traditions by taking into account regional contexts and the characteristics of children (Fitroh et al., 2023). Thematic content in P5 plays a vital role in early childhood education. This urgency is particularly relevant to the cultivation of *love for the homeland* values, not merely as knowledge but as guiding principles to be applied in everyday life (Daulay & Fauziddin, 2023).

A preliminary study conducted at several early childhood education institutions—namely RA Baitussyakur (Depok), RA Al Manar (Bekasi), PAUD Aisyiyah (Kalianyar), and TK Sabilina (Bekasi)—revealed that efforts to introduce the love of homeland characters to students are still in need of further development. At RA Baitussyakur in Depok, *love for the homeland* is introduced through weekly flag ceremonies and Independence Day celebrations. However, its implementation remains limited to introductory activities. A similar condition is observed at RA Al Manar in North Bekasi, where national values are incorporated into the learning theme "My Country" (*Negaraku*) and routine ceremonies are held, though the approach has yet to be applied in a comprehensive manner. Meanwhile, PAUD Aisyiyah Kalianyar in West Jakarta has initiated the introduction of *Pancasila* values and *diversity* through Independence Day celebrations and cultural appreciation activities involving traditional clothing.

TK Sabilina, on the other hand, demonstrates a more innovative and comprehensive approach in instilling *love for the homeland* values compared to other early childhood institutions. TK Sabilina implements meaningful learning through a student-centered *Pancasila Student Profile Strengthening Project* (P5). What sets TK Sabilina apart is its unique approach to cultivating patriotic character values through carefully designed and innovative P5 projects

that engage all school elements. The selection of the P5 topic *Batik Nusantara* as a medium for fostering love of homeland character has not been implemented in other early childhood institutions. This project serves as a platform for integrating various perspectives and bodies of knowledge, encouraging students to understand critical issues and take meaningful action within their communities. Based on the aforementioned discussion, research on instilling patriotic character through the *Pancasila Student Profile Strengthening Project* (P5) themed *Batik Nusantara* at TK Sabilina is deemed essential. The focus of this study is to describe the efforts made by TK Sabilina in Bekasi to cultivate *love for the homeland* through the implementation of the *Batik Nusantara* project within the P5 framework.

Several studies have previously explored the implementation of the *Pancasila Student Profile Strengthening Project* in cultivating love of homeland character (Budi Saputro, 2024; Fitroh et al., 2023; Sutisnawati et al., 2023; Thowilah & Hoiriyah, 2024). However, the present study offers a distinct contribution by focusing specifically on the cultivation of *love for the homeland* at the early childhood education (PAUD) level through the P5 project themed *Batik Nusantara*, a topic that has not been explored in previous research. The objective of this study is to describe the implementation of the *Batik Nusantara* topic in the P5 as a strategy for fostering patriotic character. The findings of this study are expected to provide valuable insights for the development of an effective culture-based learning model that instilling love of homeland character in line with *Pancasila* values.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design. The case study method was chosen because it provides an in-depth understanding of complex phenomena in real-world contexts, in this case, efforts to foster a love of homeland in early childhood through the introduction of Batik Nusantara. Case study is an effective approach for investigating educational practices in specific situations and contexts, as it offers a comprehensive picture of the dynamics occurring in learning activities (Alcívar Espín et al., 2019). By using this method, the researcher can explore the experiences and perspectives of participants involved in learning activities related to Batik Nusantara.

The object of this research is the effort to cultivate love for the homeland through the teaching of Batik Nusantara at TK Sabilina, while the research subjects consist of one school principal, two teachers, fifteen students from Group B, and two parents of those students. The participants were selected purposively, considering their important roles in the learning process and their involvement in activities related to the introduction of local culture. Data collection techniques used include in-depth interviews, participatory observation, and documentation. The research instruments consist of interview guides and observation sheets, which were developed based on the research objectives and the aspects to be explored in greater depth.

