

The Influence of *Project Based Learning* Towards Strengthening the Dimensions of Global Diversity and Understanding the Concept of Pancasila Education for Class XI Students of UPT SMAN 3 Bulukumba

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Abstract

This study aims to analyze the effect of the Project Based Learning model on strengthening the dimensions of global diversity and increasing the understanding of the concept of Pancasila Education in class XI students of UPT SMAN 3 Bulukumba. This study uses a quantitative approach with a quasi-experimental design involving 62 people from classes XI-1 and XI-5. The results of the study indicate that the application of the Project Based Learning model has a significant effect on strengthening the dimensions of global diversity, especially in terms of tolerance, ability to work together, and appreciation of cultural diversity. In addition, there is a significant increase in the understanding of the concept of Pancasila Education. The average pre-test score in the experimental class was 53 and increased to 89.8 in the post-test, while in the control class it increased from 52.9 to 77. This finding is supported by the results of the t-test which shows a significance value (two-sided) of $p = 0.000 < 0.05$.

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1. INTRODUCTION

Education in the era of globalization and industrial revolution 4.0 faces increasingly complex challenges, especially in forming a young generation that is able to adapt to a world that continues to develop, is connected and full of diversity. The development of information technology and the flow of globalization require students not only to master academic aspects, but also to have 21st century skills such as critical thinking, creativity, collaboration and communication. In addition, digital literacy, culture and global citizenship are important aspects that must be integrated into the education curriculum (Bilo et al., 2024).

Responding to these challenges, the Ministry of Education, Culture, Research and Technology for 2020-2024 formulated a Pancasila student profile, which emphasizes six dimensions of character. One important dimension is global diversity, which reflects students' ability to appreciate and respect cultural diversity, identities, and be able to interact positively in an increasingly pluralistic global context (Fauzi et al., 2023).

This dimension is important to strengthen the values of tolerance, empathy and social harmony in diverse life. However, the results of the Ministry of Education and Culture's survey show that only 32% of education units have implemented it well, while 59% need strengthening and 9% are at the most vulnerable level. Observations at UPT SMAN 3

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Bulukumba reinforce these findings: class XI students' understanding of the concept of Pancasila only reached 57 %, and the global diversity score was 50 %, reflected by low levels of social participation, intercultural collaboration and respect for differences.

In line with these challenges, the world of education requires innovative learning approaches that not only improve learning outcomes, but also shape character and skills for the 21st century. One relevant approach is the Project Based Learning (PjBL) model, because it provides space for students to learn actively through real projects that are relevant to their lives. This model develops critical thinking, collaboration, creativity and communication skills (Miharja et al., 2024). A number of studies such as (Shibgho & Alfiansyah, 2022) and (Pratama et al., 2023) show *Project Based Learning* effectively improves learning outcomes and student character. However, most of these studies are limited to the elementary school level and have not specifically examined the influence of this model on strengthening the dimensions of global diversity and understanding the concept of Pancasila Education simultaneously at the high school education level.

Based on this gap, this research offers novelty by examining in depth the effect of implementing the model *Project Based Learning* towards the dimensions of global diversity and understanding of the concept of Pancasila Education for class XI students at the high school level. This research adopts a project-based approach that is not only relevant to the local cultural context of students at UPT SMAN 3 Bulukumba, but also integrates global insights. It is hoped that this approach can contribute to developing learning models that are adaptive to cultural diversity and able to instill the values of diversity in a global context.

Therefore, this research aims to analyze how much influence the application of the Project Based Learning model which is contextualized in local culture and enriched with global insight has on strengthening the dimensions of global diversity and understanding the concept of Pancasila Education for class XI students at UPT SMAN 3 Bulukumba. With this approach, research is expected to make a significant contribution in developing learning strategies that are relevant and responsive to global challenges while remaining rooted in local wisdom.

