Jurnal Ilmu Komputer Stikom Ambon (JIKOMSTIK)
E-ISSN: 2503-0957, Volume: 11, Issue: 01, Month: 04, Year: 2026
Available online at: https://jurnal.itbstikomambon.com/index.php/jikomstik



# POJECT MANAGEMENT FOR STRENGTHENING THE PANCASILA STUDENT PROFILE AT STATE JUNIOR HIGH SCHOOL 1 AMBON

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**Article Info**

***Article history:***
Received:03-02-2026
Revised:03-03-2026
Accepted:10-04-2026
Published:15-04-2026

***Keywords:***

*Project To Strengthen The Pancasila Student Profile*

**ABSTRACT**

This study was motivated by the importance of preserving local wisdom as a means of strengthening students' character amid the tide of globalization and modernization, which has the potential to erode local cultural values. The Pancasila Student Profile Strengthening Project (P5) in the Merdeka Curriculum serves as a vehicle for instilling the values of Pancasila through contextual learning experiences and concrete actions. This study focuses on the implementation of the P5 project on the theme of local wisdom, specifically the topic "Arika Gandong: Uniting Differences through Tahuri Culture and Gandong Fabric" at Ambon State Junior High School 1. This project aims to preserve the local culture of Maluku while shaping students' character through the three dimensions of the Pancasila Student Profile: having faith and reverence for God the Almighty and noble character; embracing global diversity; and practicing mutual cooperation. Based on preliminary data gathered through interviews and documentation, the project's implementation included an introduction to Tahuri culture and Gandong cloth, field trips to cultural centers, and demonstrations of traditional practices as concrete actions by the students. However, its implementation still faces a number of obstacles, including limited sources of cultural information, a lack of teacher understanding in developing project modules and conducting assessments, the suboptimal role of the facilitator team, time constraints, and differences in students' levels of understanding of local culture. Data from the report cards at Ambon Public Junior High School No. 1 show that character development scores increased by 11.74%, from 51.54 in 2022 to 57.59 the following year. These preliminary findings indicate progress in character development that warrants further study in relation to the project's implementation. Therefore, this study is expected to provide insights into the implementation, supporting factors, and inhibiting factors of the P5 project on the theme of local wisdom in strengthening students' character and preserving the local culture of Maluku.

## 1. INTRODUCTION

Education plays a strategic role in developing high-quality human resources—not only in terms of knowledge and skills, but also in character building and the preservation of the nation's cultural values. Through its "Merdeka Belajar" (Freedom to Learn) policy, the Ministry of Education and Culture seeks to foster "Pancasila Students"—that is, lifelong learners who possess global competencies and behave in accordance with the values of Pancasila. The "Pancasila Student" profile encompasses six main dimensions: having faith, being devout to God Almighty, and possessing noble character; embracing global diversity; practicing mutual cooperation; being independent; thinking critically; and being creative (Ministry of Education and Culture, 2020). Strengthening these character traits has become increasingly important amid the developments of globalization and modernization, which have the potential to influence the mindset, behavior, and connection of the younger generation to local culture.

One effort to realize the Pancasila Student Profile is through the Pancasila Student

Profile Strengthening Project (P5), which is part of the implementation of the Merdeka Curriculum. This project provides students with the opportunity to gain contextual learning experiences through direct engagement with various issues related to social, cultural, environmental, and community life. Through project-based activities, students are expected not only to understand the values of Pancasila theoretically but also to be able to apply them in their daily lives. The implementation of P5 also provides for schools to develop learning experiences that are relevant to the local environment and cultural characteristics.

The theme of local wisdom in P5 plays a vital role in introducing and preserving regional culture for the younger generation. Local wisdom is part of a community's identity, encompassing values, norms, knowledge, and way-of-life practices passed down from one generation to the next. However, the advance of globalization and modernization can lead to a decline in the younger generation's interest in local traditions. This situation highlights the need for educational efforts that can connect students with their local culture. Character education that integrates local cultural values is expected to foster a love for one's own culture, promote respect for diversity, and build awareness of the need to preserve cultural heritage.