The data collection procedure is carried out in several stages, starting with interviews with the school principal, teachers, and parents to gain their perspectives on the importance of introducing Batik Nusantara to children. Observations are then made during classroom activities to see the direct application of Batik Nusantara introduction in learning. The collected data are then analyzed using thematic analysis, where the researcher identifies key

themes that emerge from the interviews and observations. Ethical considerations are maintained by ensuring that all participants give voluntary consent, maintaining the confidentiality of their identities and personal information, and ensuring that their participation in the study does not cause any negative impact (Sitorus, 2021)

The data analysis technique employed was the model developed by Milles and Huberman Matthew., (1994), which involves three main stages (Figure 1). The first stage, *data reduction*, involves a thorough review of all collected data and the creation of reflective notes to identify relevant information. The second stage, *data display*, organizes the reduced data in an informative and systematic manner to facilitate understanding of the studied phenomenon. The third stage, *conclusion and verification*, entails an in-depth interpretation of the data, resulting in a comprehensive description and an accurate representation of the findings regarding the implementation of the *Pancasila Student Profile Strengthening Project* through *Batik Nusantara* at TK Sabilina.

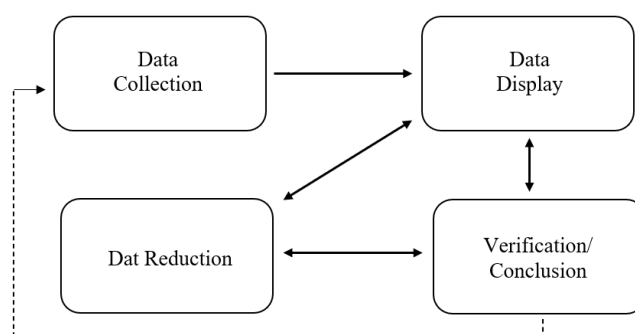


Figure 1. Analysis Data by Milles and Huberman

RESULTS AND DISCUSSION

TK Sabilina is located in Jatisampurna Subdistrict, Bekasi City, and is one of the early childhood education institutions (PAUD) that has implemented the *Kurikulum Merdeka* since 2021. The institution has also consistently carried out the *Pancasila Student Profile Strengthening Project* (P5) as part of the *Kurikulum Merdeka* implementation. This has been substantiated by data collected during the researcher's observation and interviews with several key informants, aimed at revealing the school's efforts in instilling patriotic character values through the implementation of the P5 project themed *Batik Nusantara*.

Planning of the P5 Project: *Batik Nusantara* Theme

Based on the results of observations and interviews, the planning of the P5 project was carried out through a work meeting held at the beginning of the academic year, involving the school principal and the facilitator team. During this meeting, all teachers actively participated in designing the annual program, semester program, and P5 project activities, including the urgency and objectives of the P5. The selection of the theme and subthemes for the P5 project was determined through a collective decision made by the facilitator team, which consisted of teachers. The P5 planning process followed the guidelines of the *Kurikulum Merdeka*. It was structured by integrating the dimensions, elements, and sub-elements of the P5 as outlined in the official curriculum guide, then adapted to meet existing needs—particularly the needs of the students at TK Sabilina.



Figure 3. Work Meeting on P5 Planning

The results of observations and interviews with several informants revealed the following information:

*During the work meeting discussions, all teachers were entitled to propose ideas regarding the Pancasila Student Profile Strengthening Project. The selected theme was *Aku Cinta Indonesia* (I Love Indonesia). The decision to choose Batik Nusantara as the project topic was based on the belief that batik is an original cultural heritage of Indonesia that is already familiar to children, as most households, insha Allah, possess batik items in the form of shirts, blouses, fabrics, accessories, or other objects. Therefore, we decided on Batik Nusantara as the P5 topic and began developing the P5 Module as a reference for project implementation (Interview with Teacher N).*

Instilling love of homeland value must begin with something tangible, accessible, and familiar to children. Batik is one of the media we can use to introduce authentic Indonesian culture to children and to cultivate a sense of pride and appreciation for it. In the end, we agreed that Batik Nusantara would be the topic of our P5 project (Interview with Teacher SM).

Based on the results of interviews and observations, it was found that the selected P5 theme was *Aku Cinta Indonesia* (I Love Indonesia), with the topic *Batik Nusantara*, aimed at instilling patriotic character through the introduction of Indonesia's rich cultural heritage. The goal was to foster pride in and appreciation for *Batik Nusantara*. The topic of batik was chosen because it is closely related to the daily lives of the children and is easily found in every household, as all TK Sabilina families possess batik in various forms.

The facilitator team also developed a module as a guideline for the implementation of the P5 project. The module includes the project's objectives, theme, topic, assigned personnel, timeline, mapping of the *Pancasila Student Profile* dimensions—elements—sub-elements—and the final goals for the early childhood education phase, activity flow, and assessment strategies. This P5 module was prepared by the team to be used in carrying out the project over a two-week period.



