



An Anlysis of Students' Perspectives on the P5 Project Based on Local Wisdom of Traditional Weaving Southwest Maluku

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Abstract

This study aims to describe students' perceptions of the Pancasila Student Profile Strengthening Project (P5) integrated with West Southwest Maluku traditional weaving thru the themes of Sustainable Lifestyle and Local Wisdom. The research approach used is descriptive qualitative, with a research subject of 15 fifth-grade students from Kaiwatu Christian Elementary School. Data analysis techniques refer to the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. The research results show that after participating in the P5 project, students experienced a significant improvement in their understanding, attitudes, and skills. Students understand the importance of environmental protection by processing plastic waste into Ecobricks and integrating their creations with traditional woven fabric as a form of preserving local culture. This activity fosters environmental awareness, responsibility, cooperation, and a sense of pride in local culture. Additionally, this project fosters creativity, independence, and character in line with Pancasila values. Thus, the implementation of the P5 project based on Ecobrick and West Southwest Maluku traditional weaving is effective in shaping students' character to be faithful, of noble character, environmentally conscious, and with a strong cultural identity.

Keywords : *pancasila student profile, ecobrick, raditional weaving, local wisdom.*



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INTRODUCTION

Education is one of the main pillars of nation-building. Through education, human beings are not only equipped with intellectual abilities but also with moral, spiritual, and social values that serve as the foundation of community life (Setiawan & Wulandari, 2020). As stated in Law No. 20 of 2003 on the National Education System,

the goal of education is to develop students' potential to become individuals who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and responsible citizens in a democratic society. This goal demonstrates that education in Indonesia is not merely oriented toward cognitive aspects but also toward shaping character and strengthening national identity (Sopacua et al., 2020).

In the era of rapid globalization and technological advancement, the world of education faces major challenges in maintaining national values and local wisdom. Social transformations driven by information technology have often shifted the moral, cultural, and spiritual values of society (Alfiyanthi et al., 2024). This phenomenon can be seen in the declining interest of young generations in their local traditions and cultural heritage, including in culturally rich regions such as Maluku Barat Daya. This situation has become an important concern for the education sector, which must strive to produce generations that are not only academically competent but also possess strong character, identity, and pride in their cultural heritage.

In response to these challenges, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) introduced the Merdeka Curriculum (*Freedom to Learn Curriculum*). This curriculum is designed to make learning more flexible, relevant, and student-centered. According Asri (2017), curriculum development is an urgent necessity to ensure that education remains responsive to social dynamics and societal needs. The Merdeka Curriculum places character building at the core of the educational process by providing students with opportunities to explore, innovate, and create in ways that align with local contexts and contemporary demands (Nugraha, 2022).

One of the key innovations of the Merdeka Curriculum is the Pancasila Student Profile (P5) Project. This program represents a concrete implementation of Pancasila values within the learning process. P5 is designed to cultivate students who embody six core dimensions: faith in God Almighty and noble character, independence, mutual

cooperation, critical reasoning, creativity, and global diversity (Kemendikbudristek, 2022). Through project-based learning, students are expected to develop the ability to solve real-life problems, think critically, collaborate effectively, and build awareness of their social and cultural environment.

According to Nurasiah et al. (2022), the implementation of P5 not only aims to enhance academic quality but also to strengthen students' character through authentic learning experiences. This aligns with the view of Sari et al. (2021), which emphasizes that character education plays a crucial role in maintaining the balance between technological progress and human development, thereby preventing moral degradation amid globalization.

One of the central themes of P5 implementation is Local Wisdom, which integrates education with regional culture. This theme provides schools with the opportunity to explore local potential as a meaningful and contextual learning source. In the context of Maluku Barat Daya, one of the most prominent elements of local wisdom is the traditional weaving craft. The woven fabric in this region is not merely an artistic product but also a symbol of social identity, spiritual values, and cultural expression. Saputra (2019) explains that the weaving tradition reflects the life philosophy of Indonesian communities rich in social and cultural meaning and represents a form of local wisdom passed down through generations.