2. RESEARCH METHOD

This research is a type of quantitative research with a research design *like an experiment*. In research *like an experiment* There are 2 classes studied, namely the experimental class using a learning model *Project Based Learning*, and the control class uses the conversion method. Research data collection techniques use questionnaires, tests and documentation. Before learning begins, both classes are given an initial test/*pre-respond*, then both classes were given learning using the method described above. After that, at the end of the material in both classes, another final test/*Post-respond*, then after giving a post-response Especially for the experimental group, a questionnaire was given *Project Based Learning* (PjBL) to evaluate the implementation of this learning model. Apart from that, a questionnaire on the dimensions of global diversity was also given to measure the extent to which the dimensions of global diversity were obtained by students and a questionnaire on understanding the concept of Pancasila Education was given to both groups. The Pancasila Education concept understanding questionnaire is used as a complementary instrument to support the results of the concept understanding test.

The research was conducted at UPT SMAN 3 Bulukumba with a total population of 294 with a sample of class XI.1 & XI.5 totaling 62 students. In this research the instruments

used were questionnaires, tests and documentation. By using Questionnaire Sheets and Test Sheets (pre-test and post-test). This was analyzed using two statistical techniques, namely descriptive statistical techniques and inferential statistics in the form of SPSS Ver.29.

3. RESEARCH RESULTS AND DISCUSSION

3.1 Results

Based on research results obtained from 04 February 2025 - 04 April 2024. Data obtained based on the results of questionnaires and tests. The characteristics of the respondents in the control class were obtained, 16 people were male and 15 people were female, totaling 31 people. In the Experiment class there are 31 people, 5 people are male and 26 people are female. The following is an example of using criteria to measure student attitudes Herhyanto (2015, quoted in (Hanum & Hidayat, 2017)).

Table. 1 Measurement results criteria

No.	Interval	Criteria
1.	1,00 - 1,80	Very Low
2.	1,81 - 2,61	Low
3.	2,62 - 3,42	Currently
4.	3,43 - 4,23	High
5.	4,24 – 5,00	Very high

Based on the criteria in table 1, the following is a recapitulation of the average score for the dimensions of global diversity on indicators of tolerance in social life. The results are as follows:

Table. 2 Recapitulation of the average score for tolerance in social life

No.	Sub indicators	Experimental class	control class
1.	Respect other people's opinions	4,81	4,13
2.	Feel comfortable interacting across cultures	4,84	4,10
3.	Understand the importance of tolerance	4,84	4,10
4.	Feel happy to help a friend	4,81	4,00
5	Respect differences of opinion in group discussions	4,87	4,03
Total rate		4,83	4,07

Based on the criteria in table 2, the following is a recapitulation of the average score for the dimensions of global diversity on the indicator of the ability to collaborate in diversity. The results are as follows:

Table. 3 Recapitulation Average score for ability to collaborate in diversity

NO.	indicator	Experimental class average	Control class average
1.	Proud of local culture	4.87	4.06
2.	Interested in learning about other cultures	4.81	4.19

3.	Believing diversity enriches social life	4.84	4.19
4.	Trying to create peace in school	4.90	4.26
5.	Believes that all cultures have important values	4.71	4.00
Overall average		4.83	4.14

Based on Table 3, the average score for the indicator of tolerance in social life in the experimental class is 4.83, which is in the very high category, while the control class got a score of 4.07, which is in the high category. A similar thing can be found in Table 3, where the average score for the ability to collaborate in diversity in the experimental class was 4.83 (very high category), while the control class reached 4.14 (high category). These results indicate that the applicability of the model *Project Based Learning* (PjBL) is significantly more effective in increasing students' attitudes of tolerance and collaboration abilities in diversity, when compared to the learning method applied in the control class. These findings indicate that the applicability of the model *Project Based Learning* (PjBL) is more effective in increasing students' attitudes of tolerance and collaboration abilities in diversity compared to learning methods in control classes.



Fig.2 Student work results

Application of learning models *Project Based Learning* (PjBL) has encouraged students to be more creative, think critically, and improve their collaborative skills in carrying out the task of making the *Bhinneka Tunggal Ika* poster. The results of the research show that there are significant differences in strengthening the dimensions of global diversity, especially in the aspects of tolerance in social life and the ability to collaborate in diversity, between students who use the PjBL model and students who follow conventional learning methods in class XI UPT SMAN 3 Bulukumba.