Figure 4. P5 Learning Module: *Batik Nusantara*

TK Sabilina conducted a comprehensive needs analysis of its students and focused on three key dimensions of the *Pancasila Student Profile*, namely: global diversity, mutual cooperation (*gotong royong*), and creativity. The selection of these dimensions plays a crucial role in ensuring the achievement of the ultimate goal of P5 implementation, which is the development of student character aligned with the *Pancasila Student Profile* (Shalikhah, 2022). The selected dimensions were aligned with the specific needs of the students and further elaborated into learning subcomponents (Ningsih et al., 2023). During the planning phase, the selection of dimensions and themes was based on the unique conditions and specific needs of each educational unit (Cahyaningrum & Diana, 2023). In the introduction phase, the teacher—acting as a facilitator—plays a vital role in motivating and energizing students (Juraidah & Hartoyo, 2022).

Introduction

In the introductory stage, the teacher introduced *batik* as an authentic Indonesian cultural heritage to the students by showcasing various batik motifs and types from different regions of Indonesia. The teacher emphasized that batik is an internationally recognized element of Indonesia's cultural wealth and discussed its significance and benefits in daily life. During this phase, the teacher used video media as a visual aid and presented actual batik samples from across the archipelago. The children received knowledge through both audio and visual means by watching educational videos on Indonesian batik and directly observing and touching various prepared batik fabrics and patterns. They also learned about the multiple uses of batik.

“The implementation of the P5 at TK Sabilina consists of five stages: introduction, contextualization, action, reflection, and follow-up. The first stage begins by providing children with knowledge about batik. We brought in batik fabrics from various regions of Indonesia and used educational videos on Indonesian batik as learning media.” (Interview with Teacher SM)

“Initially, children were introduced to batik culture by watching a video we had prepared. Then, we showed them various batik motifs from different regions of Indonesia. This way, the children learned that batik also exists in Papua, Madura, Kalimantan, and other regions—an effort to instill the value of global diversity by fostering appreciation for cultural differences.” (Interview with Teacher N)

“I watched a video about batik. I saw batik from Papua with a picture of a cendrawasih bird.” (Interview with Student AM)

“It turns out batik can be used not just for clothes, but also for bags, shoes, tablecloths, and bed sheets.” (Interview with Student AR)



Figure 5. Teacher Providing Initial Knowledge on *Batik Nusantara*

Contextualization

In the contextualization stage, students were guided to connect the knowledge they had gained with their real-life experiences. The teacher initiated discussions by posing trigger questions such as: what do you know about batik? how is batik made? where have you seen batik? what are the benefits of batik? and what can be done to preserve batik as a part of Indonesia's cultural heritage?

Students responded by sharing their experiences of wearing batik, identifying where they had encountered batik in daily life, describing household items made of batik, and expressing their desire to create batik themselves. At this stage, the teacher made intentional efforts to instill in students a sense of pride and appreciation for batik as an element of Indonesian cultural identity. The class also collaboratively planned to create their own batik using safe materials and techniques suitable for young children.

“My dad wears batik when we go to wedding parties.” (Interview with Student SM)

“I watched a video on how to make batik. I want to make batik myself.” (Interview with Student AR)

“Children were very interested when we showed the video on how batik is made. They wanted to try making their own batik, and we had a discussion to plan the activity. I was very happy to see how excited the children were about batik and their desire to create it. This is part of the process of cultivating a sense of pride and appreciation for Indonesian culture—an element of patriotic character. We agreed to create simple batik pieces with the children using safe techniques and materials.” (Interview with Principal M)

Action

In the action stage, the teacher encouraged students to apply their knowledge of *Batik Nusantara* through a meaningful, real-world project. Based on prior discussions with students, the teacher designed an action plan that included organizing a *Batik Nusantara Exhibition* to showcase various types of Indonesian batik as well as the children's own creations. The exhibition also served as an opportunity for children to express their pride in Indonesian culture by confidently wearing batik attire. The event involved students, teachers, and parents. Several activities carried out as part of this project included:

Preparing Natural Dyes for Batik Making

Batik-making activities for early childhood learners must prioritize safety by using tools and materials that are non-hazardous. Using traditional batik materials, such as hot

malam (wax), poses safety risks for children. Therefore, the teacher encouraged students to explore their environment to find natural dye sources.



