International Journal of Progressive Sciences and Technologies (IJPSAT)
ISSN: 2509-0119.

Vol. 45 No. 2 July 2024, pp. 303-314

Implementation Of A Project Based Learning Oriented By Local Wisdom Values Of Piil Pesenggiri For The Formation Of A Global Diversity Profile Of Student Learning Results At SMPN 1 Pakuan Ratu

Ade Oktavia, Risma Sinaga, Sugeng Widodo

University Lampung. Indonesia

Abstract – The global diversity dimension is very important for the souls of students, because students who have the global diversity dimension will be able to maintain noble culture, locality and identity and be open-minded towards other cultures. So that an attitude of tolerance towards differences will grow and eliminate prejudice. The fading profile of global diversity among teenagers in learning activities is that students have not been able to communicate and interact well with fellow students and students have not been able to communicate well with teachers. This research is an alternative solution to deal with this problem. This research aims to examine the influence of using a project based learning model oriented to local wisdom on the formation of a global diversity profile and to analyze the effectiveness of the project based learning model oriented to local wisdom compared to the discovery learning model on the global diversity profile of students. The research was conducted in class VIII of SMPN 1 Pakuan Ratu. The method used in this research is quantitative with a quasi-experimental design. The results of this research state that there is an influence of learning using a project based learning model oriented to local wisdom in Pesenggiri can form a profile of global diversity of students.

Keywords – Project Based Learning, Piil Pesenggiri, Global Diversity.

I. INTRODUCTION

The introduction of culture from outside that is different from local culture creates a high sense of curiosity, which makes students imitate these actions and causes the character of the dimensions of global diversity that exist in students to fade. Several examples of the fading profile of global youth diversity in learning activities, students are not able to communicate and interact well with fellow students and students are also not able to communicate well with teachers . Students often say rude things to fellow students , bully other friends, call students by their parents' nicknames and even physically mock other students. This problem also occurred at UPT SMPN 1 Pakuan Ratu. This can be seen based on the results of researchers' interviews with guidance and counseling teachers at UPT SMPN 1 Pakuan Ratu

Based on the results of interviews conducted by researchers with Mrs. Ayu Fitrianthami, S.Pd as a guidance and counseling teacher at UPT SMPN 1 Pakuan Ratu, she stated that students at UPT SMPN 1 Pakuan Ratu have been able to recognize and appreciate different cultures and have a spirit of social justice. It can be seen in the activities carried out at school that students have been able to work together, help each other in activities that involve other people from various cultures. However, students have not shown the ability to communicate in intercultural interactions and have not been able to reflect and take responsibility for the experience of diversity. Based on information from Mrs. Ayu, students at UPT SMPN 1 Pakuan Ratu have not been able to communicate or speak politely to teachers and fellow students. Furthermore, if the teacher calls

Corresponding Author: Ade Oktavia

them, students tend to run away, regardless of being called by the teacher, then when they meet the teacher, their motorbikes are parked or in the alley between classrooms, the students don't respect or reprimand the teacher. Furthermore, student communication between friends is also not good, where there are still many students who mock other friends when they get low marks, ridicule friends and exclude friends, call friends by their parents' names while making fun of them.

Mrs. Ayu's statement was also strengthened by the statement of Mrs. Titi Silvia Armis as a social studies teacher at UPT SMPN 1 Pakuan Ratu. Based on the results of the researcher's interview with Mrs. Titi, she stated that many students at UPT SMPN 1 Pakuan Ratu were still unable to communicate and interact with students, there were several cases of bullying between students that occurred at UPT SMPN 1 Pakuan Ratu, for example students insult the name of the father or mother of other students.

Furthermore, based on the student's explanation, the student said that the student had been a victim of teasing by peers. The teasing that the students received was that their friends made fun of their father's or mother's name . Furthermore, the results of the second student's presentation stated that this student had never been a victim of bullying or carried out bullying, but this student had seen his friend become a victim of bullying by another student. Bullying is done by insulting or ridiculing students because of differences in levels of understanding in lessons.

This problem can also be seen based on the value of the UPT SMPN 1 Pakuan Ratu education report card, which in the global diversity dimension of students has a value in the category that needs to be improved. The following is the education report data on the global diversity dimension of UPT SMPN 1 Pakuan Ratu in 2022.