Then, the results of the test for understanding the concept of Pancasila Education showed significant differences between the experimental class and the control class. In the pre-test, the average score of students in the experimental class was 53.42, with the highest score being 71 and the lowest 40. Meanwhile, the average score of students in the control class was 52.97, with the highest score being 69 and the lowest being 33. After implementing the learning model *Project Based Learning* (PjBL), the average

post-test score in the experimental class increased significantly to 89.84, with the highest score being 100 and the lowest score being 80. On the other hand, the average post-test score in the control class only reached 77.13, with the highest score being 88 and the lowest being 70.



Fig.3 Test Taking

Test score data was analyzed using inferential statistics. Inferential Statistics data analysis is used to test hypotheses from learning outcomes. However, before testing the hypothesis you must first carry out a normality test and a homogeneity test.

Table.4 Normality Test

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Student scores on Pre-respond	Experimental Class	0.951	31	0.165
	Control Class	0.966	31	0.409
Student scores on Post-respond	Experimental Class	0.950	31	0.159
	Control Class	0.943	31	0.102
a. Lilliefors Significance Correction				

Based on Table 4, the results of the normality test using the Shapiro-Wilk test show that the value is significant (sig). In the pre-respond for the experimental class the sig value was 0.165, for the pre-respond for the control class the value was sig. 0.409, experimental class post-respond 0.159, control class post-respond 0.102. because all significant values are > 0.05 . So it can be concluded that the data is normally distributed, so the research can proceed to the homogeneity test stage.

Table.5 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
	Based on Mean	1.082	1	60	.302
	Based on Median	.912	1	60	.343

Student scores on Pre-respond	Based on Median and with adjusted df	.912	1	59.878	.343
	Based on trimmed mean	1.079	1	60	.303
Student scores on Post-respond	Based on Mean	1.847	1	60	.179
	Based on Median	1.390	1	60	.243
	Based on Median and with adjusted df	1.390	1	59.646	.243
	Based on trimmed mean	1.774	1	60	.188

Based on Table 5, the homogeneity test results show that the value *Based on Mean* pre-respond was 0.302, and the value based on the mean post-respond was 0.243. Both values are greater than 0.05, so it can be concluded that the data is homogeneous. This homogeneity test is carried out to determine whether the sample used comes from a population that has the same variance (homogeneity) or not.

After carrying out the normality test and homogeneity test, the analysis results showed that the data was normally distributed and homogeneous. Therefore, hypothesis testing can be carried out. The decision making criteria in hypothesis testing are as follows: if the significance value is > 0.05 , then H_0 is accepted and H_a is rejected, whereas if the significance value is < 0.05 , then H_0 is rejected and H_a is accepted. Hypothesis testing in this research was carried out using the Independent Sample Test.

Table. 6 Independent Sample Test

Independent Samples Test					
			Student scores after being given treatment		
			Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F		1.847		
	Sig.		.179		
t-test for Equality of Means	t		10.265	10.265	
	df		60	58.220	
	Significance	One-Sided p	<.001	<.001	
		Two-Sided p	.000	.000	
	Mean Difference		12.710	12.710	
	Std. Error Difference		1.238	1.238	
		Lower	10.233	10.231	

	95% Confidence Interval of the Difference	Upper	15.186	15.188
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Based on table 6, the sig value. Two-sided p 0.000 which is smaller than 0.05. This shows that there is a significant difference in understanding the concept of Pancasila education between students who study using the learning model *Project Based Learning* (experimental class) and control class or students who study using conventional methods in class XI UPT SMAN 3 Bulukumba. Thus, it can be concluded that H_1 accepted and H_0 rejected.

3.2 Discussion

The discussion in this research is focused on answering the problem formulation which includes: (1) How is the Influence *Project Based Learning* towards strengthening the dimensions of global diversity, especially in the aspects of tolerance in social life and the ability to collaborate in diversity among class XI UPT students at SMAN 3 Bulukumba? And (2) How does the Project Based Learning model influence the understanding of the concept of Pancasila Education for class XI UPT SMAN 3 Bulukumba students?