Figure 6. Environmental Exploration to Collect Natural Dyes

The teacher introduced students to various plants found around the school that could be used as natural dyes for batik-making. The children showed great enthusiasm as they collected different types of flowers and leaves capable of producing natural colors, all under the guidance of their teacher.

“We took the children around the school environment to collect natural dye materials that would be safe for them to use during batik-making. We coordinated with neighbors around the school and received permission to gather some flowers and leaves for learning activities.”
(Interview with Teacher N)

“We found several flowers and leaves that can be used as natural dyes. The children were very excited as they gathered teleng flowers, bougainvillea, hibiscus, dadap leaves, papaya leaves, pandan leaves, cassava leaves, Japanese betel leaves, and many others.”
(Interview with Teacher SM)

Making Natural Dyes

The teacher demonstrated to the students how to produce natural dyes. The students were actively involved in the process of creating dye by using a combination of leaves, flowers, water, and a blender. The children were highly engaged and delighted as they observed the resulting colors—such as green, red, purple, blue, and orange—emerging from their mixtures.

“I tried mixing telang flowers with hot water, and my water turned purple.” (Interview with Student AM)

“I used a mixer. I put water and suji leaves inside, and the water turned green.” (Interview with Student AS)



Figure 7. Practice in Producing Natural Dyes

Batik-Making Practice

After successfully creating their natural dyes under teacher supervision, the project continued with batik-making practice. Students were given opportunities to experiment with various batik techniques, such as splatter (*ciprat*) technique, ecoprint (Figure 8), stamping, and immersion techniques. The children participated enthusiastically and collaborated well in completing their batik projects, with the hope of producing their best work to be showcased in the *Batik Nusantara Exhibition*.

“During the batik-making activity, the children worked cooperatively and demonstrated gotong royong (mutual assistance). Allah has given humans the intelligence to create batik from many different regions, and every person has their own unique strengths that enable them to produce batik.” (Interview with Principal M)

“The children were divided into several groups. They were very enthusiastic during the batik-making session. Some used the ecoprint technique, some did immersion, stamping, and splattering. The teacher prepared the tools and materials, and the children engaged creatively in the activity.” (Interview with Teacher N)

“It was so much fun! I brought a t-shirt from home and dyed it using the colors at school. My teacher said my shirt is like brand new!” (Interview with Student AS)



Figure 8. Batik Practice Using Ecoprint Tehchnique

Batik Nusantara Exhibition

The culmination of the P5 project was the *Batik Nusantara Exhibition* (Figure 9), which served as the highlight of the thematic activity where children showcased their finest *batik* creations. In addition, the school collaborated with parents to exhibit a variety of *batik* fabrics from across Indonesia, contributed by families within the school community. At home, parents were responsible for educating their children about the origin and significance

of the *batik* they owned, as a means of the provided the children with an opportunity to broaden their knowledge by observing the diverse *batik* patterns on display at school. Parents enthusiastically prepared for and supported this event, recognizing its positive impact on their children's character development.



Figure 9. Batik Nusantara Exhibition

"I fully support the Batik Nusantara Exhibition held at TK Sabilina. This activity is highly educational and helps foster children's character development by instilling pride in batik, a part of Indonesia's cultural heritage." (Interview excerpt from a parent informant at MI)

"I truly enjoyed this event because it involved parents and encouraged collaboration in creating each group's batik exhibition display at the Sabilina Gallery. It also allowed parents to get to know one another and work together to ensure the success of their children's school activities." (Interview excerpt from student informant W)



Figure 10. Batik Fashion Show

In addition, the children participated in a *batik* fashion show (Figure 10), wearing outfits prepared by their parents. The school collaborated with families to help the children build confidence in performing in public and to express their pride in wearing traditional Indonesian *batik*. Parents showed great enthusiasm by preparing *batik* costumes and accessories. Some children wore casual *batik* clothing, others dressed in formal *batik* attire, and a few creatively used *batik* fabric as wings, resembling costumes of justice heroes.