Nevertheless, the implementation of P5 projects centered on local wisdom is not without challenges. Evranita's research (2023:67–68), for example, identifies several obstacles in implementing projects themed around local wisdom, including educators' limited practical knowledge of local culture, students' low interest in traditional culture, and limited activity budgets. Furthermore, educators' lack of understanding in designing learning activities and conducting assessments can affect the achievement of project objectives. These issues indicate that the success of P5 is determined not only by the implementation of activities but also by educators' preparedness, the availability of cultural information resources, and student engagement. and the accuracy of the evaluation process in measuring character development.

One of the schools implementing P5 by highlighting local wisdom is Ambon State Junior High School 1. This school developed a project centered on local wisdom with the theme "Arika Gandong: Uniting Differences Through Tahuri Culture and Gandong Cloth." The selection of this theme was based on the rich culture of Maluku, which needs to be introduced to and passed down to the younger generation. Tahuri and Gandong cloth are used as learning tools to introduce local cultural identity while instilling the values of unity, respect for diversity, and a spirit of togetherness. As part of the program, students participate in various activities, ranging from an introduction to Tahuri and Gandong cloth, to field trips to cultural centers, to demonstrations of traditional practices as a form of hands-on learning.

The project is aimed at developing the three dimensions of the Pancasila Student Profile: having faith, being devout to God Almighty, and possessing noble character; embracing global diversity; and practicing mutual cooperation. Through the introduction to and practice of local culture, students are expected to develop an awareness of the importance of preserving cultural heritage, respecting differences, and working together to achieve common goals. Thus, learning about local wisdom serves not only as a means of introducing traditions but also as a medium for character building relevant to the social life of the people of Maluku.

Based on an initial interview with the principal of Ambon Public Junior High School No. 1 on July 27, 2023, the implementation of the project still faces several challenges. The challenges identified include limited sources of information regarding Tahuri culture and Gandong fabric, which means that the planning of activities still relies heavily on online sources. In addition, there are still teachers who do not fully understand how to develop project modules and conduct assessments, particularly in evaluating the process of character development in students, rather than just the final product of the activity. The lack of optimal engagement from the facilitator team, issues with timely implementation, and differences in understanding between teachers and students regarding local culture also pose challenges in the project's implementation. These conditions highlight the need for further research to understand the P5 implementation process, as well as the factors that support and hinder the achievement of the project's objectives.

On the other hand, data from the report cards at Ambon Public Junior High School 1 show an 11.74% increase in character achievement, from a score of 51.54 in 2022 to 57.59 the following year. This achievement indicates progress in the character development of the students. However, this increase in scores cannot yet be directly attributed to the implementation of the P5 project on local wisdom without further analysis. Therefore, research is needed to examine the project's implementation in greater depth, particularly regarding how activities were planned and carried out, how local cultural values were integrated into learning, and the challenges faced in developing students' character.

Based on the above description, this study aims to analyze the implementation of the Pancasila Student Profile Strengthening Project on the theme of local wisdom, with the topic "Arika Gandong: Uniting Differences through Tahuri Culture and Gandong Fabric" at Ambon State Junior High School 1, including the factors that support and hinder its implementation. This study is expected to contribute to the development of character education practices based on local wisdom, particularly in the context of preserving Maluku culture and strengthening the Pancasila Student Profile within the school environment.

## 2. MATERIALS AND METHODS

Research Design

This study uses a qualitative approach with a descriptive research type. This approach is used to gain an in-depth understanding of the implementation of the Pancasila Student Profile Strengthening (P5) Project with the local wisdom theme, under the topic "Arika Gandong Unites Differences through Tahuri Culture and Gandong Cloth" at SMP Negeri 1 Ambon. The research focuses on the project implementation process, the integration of local cultural values into learning, as well as supporting and inhibiting factors in its implementation.

Research Location and Participants

The research was carried out at SMP Negeri 1 Ambon, which implements P5 by highlighting Maluku local culture as part of strengthening student character. The research informants were selected based on their involvement and knowledge of the project implementation. Relevant informants include the principal,3 teachers or P5 facilitator team, and 2 students involved in the project activities.