Table 1.1. Pancasila Student Profile Dimension Data for SMPN 1 Education Report Queen's Fern in 2022

o	**imensions of the Pancasila student profile**	**:hool grades (range 1-)0%)**	**chievements**	**xpected Range**	**Value**
	ave faith, fear God lmighty, and have noble character	15	evelop	26 to 3.00	
	lutual cooperation		evelop	26 to 3.00	
	reativity		evelop	26 to 3.00	
	ritical Reasoning	98	evelop	26 to 3.00	
	lobal diversity	**85**	**eeds to be developed**	26 to 3.00	
	dependence		evelop	26 to 3.00	

Source: UPT SMPN 1 Pakuan Ratu Education Report for 2022

Based on the results of interviews and educational report data from UPT SMPN 1 Pakuan Ratu in 2022, there are problems occurring at UPT SMPN 1 Pakuan Ratu, namely that UPT SMPN 1 Pakuan Ratu students have not shown the ability to communicate, interact between cultures and have not been able to reflect and take responsibility for The experience of diversity is because there are still many cases of teasing or verbal bullying between students due to a lack of tolerance within students. Apart from that, there are still many students who do not understand how to communicate well with teachers. If this is not addressed immediately, it will impact the security of the school environment and this will trigger conflict, intolerance and disintegration in Indonesia. To prevent this from happening, it is necessary to form a global diversity profile in students. One of the ways To be able to form a global dimension of diversity in students is to increase students' understanding of diversity and local cultural values .

Social studies learning is one of the subjects in schools that seeks to apply social science theories, concepts and principles to examine experiences, events, symptoms and social problems that actually occur in society. In social studies learning, society is the material, resource and laboratory for matching theoretical knowledge with practical reality. The Lampung community and environment can be used as material, sources and laboratories for social studies learning, because issues or phenomena that occur in society in the environment can be made into contextual sources and materials. One of them is by including the cultural values

of Piil Pesenggiri, if taught to students, it will enable them to love their culture and also help students in the process of developing the character of global diversity. The cultural value of Piil Pesenggiri is local wisdom for the community which can be used as a source of social studies learning and as a tool in the process of developing students' dimensions of global diversity.

In this research, one alternative solution to deal with this problem is to use the *Project Based Learning learning model* oriented to the local wisdom of Piil Pesenggiri. With the *Project Based Learning learning model* oriented to the local wisdom of Piil Pesenggiri, students can also more actively communicate and interact with other students by instilling the cultural values of Piil Pesenggiri. The local wisdom philosophy of Piil Pesenggiri that is instilled in students is *sakai sambayan, nengah nyappur and nemu nyimaah.*

Based on the empirical and theoretical orientation mentioned above, the author conducted research regarding ″IMPLEMENTATION OF THE PIIL PESENGIRI LOCAL WISDOM VALUE- ORIENTED LEARNING PROJECT TO FORM A GLOBALLY DIVERSE PROFILE OF STUDENT LEARNING OUTCOMES AT SMPN 1 PAKUAN RATU"

II. RESEARCH METHODOLOGY

Based on hypo t e sis study which has formulated , research approach Which will be used In terms of quantitative or statistical approach , data analysis is quantitative or statistical in nature . Method Which will used is experiment pseudo (qu a si e x p e rime n t) For know p e rl a ku a n (treat m e n t). This research tested the pretest before treatment using a based learning project oriented towards local wisdom values of Piil Pesenggiri, tested the posttest after treatment using a based learning project oriented towards local wisdom values of Piil Pesenggiri towards Y (global diversity profile). To analyze the differences and influence of each variable, use the paired sample t-test and calculate the Gain value. The reason for choosing this type of research and technical analysis is because the researcher wants to know whether there are differences before and after treatment using a method using a project based learning oriented towards local wisdom values of Piil Pesenggiri and to find out how much influence the method using a project based learning oriented towards local wisdom values has. local selection of pesenggiri towards the global diversity profile of students. In this study, the samples taken were all 60 students in class VIII UPT SMPN 1 Pakuan Ratu. The samples used were all students in class VIII-A consisting of 33 students as the control class and VIII-B consisting of 33 students as the experimental class.