This research shows that the application of the learning model *Project Based Learning* (PjBL) has a positive and significant influence on the two main aspects studied, namely the dimensions of global diversity and understanding of the concept of Pancasila Education. First, from the aspect of the global diversity dimension, the research results show that the application of the model *Project Based Learning* (PjBL) has a positive influence on strengthening these dimensions in class XI UPT SMAN 3 Bulukumba students, especially in the aspects of tolerance in social life and the ability to collaborate in diversity. In the aspect of tolerance, students in the experimental class showed an increased attitude of respecting other people's opinions, felt comfortable interacting across cultures, understood the importance of tolerance, enjoyed helping friends, and respected differences of opinion in group discussions. The average questionnaire score in the experimental class was 4.83, while the control class only reached 4.07. This increase shows that project activities in learning provide space for students to interact actively and openly, thereby strengthening the values of tolerance in their social practices in the school environment. Meanwhile, in terms of the ability to collaborate in diversity, experimental class students also showed an increase in feeling proud of local culture, interest in studying other cultures, belief that diversity enriches social life, and efforts to create peace at school. With an average score of the experimental class reaching 4.83, while the control class only got an average score of 4.14. This shows that the model *Project Based Learning* encourages student involvement in activities that emphasize cooperation, mutual respect, and joint problem solving in the context of cultural diversity. Furthermore, students show real changes in attitudes, such as increased sensitivity to cultural diversity, openness in accepting new perspectives, and motivation to obtain learning that originates from diverse social realities. Project activities provide a space for expression and active participation that encourages the internalization of the value of diversity as a wealth, not as an obstacle in the learning process. This is the foundation for forming the character of students as citizens who are inclusive, tolerant, and able to live side by side harmoniously in a plural society. This is in line with the theory of multicultural education according to

James A. Banks which states that multicultural education is a form of education that provides equal opportunities for all students to learn at school without distinguishing between gender, social background, ethnicity, race or culture. Multicultural education emphasizes the importance of respecting differences and treating diversity as something equal and valuable in shared life (Wahdiah et al., 2023). In this case, the application of the model *Project Based Learning* (PjBL) provides opportunities for students to interact with cultural diversity directly through projects that encourage collaboration and understanding between different groups, which in turn strengthens multicultural values in their daily lives.

Second, this research also shows that the model *Project Based Learning* has a positive effect on students' understanding of the concept of Pancasila Education. Based on quantitative data, the average pre-test score in the experimental class was 53 and increased to 89.8 in the post-test. Meanwhile, the control class which used conventional learning methods only experienced an increase from 52.9 to 77. The more significant increase in the experimental class (36.8 points) compared to the control class (24.1 points) shows that *Project Based Learning* more effective in increasing students' understanding of the basic concepts of Pancasila Education. This increase in understanding is supported by the results of a questionnaire, where as many as 80.6% of experimental class students stated that they understood Pancasila values better after participating in project-based learning. Model *Project Based Learning* encourage students to relate Pancasila values to their experiences and lives, both inside and outside school. By being involved in projects that are relevant to their social lives, students can understand Pancasila more deeply and contextually. This finding is in line with the constructivism theory put forward by Piaget and Vygotsky, which emphasizes the importance of learning based on experience and social interaction. *Project Based Learning* provide space for students to collaborate, identify social problems, and design solutions based on Pancasila values. In this way, students not only memorize the concepts of Pancasila, but they are also involved in applying these values in real life. This research supports the findings of previous research, such as Wahyuni (2019), (Pratama et al., 2023), and (Sasmita & Hartoyo, 2020) which shows that the *Project Based Learning* can increase students' understanding of subject matter, both in the context of Pancasila Education and other subjects.