## 3. RESULTS AND DISCUSSION

### a. Implementation of the Pancasila Student Profile Strengthening Project (P5) on Local Wisdom Theme

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP Negeri 1 Ambon is carried out through the theme of local wisdom with the topic "Arika Gandong Unites Differences through Tahuri Culture and Gandong Cloth." This project is carried out as an effort to preserve Maluku's local culture while strengthening students' character according to the values of the Pancasila Student Profile. The choice of this theme is driven by the richness of Maluku's culture, which needs to be introduced to the younger generation so that it remains known, appreciated, and passed down to the next generation. Based on initial information from interviews with the principal, the implementation of the Independent Curriculum at SMP Negeri 1 Ambon started in the 2022/2023 academic year. In its first year of implementation, the school chose the theme of local wisdom as part of the adjustment process to project-based learning. In the implementation, the project was developed through cultural introduction activities, contextualization, and real actions involving students. In the introduction stage, students learn about the concepts, functions, and meanings of Tahuri and Kain Gandong in Maluku society. This stage aims to build students' initial understanding of local cultural identity and the values contained within it. Next, in the contextualization stage, students directly observe at the Kokoya Hutumuri Studio to gain knowledge about local culture through experiences outside the classroom.

In the hands-on stage, students carry out demonstrations of the Tahuri and Kain Gandong traditions. Other activities include getting to know traditional games, traditional music, writing about the history and use of Tahuri and Kain Gandong, as well as traditional dances. Through these activities, students get the chance to be involved in a learning process that connects knowledge with cultural preservation practices.

The project implementation is aimed at developing the three dimensions of the Pancasila Student Profile, which are: being

faithful, devoted to God Almighty, and having noble character; having global diversity; and practicing mutual cooperation. The dimension of being faithful and having noble character is developed through strengthening positive attitudes and behaviors. The global diversity dimension focuses on the ability to recognize and appreciate local culture while respecting diversity. Meanwhile, the mutual cooperation dimension is developed through communication, collaboration, and student involvement in joint activities. Although the project has been carried out through various cultural activities, its implementation still needs improvement, especially in providing cultural information sources, preparing the project modules, and conducting assessments. Therefore, the implementation of P5 at SMP Negeri 1 Ambon is an effort to integrate local cultural preservation with character education, which requires continuous planning and evaluation.

**b. Supporting Factors for the Implementation of the Pancasila Student Profile Strengthening Project (P5)**

Based on the available information, there are several factors that support the implementation of the P5 theme on local wisdom at SMP Negeri 1 Ambon. These factors are related to the school's commitment, the richness of local culture, the relevance of the theme to character education needs, and the availability of learning activities based on direct experience.

**First, the principal's commitment to developing education based on local wisdom.** Choosing a local wisdom theme shows the school's attention to preserving Maluku culture and shaping students' character. Even though the Merdeka Curriculum is still in its early stages, the school is trying to implement project-based learning that matches the local conditions and potential.Kedua, kekayaan budaya lokal Maluku. The presence of Tahuri and Kain Gandong serves as a relevant learning resource to introduce regional cultural identity to students. Local culture not only functions as a learning object, but also as a means to introduce values like unity, togetherness, respect for differences, and responsibility in preserving cultural heritage.

**Third, the alignment of the theme with the goal of strengthening student character**. The project “Arika Gandong Unites Differences through Tahuri Culture and Gandong Fabric” is related to developing global diversity and teamwork dimensions, as well as the dimension of being faithful, devoted to God Almighty, and having noble character. This alignment provides a basis for schools to integrate character values into contextual learning activities.

**Fourth, there are learning activities that provide hands-on experiences for students.** Cultural introduction activities, visiting workshops, traditional demonstrations, and cultural art practices give students the chance to learn by directly participating. This approach allows students to understand culture not just through classroom explanations, but also through observation and practice.

**c. Factors That Hinder the Implementation of the Pancasila Student Profile Strengthening Project (P5)**

The implementation of P5 on local wisdom themes at SMP Negeri 1 Ambon still faces several obstacles. Based on initial interview information with the principal on July 27, 2023, these challenges include limited sources of cultural information, teachers' understanding of project implementation and assessment, involvement of the facilitator team, timing of activities, and differences in students' understanding of local culture.