III. RESULTS AND DISCUSSION

Based on the results of the descriptive analysis that has been carried out, the aim of this research is to find out whether there is an influence between the local wisdom-based project-based learning method on the global diversity profile of students at SMPN 1 Pakuan Ratu, Way Kanan Regency. There is a significant influence in learning that uses the Project based learning learning model Piil Pesenggiri is oriented towards the formation of a profile of global diversity of students in social studies subjects, economic activity material . So it can be concluded that the use of the model has quite a big influence and can provide changes in the formation of students' global diversity profiles . The application of different learning concepts between the experimental class which used project based learning oriented piil pesenggiri and the control class which used conventional models, gave rise to different results. Based on the calculations in the t test table. Based on the calculation results, the calculated t value is 7.389

and the t table with α = 0.05, df = n-2 or 30-2 = 28 is 2.0484, then the calculated t value > t table or 7.389 > 2.0484, which means rejecting H 0 and accepting H 1 so that it can be stated that there is a difference in the average Pre-Test learning results with Post-Test learning results, which means there is an influence of the local wisdom-oriented Project based learning learning strategy of Piil Pesenggiri in forming Global diversity profile of class VIII students at UPT SMPN 1 Pakuan Ratu.

Project Based Learning learning model on the formation of global diversity in students in the Social Sciences subject, economic activity material in class VIII at UPT SMPN 1 Pakuan Ratu, seen from the N-Gain test and Effect Size test. The results of the research show that the calculation resulting from the N-Gain value to see the increase that occurred in the experimental class was 0.453, while in the control class it was 0.95 . This shows that N-Gain is in the medium classification because it is in the range (0 .7 > (g) 0.3). Meanwhile, based on the effect size test to see how big the influence of the model used was, the results obtained for the experimental class were 0.96 in the high category. while the control class obtained an influence level of 0.68 in the medium category. This means that the application of the Piil Pesenggiri-oriented project based learning model has a significant influence on increasing the formation of students' global diversity profiles.

After carrying out descriptive analysis on the global diversity learning outcomes of students in the experimental class and control class, hypothesis testing was continued. Before hypothesis testing is carried out, prerequisite tests are carried out, namely normality, homogeneity and correlation tests between dependent variables. Based on the data normality test using Kolmogorov Smirnov with the help of SPSS 21.0, which is presented in Table 1.

Table 1. Recapitulation of Normality Test Results for **Normality Data Distribution**

ariable	**Sig. Condition**	**Decision**	**Conclusion**
`est Experiment (*Project* *ɔsed Learning*)	0.116116 > 0.05	H $_0$ Accepted	Normal
-Test Experiment (*Project* *ɔsed Learning*)	0.080080 > 0.05	H $_0$ Accepted	Normal
`est Control (Conventional)	0.131131 > 0.05	H $_0$ Accepted	Normal
-Test Control (Conventional)	0.080080 > 0.05	H $_0$ Accepted	Normal

Source: Research Data Testing Results, 2024

The results of data testing for the normality test using SPSS 25 show that the Sig. for all variables in the *Kolmogorov-Smirnov Test method* > 0.05, which indicates that H $_0$ is accepted. So it can be stated that the research data has a normal population distribution.

The second prerequisite test is the homogeneity of variance test. The homogeneity test is carried out in two ways , namely jointly using the Levene's Test with the help of SPSS 25.0 for windows which is presented in Table 2

Table 4.12. Homogeneity Test Results

Test of Homogeneity of Variances

evene Statistics			df1	df2	ig.
tudent learning outcomes	ased on Mean	1,787	3	116	,153
	ased on Median	1,417	3	116	,241
	ased on Median and with adjusted df	1,417	3	109,857	,242
	ased on trimmed mean	1,736	3	116	,163

Source: Research Data Testing Results, 2024

Based on the results of data testing, it shows that the *Based on* Mean value in the *Levene Statistics table* has a significance value of more than 0.05, namely 0.153. The results of the homogeneity test carried out show that the value is 0.153 > 0.05, which means that it accepts H_0 so it can be stated that the population data has a homogeneous variance.

