

ETNOPEDAGOGI NGUSABA DIMEL DI DESA ADAT SELAT, KARANGASEM, BALI SEBAGAI MODEL PENERAPAN PROFIL PELAJAR PANCASILA PADA MATA PELAJARAN IPS SMP

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ABSTRAK

Penelitian ini bertujuan untuk memahami secara holistik etnopedagogi *Ngusaba Dimel* di Desa Adat Selat, Karangasem, Bali sebagai model penerapan Profil Pelajar Pancasila pada mata pelajaran IPS SMP. Metode penelitian yang dipakai adalah metode penelitian kualitatif dengan model etnografi kritis. Hasil penelitian menunjukkan bahwa alasan pelaksanaan tradisi *Ngusaba Dimel* di Desa Adat Selat disebabkan oleh rasa syukur, pelestarian budaya, penguatan praktik hegemoni, dan sebagai ruang penyaluran gaya hidup. Pelaksanaan tradisi *Ngusaba Dimel* mengikuti pola siklus tahunan yang dimulai dari *Aci Ngepitu*, *Aci Nyaga Nyungsung*, *Aci Nguit Toya*, *Medugul- Meboros-Nagingin Pulu*, *Aci Petabuhan*, *Ngusaba Dimel*, dan ditutup dengan *Aci Kesanga*. Nilai karakter Profil Pelajar Pancasila yakni beriman dan bertakwa kepada Tuhan Yang Maha Esa, berkebhinekaan global, bergotong royong, kreatif, bernalar kritis, dan mandiri. Model etnopedagogi pada *Ngusaba Dimel* berupa pembiasaan di catur pusat pendidikan yaitu di keluarga, sekolah, masyarakat, dan media. *Ngusaba Dimel* dapat dijadikan materi IPS pada materi yang berhubungan Keanekaragaman Sosial Budaya Indonesia, serta materi proyek P5 pada tema kearifan lokal dan kewirausahaan

Kata kunci: *etnopedagogi, ngusaba dimel, nilai, model, sumber belajar*

ETHNOPEDAGOGY OF NGUSABA DIMEL IN SELAT VILLAGE, KARANGASEM, BALI AS A MODEL FOR IMPLEMENTING THE PANCASILA STUDENT PROFILE IN JUNIOR HIGH SCHOOL SOCIAL STUDIES

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ABSTRACT

This study aims to holistically understand the ethnopedagogy of the Ngusaba Dimel tradition in the Selat Indigenous Village, Karangasem, Bali, as a model for implementing the Pancasila Student Profile within the context of junior high school social studies education. The research employed a qualitative approach using a critical ethnographic model. The findings reveal that the implementation of the Ngusaba Dimel tradition is driven by expressions of gratitude, cultural preservation, reinforcement of hegemonic practices, and as a medium for lifestyle expression. The tradition follows an annual cyclical pattern beginning with Aci Ngepitu, Aci Nyaga Nyungsung, Aci Nguit Toya, followed by Medugul-Meboros-Nagingin Pulu, Aci Petabuhan, Ngusaba Dimel, and concluding with Aci Kesanga. The character values promoted align with the Pancasila Student Profile, namely: having faith in and devotion to God Almighty, embracing global diversity, cooperation, creativity, critical thinking, and independence. The ethnopedagogical model of Ngusaba Dimel is manifested through habituation processes within the four educational centers: family, school, community, and media. The Ngusaba Dimel tradition can be integrated into social studies materials related to Indonesia's socio-cultural diversity, as well as in P5 project-based learning under the themes of local wisdom and entrepreneurship.

Keywords: *ethnopedagogy, Ngusaba Dimel, values, model, learning resource*