**First, there’s a limitation in sources of information about Tahuri culture and Kain Gandong.** The project materials are still mostly based on information from the internet. This shows that digging deeper into the history, meaning, and local cultural practices hasn’t been fully optimized. These limitations can affect the depth of the material delivered to students and point to the need for using more diverse sources of information.

**Second, teachers' understanding of how to prepare project modules is still not optimal.** As part of implementing the Merdeka Curriculum, which is still relatively new for schools, creating and developing P5 modules is quite a challenge. Teachers need to understand the connection between the project goals, activity stages, the dimensions of the Pancasila Student Profile, and the types of assessment used. A lack of understanding in these areas could mean that the project implementation isn’t running as smoothly as it should.

**Third, there is a difference in understanding about project assessment.** Based on initial information, there are still teachers who focus more on evaluating the final product rather than the process of shaping students' character. In fact, implementing P5 also needs to pay attention to the development of attitude, participation, collaboration, responsibility, and appreciation of culture throughout the activity process. This difference in understanding becomes a challenge in ensuring that the assessment aligns with the project's goals.

**Fourth, the participation of the facilitator team hasn't been optimal.** Initial information shows there have been issues with how active the facilitator team has been and the timeliness of carrying out activities. This situation can affect coordination, task distribution, and the smooth running of each project phase. Therefore, managing activities and coordinating among the implementers is an important aspect in supporting the achievement of project goals.

**Fifth, there's a difference in understanding of local culture between teachers and students.** Not all students have enough knowledge about Tahuri and Kain Gandong. Also, some teachers aren't from the local community, so they need to learn more about Maluku culture, which is the subject of the project. These differences in background knowledge make it a challenge to teach cultural material in a deep and contextual way**.**

Based on the above discussion, the factors hindering the implementation of P5 at Ambon State Junior High School 1 are primarily related to human resource readiness, the availability of cultural information sources, coordination of activities, and understanding of character-based assessment. These factors need to be addressed in the evaluation and development of the project so that the implementation of P5 can proceed in a more focused manner and in line with the objective of strengthening the Pancasila Student Profile.

## 4. CONCLUSION

Based on the research findings, the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of local wisdom at Ambon State Junior High School 1—through the topic "Arika Gandong: Uniting Differences Through Tahuri Culture and Gandong Cloth"—is one of the school's efforts to preserve the local culture of Maluku while strengthening students' character. The project was carried out through cultural introductions, a field trip to the Kokoya Hutumuri Art Studio, and practical activities such as demonstrations of traditions and cultural arts. These activities were designed to develop the dimensions of faith, piety toward God Almighty, noble character, global diversity, and mutual cooperation.

The project's implementation is supported by the school's commitment to developing education rooted in local wisdom, the cultural richness of Maluku, the relevance of the theme to character education, and the utilization of the cultural environment as a learning resource. However, its implementation still faces a number of obstacles, including limited information sources regarding Tahuri and Kain Gandong; teachers' insufficient understanding in developing modules and conducting assessments; the facilitator team's lack of full engagement; time constraints; and differing interpretations of local culture among teachers and students.

Therefore, it is necessary to strengthen teachers' competencies in designing and evaluating projects, improve coordination among the facilitator team, and develop cooperation with traditional leaders, cultural practitioners, and the local community to enhance learning resources. Assessments should also focus on the process of students' character development, not just the final outcome of the activity. Thus, the implementation of the P5 curriculum on the theme of local wisdom has the potential to serve as a learning tool that links cultural preservation with the development of students' character. Future research should examine in greater depth changes in students' character and the extent to which each dimension of the Pancasila Student Profile is achieved, based on measurable empirical data.

## ACKNOWLEDGEMENTS

The author would like to express gratitude to the Principal of Ambon Public Junior High School No. 1 for providing information and the opportunity to obtain preliminary data regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) on the theme of local wisdom, with the topic "Arika Gandong: Uniting Differences through Tahuri Culture and Gandong Fabric." Gratitude is also extended to the teachers, the team of facilitators, the students, and all parties who provided information and support in understanding the implementation of this project. Appreciation is also extended to those who contributed to the preparation of this study, whether through input, guidance, or academic support. It is hoped that this study can

contribute to the development of character education based on local wisdom and the preservation of Maluku culture through the implementation of the Pancasila Student Profile in the school environment.

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