After obtaining the prerequisite test results for data analysis, it was continued with hypothesis testing, paired sample t-test and N-Gain test results with the help of the SPSS version 25.0 for Windows program. Based on the calculation results for the first and second hypotheses, they are presented in Tables 4 and 5. Based on the results of *the Paired sample t-test* using the SPSS 25 application, the following results were obtained:

Experimental Class

Table 4. Statistical Test Calculation Results *Paired sample t-test*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Experiment	57.00	30	14,151	2,584
	Posttest_Experiment	81.50	30	10,396	1,898

Source : Research Data Testing Results, 2024

Table 5 Sample Correlation Test Calculation Results Paired sample t-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Experiment & Posttest_Experiment	30	,609	,000

Source : Research Data Testing Results, 2024

Table 6. *Paired sample t-test* calculation results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest_Eksperimen - Posttest_Eksperimen	-15,333	11,366	2,075	-19,578	-11,089	-7,389	29	,000

Source : Research Data Testing Results, 2024

Based on the results of calculations and data processing with SPSS 25, the following research data results were obtained:

a. Based on the results of data processing with SPSS 25, it is known that the average score for Pre-Test student learning outcomes for the experimental class group using the *project based learning model* is 57.00 . Meanwhile, the average score for learning outcomes during the Post-Test was 81.50 .

b. Based on the calculation results, the $_{\text{calculated t value}}$ is 7.389 and the t_{table} with $\alpha = 0.05$, df = n-2 or 30-2 = 28 is 2.0484, so the $_{\text{calculated t value}} > t_{\text{table}}$ or 7.389 > 2.0484, which is means rejecting H_0 and accepting H_1 so that it can be stated that there is a difference in the average Pre-Test learning outcomes and Post-Test learning outcomes, which means there is an influence of the local wisdom-oriented *project based learning strategy* of Piil Pesenggiri in forming a global diversity profile for class VIII students at UPT SMPN 1 Pakuan Ratu.

c. To determine the level of relationship or correlation, it can be seen from the sig value. (2-tailed) in the *Paired Samples Correlations table* is 0.000 or smaller than 0.05 . Based on these results, it can be concluded that there is a strong correlation or relationship between the Pre-Test results and the Post-Test results in the application of the local wisdom-oriented *project based learning model* of Piil Pesenggiri.

Control Class

Table 4.16. Statistical Test Calculation Results *Paired sample t-test*

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_Control	56.16	30	13,412	2,449
	Posttest_Control	74.83	30	15,152	2,766

Source : Research Data Testing Results, 2024

Table 4.17. *Paired sample t-test* calculation results

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest_Control & Posttest_Control	30	,004	,982

Source : Research Data Testing Results, 2024

Table 4.18. *Paired sample t-test* calculation results

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest_Kontrol - Posttest_Kontrol	-9,833	20,192	3,687	-17,373	-2,293	-2,667	29	,012

Sourc

Based on the results of calculations and data processing with SPSS 25, the following research data results were obtained:

a. Based on the results of data processing with SPSS 25, it is known that the average value of student learning outcomes in the Pre-Test for the experimental class group using the conventional learning model is 56.16, while the average value of learning outcomes during the Post-Test using it is 74.83.

b. Based on the calculation results, the $_{\text{calculated t value}}$ is 2.667 and the t_{table} with $\alpha = 0.05$, df = n-2 or 30-2 = 28 is 2.0484, so the $_{\text{calculated t value}} > t_{\text{table}}$ or 2.667 > 2.0484, which is means rejecting H_0 and accepting H_1 so that it can be stated that there is a difference in the average Pre-Test learning outcomes and Post-Test learning outcomes, which means there is an influence of conventional learning strategies in improving the learning outcomes of class VIII students at UPT SMPN 1 Pakuan Ratu.

c. To determine the level of relationship or correlation, it can be seen from the sig value. (2-tailed) in the *Paired Samples Correlations table* is 0.000 or smaller than 0.05 . Based on these results, it can be concluded that there is no correlation or relationship between the Pre-Test results and the Post-Test results in the application of conventional learning models.

N-Gain Test Results

The second hypothesis in this research is to see the significant effectiveness in implementing the *Piil Pesenggiri-oriented project based learning model* towards the formation of global diversity in students in social studies learning.