Implementation *Project Based Learning* also has an impact on aspects of students' motivation and affective development. Project activities encourage students to be more active, creative and independent. Based on the results of the questionnaire, more than 90% of students stated that they were motivated to seek additional information as part of the project. This shows increased initiative and learning independence. In line with the opinion of Nurfitriyani (2016) in (Tibahary, 2018) which states that project-based learning is able to increase learning motivation, encourage collaboration, and build critical thinking attitudes. Students become more involved emotionally and cognitively, resulting in a positive attitude towards the learning process. According to (Fatimah et al., 2024), the Project Based Learning model provides students with the opportunity to be actively involved in learning through direct involvement in solving real problems. Through this approach, students not only understand the material in depth, but also develop critical thinking, collaboration and responsibility skills, which are part of 21st century skills.

Another affective aspect that develops is self-confidence. In the experimental class (80.6%) strongly agreed that they felt more confident after participating in the lesson *Project Based Learning*, especially when presenting project results. This is in line with the opinion (Maharani et al., 2023), that *Project Based Learning* provides meaningful experiences and activities that can increase learning activity and strengthen retention. In addition, (Purnomo & Ilyas, 2019) stated that this model emphasizes the problem solving process which encourages students to be actively involved and produce products, thereby contributing to the development of soft skills such as public speaking and interpersonal communication. In project activities, students help and provide feedback to each other, allowing them to learn beyond the limits of their individual abilities with the support of peers. This indicates that the environment is collaborative in nature. *Project Based Learning* can encourage the achievement of students' maximum potential. Approach *Project Based Learning* very relevant to the Independent Curriculum which emphasizes learning differentiation and comprehensive student involvement: from planning, implementation, to reflection. This strengthens the internalization of national values and life skills in the long term. This research has important implications for the world of education, especially in the development of national character. Education is no longer enough to just transfer knowledge, but must also form social, emotional competencies and national values through authentic experiences. Model *Project Based Learning* proven capable of responding to these challenges effectively.

However, this research has several limitations, including the limited time for project implementation, so that not all students' potential can be explored optimally. The level of student participation in group work is uneven, requires more intensive teacher assistance, and the sample is limited to one school, so the results cannot be widely generalized. Therefore, it is recommended to conduct further research with a more diverse school coverage and a longer learning duration, to ensure effectiveness *Project Based Learning* in the context of Pancasila Education it can be evaluated more thoroughly.

Overall, the results of this research prove that learning with models *Project Based Learning is effective* in answering two main problem formulations, namely: (1) strengthening students' dimensions of global diversity and (2) increasing understanding of the concept of Pancasila Education. This model provides space for students to learn actively, reflectively and contextually, as well as fostering national character values that are relevant to 21st century life. Therefore, *Project Based Learning is worthy* of wider application in learning Pancasila Education and other subjects that are oriented towards developing students' holistic character and competence.

4. CONCLUSION

From the implementation of research in class XI UPT SMAN 3 Bulukumba, it shows that the implementation of the learning model *Project Based Learning* contributes significantly and positively to two main aspects in learning Pancasila Education, namely strengthening the dimensions of global diversity and increasing understanding of concepts. The implementation of PjBL has been proven to be able to create a learning atmosphere that is participatory, collaborative, and relevant to students' real lives. Students show a marked increase in tolerance, ability to work together in diversity, and openness to other cultures. Project activities that emphasize social interaction and national values have

succeeded in strengthening the global dimension of diversity, which is reflected in attitudes of mutual respect, respect for differences, and the spirit to create peace in the school environment. On the other hand, this model also has a significant impact in increasing understanding of the concept of Pancasila education. Students are better able to relate material to social reality, as well as demonstrate a deeper and more contextual understanding of Pancasila values. This is supported by an increase in quantitative learning outcomes and positive responses from students towards a learning model that emphasizes active involvement. Apart from increasing cognitive understanding, PjBL also has an impact on students' affective aspects, such as increasing self-confidence, learning motivation, and critical thinking skills. Project-based learning encourages students to take initiative, be able to work collaboratively, and produce products that reflect their abilities and character values as students of Pancasila. Thus, the research results reveal that *Project Based Learning* is known as an effective and relevant learning approach to be applied in learning Pancasila education. Apart from only increasing academic achievement, it also strengthens national character and students' readiness to face the challenges of a plural and dynamic society.

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