"I was deeply moved to see the children confidently and proudly modeling traditional Indonesian batik clothing." (Interview excerpt from teacher informant SM)

Reflection

In the reflection phase, teachers guided students to reflect on their experiences and the values gained from participating in the project. Based on interview data, students expressed joy in creating their own simple *batik* artworks. They reported gaining an appreciation for *batik* as part of Indonesia's cultural identity and feeling proud when wearing

locally made products. The final project reflection served as a comprehensive discussion on the overall process of the profile project implementation (Halik et al., 2024).

“We encouraged the children to reflect by first identifying their emotions during the project and then asking them questions such as: What did you learn during this project? Which batik pattern do you like the most? How is batik made? What are the benefits of joining this project? What did you enjoy the most? What would you like to learn more about in relation to batik?” (Interview excerpt from teacher informant SM)

Follow-Up

Based on the outcomes of the reflection phase, TK Sabilina conducted an evaluation, the results of which served as the foundation for planning subsequent actions. The evaluation was not limited to assessing students' learning experiences but also encompassed a review of the teaching process designed by educators in preparing the profile project activities, as well as the readiness of the educational institution and its surrounding environment to implement the project (Satria et al., 2022).

Interviews with informants revealed that the evaluation process was designed with consideration for the developmental characteristics of early childhood. Informants explained how they gathered direct feedback from the children. This evaluative approach extended beyond cognitive learning outcomes to include emotional aspects and the children's experiential engagement in internalizing the love of homeland character. The use of activity documentation as a reflective medium proved to be an effective strategy to help children recall their experiences, which then served as a foundation for further discussion.

Based on observations and interviews, the data indicated that the P5 assessment results, in the dimensions of unity in diversity, collaboration, and creativity, showed that the majority of students developed as expected. Parents also expressed strong support and observed positive changes in their children. Therefore, follow-up actions are necessary, such as expanding children's understanding of local wisdom in instilling the love of homeland character, organizing field trips to cultural artisans (e.g., batik craftsmen), and designing future projects under different thematic areas.

“The assessment results indicated that through the P5 project on the Batik Nusantara theme, 86% of students developed as expected in the ‘unity in diversity’ dimension, particularly in the element of recognizing and appreciating culture. Meanwhile, in the dimensions of collaboration and creativity, 82% of students also showed development in line with expectations.” (Interview excerpt from teacher informant SM)

“As the head of the school committee, I have received feedback from parents expressing their happiness and support for the P5 activity, as it has had a positive impact on their children—especially in fostering the value of recognizing and appreciating Indonesian culture. We hope parents can continue to be involved in future projects.” (Interview excerpt from parent informant W)

“We are very grateful to the parents who supported the P5 activity. The strong collaboration between school and parents significantly contributed to the success of the project. We are certainly committed to

continuing with more engaging and beneficial P5 projects in the future.” (Interview excerpt from principal informant M)

The implementation of the *Projek Penguatan Profil Pelajar Pancasila* (P5) with the *Batik Nusantara* theme at TK Sabilina was aligned with the learning module, following five phases: introduction, contextualization, action, reflection, and follow-up (Lenga et al., 2024). The project-based learning approach applied at TK Sabilina prioritized the learning process over final outcomes, providing students with meaningful learning experiences through active engagement at every stage (Halik et al., 2024).

CONCLUSION

This study demonstrates that instilling the love of homeland character in early childhood through the *Projek Penguatan Profil Pelajar Pancasila* (P5) with the theme *Batik Nusantara* at TK Sabilina Bekasi was systematically and comprehensively implemented in five phases: introduction, contextualization, action, reflection, and follow-up, with teachers as facilitators and students as active learners. The project-based learning approach effectively provided meaningful, contextually relevant experiences, fostering pride, appreciation, and love for Indonesian culture. The P5 *Batik Nusantara* project successfully integrated key values of *Profil Pelajar Pancasila*, particularly in global diversity, collaboration, and creativity, through activities like batik-making, natural dye use, and the *Batik Nusantara* Exhibition and fashion show. These activities enhanced students' understanding of cultural heritage while involving parents and the school community in character education. Assessment results showed that most students developed as expected across cognitive, affective, and psychomotor domains related to patriotic character. Thus, local culture-based P5 projects, such as *Batik Nusantara*, serve as effective models for early childhood character education, reinforcing the importance of the *Merdeka Curriculum*'s focus on contextual, participatory, and student-centered learning. Future research could replicate this study across multiple PAUD institutions, explore other local heritage themes within the P5 framework, or track longitudinal character development over time.

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