The first step to take is to carry out an N-Gain test. The N-Gain test is carried out to determine the extent of the increase establishing global diversity by calculating pretest and posttest scores using the following formula:

$$N\ Gain = \frac{Posttest\ Score - Pretest\ Score}{Ideal\ Score - Pretest\ Score}$$

So the results of the N-Gain calculation can be obtained in the following table. Table 4.19 N-Gain Test Results (g)

Class	Pretest	Posttest	N – Gain
Experiment	57.00	81.50	0.45
Control	56.16	74.83	0.29

Source: Research Data Processing Results, 2024

Based on table 4.19, the calculation of the N-Gain *(g) value* for the experimental class after being treated with the local wisdom-oriented *project based learning model* of Piil Pesenggiri is 0.45 (zero point four five) and the results of the calculation of the N-Gain (g) value are in the control class obtained a figure of 0.29 (zero point two nine). As stated by Hake in Esti Hariani (2015:98) that if the N-Gain is at $(0{,}7 > (g) > 0{,}3)$"medium", and if the N-Gain is at (g < 0 ,3) including having "low" criteria. This shows that the application of the *project based learning model* oriented to local wisdom of Piil Pesenggiri with the

conventional model towards profile formation global diversity has a significant difference in influence between the experimental class and the control class.

The next stage , to determine the level of effectiveness of the treatment, namely the size of the influence of using the local wisdom-oriented *project based learning model* of Piil Pesenggiri with the *conventional model* that has been applied to students, is tested using an *effect* size test, with a formula.

Then the following calculation results can be obtained Table 4.20. *Effect* Size Calculation Results

Class	Effect Size	Criteria
Experiment	0.96	Tall
Control	0.68	Currently

Source: Research Data Processing Results, 2024

Based on Table 4.23, it can be seen that learning using the local wisdom-oriented *project based learning model* of Piil Pesenggiri in the experimental class has a "high" influence on the formation of a global diversity profile . Meanwhile for the control class, the learning process using the *conventional model* has a

"medium" level of influence on the formation of students' global diversity profiles. This means that the results of *the effect calculation* This *size* shows that the influence of the local wisdom-oriented *project based learning model* of Piil Pesenggiri in the experimental class is greater than the control class with the *conventional model* in social studies subjects at UPT SMPN 1 Pakuan Ratu

After carrying out learning activities by implementing a *project based model learning* in the experimental class and the *conventional model* in the control class , a different average was obtained between *the pretest results* and the posttest results. The ability of students' global diversity dimensions from the posttest results in the experimental class averaged 81.50 with a standard deviation of 10.396 and for the control class the average results were obtained posttest was 74.833 with a standard deviation of 9.207. The purpose of this test is to see the final results of students' abilities after carrying out the learning process both in using the wisdom- oriented project based learning model of Lokan Piil Pesenggiri learning in the experimental class and the previous conventional model, showing that the experimental class has a greater average influence on dimensional abilities. global diversity of students rather than using conventional models. If included in the *global diversity level criteria* for the 2023 education report card, this shows that the global diversity abilities of students in the experimental class are categorized as " top rank", while **the** use of conventional models in the control class is in the "middle" category. The significant difference in the *posttest results* regarding the global diversity dimensional abilities of students in the experimental class and the control class is due to the social studies learning process in the experimental class using a *project based learning model* oriented to local wisdom in Pesenggiri which has advantages compared to the *conventional model.*

The influence of implementing *the Project Based Learning model* oriented towards local knowledge in Pesenggiri on the formation of students' global diversity profiles can be seen based on the results of the pre-test and post-test scores. The influence on these results was obtained because the research subjects were homogeneous, the abilities of the students who were used as research subjects were evenly distributed in both classes, the influence of each learning model given to both the control class and the experimental class after a pre-test was carried out on the students so that the students' final abilities in learning process . The purpose of this test is to see the final results of students' abilities after carrying out the learning process, both in using the local wisdom-oriented *project based learning model Piil Pesenggiri in the experimental class and conventional* models in the control class. From the results of statistical test data processing that has been carried out previously, it shows that the experimental class has a greater average influence on students' *global diversity abilities using project based learning* oriented to local wisdom of Piil Pesenggiri compared to the control class which uses conventional models . The significant difference in the *posttest results* regarding the global diversity abilities of students in the experimental class and the control class is due to the social studies learning process in the experimental class using a *project based learning model* oriented to local wisdom in Pesenggiri which has advantages compared to the *conventional model.*

We can also see the difference in influence produced between the experimental class and the control class based on the results of the influence test regarding differences in ability that have been carried out. The test is used to determine the level of difference in ability to use the *local wisdom-oriented project based learning model of Piil Pesenggiri* towards *the global diversity* of students in learning. IPS is by observing the results of the N-Gain (g) test. The statistical test results show that the gain value for the multiple choice questions in the experimental class which uses the *local wisdom-oriented project based learning model of Piil Pesenggiri* is greater than the control class which uses the *conventional model.*

The average value of *N-Gain(g)* for the experimental class is 0.45 (zero point four five) if consulted with the *N-Gain criteria table* including the range (0.7 > (g) > 0.3) which means it is included in classification "medium", while in the control class, it is known that the average value of *N-Gain (g)* is 0.29 (zero point two nine), and if consulted with the N-Gain criteria table, it includes a range of (g<0.3) which means it is included in the "low" category classification. Based on the results of the gain values, it shows that the experimental class and the control class have quite significant differences in terms of categorization. It can be concluded that learning that applies the *local wisdom-oriented project based learning model of Piil Pesenggiri* is more effectively used to form *global diversity* in students in social studies subjects compared to applying the *conventional model* in the control class.

Meanwhile, after conducting an influence test or effect size test using the local wisdom-oriented *project based learning model* of Piil Pesenggiri on the formation of students' *global diversity profiles, a quite significant effect or influence was obtained.* In the experimental class using a *project based* learning model oriented to local wisdom, Piil Pesenggiri obtained a result of 0.96, which was in the high category, while in the control class with a conventional learning model, the result was 0.68, which was in the medium category. This means that the use of a *project based* learning model oriented towards local wisdom in Piil Pesenggiri has an

effect in forming a globally diverse profile of class VIII students at UPT SMPN 1 Pakuan Ratu.

Based on the results of data processing in the previous section, a comparison of students' abilities for each indicator *of global diversity* starts from the ability to recognize and appreciate culture, Intercultural Communication and Interaction, the ability to collaborate between cultures and responsibility for experiencing diversity and social justice. The indicator that best shows good criteria is the ability to recognize and appreciate culture.

a). the ability to recognize and appreciate culture

In the indicator of the ability to recognize and appreciate culture in the experimental class which applies the *project based learning model oriented to local wisdom, Piil Pesenggiri* shows the criteria "good" (90%), while the control class shows the criteria "fairly good" (80.00%).

b). Intercultural Communication and Interaction

In the Intercultural Communication and Interaction indicator , the average produced by this indicator for the experimental class using the *local wisdom-oriented project based learning model of Piil Pesenggiri* shows good criteria (83.33 %) while for the control class shows the same criteria, namely good (73.33%) but have quite different average values

c). Ability to collaborate between cultures and responsibility for experiencing diversity

In the third indicator regarding the ability to collaborate between cultures and responsibility for the experience of diversity , in the experimental class using a *project based learning model oriented to local wisdom of Piil Pesenggiri,* an average score was obtained which showed the "good" category (70.00%), while for The control class using the *conventional model* showed an average score in the "fairly good" category (63.33%).

d). Social justice capabilities

In the fourth indicator regarding social justice capabilities , in the experimental class using the *local wisdom-oriented project based learning model of Piil Pesenggiri, an* average score was obtained which indicated the "fairly good" category (53.33%), while for the control class using the model *Conventional* shows an average score in the "fairly good" category (50%).

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

There is a significant influence in learning that uses the Piil Pesenggiri-oriented *project based learning* learning model on the formation of students' global diversity profiles in social studies subjects on economic activities . So it can be concluded that the use of the model has quite a big influence and can provide changes in the formation of students' global diversity profiles . Application of the model Piil Pesenggiri-oriented *project based learning* in social studies learning Pesenggiri piil-oriented *project based learning* really helps students in recognizing and appreciating culture , communication and interaction between cultures , the ability to collaborate between cultures and responsibility for experiences of diversity , as well as social justice so that students can interact working with people from different cultural backgrounds helps students develop social and communication skills and respect differences in everyday interactions . The effectiveness of the influence of the Piil Pesenggiri-oriented *Project based learning learning model* on the formation of students' global diversity in social studies subjects on economic activity material in class VIII at UPT SMPN 1 Pakuan Ratu that the application of the Piil Pesenggiri-oriented *Project based learning learning model* has a significant influence on increasing the formation of a diversity profile global learners.

Active learning is important in an effort to get good learning results. So, efforts to create an active learning atmosphere are important. Through *Project Based Learning* oriented towards local wisdom, Piil Pesenggiri, Piil Pesenggiri, there are implications for the formation of global diversity in students. The implication is that students have strong self-esteem and respect for others, tend to be more open and accepting of cultural, ethnic and religious differences; Students are taught to be responsible not only towards themselves but also towards society at large, which includes respect for diversity and a desire to contribute to global prosperity. Students respect the rights of all individuals regardless of their background. Encourage students to work together with people from various backgrounds. Students are open to new knowledge and cultures, supporting intercultural dialogue and understanding. So that the values contained in Piil Pesenggiri can contribute to the formation of student attitudes and behavior that support the global diversity of students better than conventional methods/lectures on social studies subjects on economic activities, so that this learning model can also be applied in other subjects .

Suggestions

For progress and success in the learning process in order to improve the quality of education, researchers provide the following suggestions:

For schools

With the existence of varied learning models, it is hoped that schools can create policies that can improve and develop the quality of education through the use of existing learning models Teachers can make the project based learning model oriented towards local wisdom of Piil Pesenggiri as a variation of the learning model to improve learning outcomes and student activity and this learning model can be implemented in other vocational subjects.

REFERENCES

[1]. Alfian, M. 2013 . The *potential of local wisdom in forming national identity and character* . Proceedings of the 5.

[2]. Arikunto, S. 2016 . *Research Procedures A Practical Approach* . Jakarta: Rineka Cipta.

[3]. A r e n d s , R . I. 2 0 1 5 . *Lea r n i n g to Te a c h* . N e w Y o r k : M c G r aw - H i l l E d u c a t i o n .

[4]. Ariyani, F. 2014. *Conception of Piil Pesenggiri According to the Lampung Waykanan Indigenous Community in Waykanan Regency* . Bandar Lampung: Aura

[5]. Amaliah, D. 2019 . *History Learning Model Based on Local Wisdom Values Piil Pesenggiri Through Project Based Learning (PJBL) and Value Clarification Technology (VCT) to Increase the Social Solidarity of Students at SMA Negeri 3 Metro Lampung* (Doctoral dissertation, UNS (Sebelas Maret University)).

[6]. Daryanto and Rahardjo, M. 2012. Innovative Learning Models. Yogyakarta: Gava Media.

[7]. Dewantara, Ki Hajar. (2013). *Thoughts, Conception, Exemplary, Independent Attitude* . Yogyakarta: UST Press. Fuad, AN 2018. The role of social studies teachers in shaping student character: Case study in Class VII of Sabilurrosyad Islamic Middle School Gasek Karang besuki Sukun Malang (Doctoral dissertation,

[8]. Maulana Malik Ibrahim State Islamic University).

[9]. Hadikusuma, H. 1989. *Lampung society and cultural traditions* . Mandar Forward. Hasan, H. 2008. *Curriculum Evaluation* . Bandung: Rosdakarya Youth.

[10]. Isriani & Puspitasari, D. 2015. *Integrated Learning Strategies: Theory, Concepts & Implementation* .

[11]. Yogyakarta: Media Group Core Relations

[12]. Fachruddin. 2007. Piil Pesenggiri's philosophy as the wisdom of Lampung City is actualized through non- formal education. Educational Science Perspectives, Vol. 15 Yr. 8. Retrieved from https://doi.org/10.21009/PIP.151.12.

[13]. Fathurrohman, M. 2016. Innovative Learning Models: Alternative Fun Learning Designs. Yogyakarta: Ar-Ruzz Media Group

[14]. Kemendikbudristek, K. 2021. *Indonesian education report card pocket book for educational units* : educational report card identification, reflection, improvement.

[15]. Mesiyanto, Mesi and Trisnaningsih, Trisna and Pujiati, P .2020. *the Effect of Problem-Based Learning Toward the Upgrading of Student's Critical Thinking Skills in Geography Study at Class XII Al Kautsar Senior High School Bandar Lampung* .

[16]. Misbahudin, Iqbal Hasan **.** 2013 . *Analysis of Research Data with Statistics* , Jakarta, Bumi Aksara. Mulyasa, E. 2014. *Implementation of the 2013 Curriculum* . Bandung: PT Teen Rosdakarya.

[17]. Nurdiansyah, A. 2016. *Values of Islamic Education Based on Local Culture of Piil Pesenggiri in the Tanjung Agung Village Community, South Lampung* (Doctoral dissertation, Thesis). Postgraduate, UIN Sunan Kalijaga Yogyakarta, Yogyakata).

[18]. Nurgiansah, T Heru .2022. *Pancasila Education as an Effort to Form Religious Character* . Basicedu Journal 6, no.4 : 7310–16. https://doi.org/https://doi.org/10.31004/basicedu.v6i4.3481 Copyright.

[19]. Purwanto. 2010. *Evaluation of Learning Outcomes* . Yogyakarta: Student Library. Riduwan. 2010. *Methods and techniques for preparing a thesis* . Bandung: ALFABETA. Riduwan & Akdon. 2007 . *Formulas and Data in Statistical Analysis* . Bandung: Alfabera.

[20]. R o d h i . 2 0 1 8 . *Enhancement Activity and result Study Material Get up Room D ata sis t hrough u i*

[21]. *El mod Learning P r o ble m Base d L e a m i n g on Student C e l a s V I I I- D Se m este r 2 JUNIOR HIGH SCHOOL 1 Je k ul o K u du s Year T eaching 2 0 1 7 / 2 0 1 8* .J u r n a l P r of e s i Teacher , 4 (2) .

[22]. Saefuddin , A. , & Berdiati, I. 2014. Effective Learning . Bandung: PT Teen Rosdakarya Offset.

[23]. Siregar, Syofian. 2013. *Quantitative Research Methods* . Jakarta: PT Fajar Interpratama Mandiri .

[24]. Soraya, D., Jampel, IN, & Diputra, KS 2018. *The influence of the problem based learning (PBL) learning model based on local wisdom on social attitudes and critical thinking in mathematics subjects* . Thinking Skills and Creativity Journal , *1* (2), 76-85.

[25]. Suastra, IW, Tika, K., & Kariasa, N. 2011. *The effectiveness of a local culture-based science learning model for developing basic science competencies and local wisdom values in junior high schools.* Journal of Educational Research and Development , *5* (3), 258-273.

[26]. Sugihartono DKK. 2015. *Educational Psychology* . Yogyakarta: UNY press

[27]. Sugyono. 2010. *Educational Research Methods Quantitative* , Qualitative and R&D Approaches. Bandung: Alphabeta.

[28]. Sukardi. 2009. *Educational Research Methodology (Competencies and Practices* . Jakarta: Bumi Aksara.

[29]. S u y a d i . 2 0 1 3 . *S t rat e g i P e m e n t io n Education Character* (Eng k u s K u s w a n d i (e d .)) .

[30]. Bandung : P T Teenager R o s d a k a r y a O f f s e t .

[31]. Warsono, H., & Hariyanto, MS 2013. *Active learning and assessment* . Bandung, Indonesia *:* PT Teen Rosdakarya (Indonesia) .

[32]. Wibowo, Agus. 2015. *Character Education Based on Local Wisdom in Schools* . Yogyakarta: Student Library.

[33]. Widayanto, W. 2023. *Implementation of the Problem Based Learning Model to Improve the Character Values of Pancasila Students* . *Journal of perspectives* , *15* (2), 227–235.

[34]. Retrieved from https://perspeksi.bdkpalembang.id/index.php/perspeksi/article/view/83 Zainal, Arifin. 2011. *Bandung Education Research* : Rosdakarya Youth.