Traditional weaving in Maluku Barat Daya holds profound significance in the lives of its people. The motifs and colors often represent values such as unity, patience, hard work, and respect for nature and ancestors. The weaving process itself teaches essential character traits such as perseverance, creativity, and responsibility. Therefore, learning activities based on traditional weaving can serve as an effective medium for strengthening the values of the Pancasila Student Profile, particularly in the dimensions of independence, cooperation, and creativity.

Furthermore, several schools in Maluku Barat Daya have developed P5 projects that integrate the Local Wisdom and Sustainable Lifestyle themes, one of which

involves processing plastic waste through the Ecobrick concept. Plastic waste poses a serious environmental issue because it is difficult to decompose and negatively affects ecosystems (Saraswati & Rohmawati, 2018). Through activities such as making *Ecobricks* combined with local woven fabrics as decorative elements, students not only learn about environmental management but also cultivate creativity, social responsibility, and cultural awareness. This approach aligns with the concept of Education for Sustainable Development (ESD) introduced by (UNESCO 2021), which emphasizes the importance of education in achieving a balance between economic growth, environmental preservation, and cultural continuity.

Nevertheless, the success of implementing P5 projects based on local wisdom largely depends on students' perceptions and attitudes toward the program. Perception plays a vital role in determining students' engagement, motivation, and behavior during learning. Slameto (2015) defines perception as the process by which individuals interpret and assign meaning to stimuli received through their senses. In this context, students' views of the P5 project may vary depending on their learning experiences, interests, and the way teachers facilitate the project. Positive perceptions may lead to greater enthusiasm and active participation, while negative perceptions could hinder engagement and learning outcomes.

Analyzing students' perceptions is therefore essential to determine the extent to which the P5 project based on traditional weaving is relevant and meaningful to them. According to Astuti et al. (2022), perception is influenced by both internal factors (such as interests, experiences, and motivation) and external factors (such as the learning environment, teaching methods, and media). Understanding how students perceive this project can help teachers and schools refine their implementation strategies to make them more aligned with students' characteristics and needs.

Thus, this study focuses on analyzing students' perceptions of the Pancasila Student Profile (P5) project based on local wisdom through traditional weaving in Maluku Barat Daya. This research is expected to provide an in-depth understanding

of how students evaluate the project's relevance, benefits, and learning experiences. Moreover, the findings of this study are anticipated to contribute to the development of a contextual, character-based, and culturally grounded model for implementing P5 that promotes sustainable education and cultural preservation.

METHOD

This study employed a descriptive qualitative approach. According to Waruwu (2023), qualitative research utilizes words and narratives to describe and understand the meaning of a social phenomenon. In this type of research, the researcher serves as the main instrument responsible for exploring, interpreting, and understanding the meanings that emerge from the observed social situations. Similarly, Fadli (2021) asserts that qualitative research aims to explore and understand the meaning that individuals or groups attribute to a social problem. The purpose of this study was to describe the perceptions of elementary school students toward the Pancasila Student Profile (P5) project integrated with traditional weaving (tenun adat) in Maluku Barat Daya. The research subjects consisted of 15 sixth-grade students from SD Kristen Kaiwatu.

The data analysis technique followed the Miles and Huberman model, which involves three main stages: data reduction, data display, and conclusion drawing (Fitriyah & Wardani, 2022). Data reduction was carried out through direct observation of the implementation of the P5 project integrated with traditional weaving at the school. In-depth interviews were also conducted with sixth-grade students of SD Inpres Kristen Kaiwatu. Data display involved categorizing and organizing the collected data into thematic groups and presenting them in descriptive narratives to enable systematic interpretation. Finally, conclusions were drawn based on the analyzed data after going through the process of data reduction and interpretation of field findings.

RESULT AND DISCUSSION

This research was conducted at SD Kristen Kaiwatu, one of the schools in the Maluku Barat Daya Regency that has implemented the *Merdeka Curriculum*. The study focuses on the perceptions of fifth-grade students toward the *Pancasila Student Profile Strengthening Project (P5)*, with the theme *Ecobrick* integrated with traditional weaving from Maluku Barat Daya (MBD). Based on observations and interviews, students' perceptions can be categorized into several aspects as follows.

1. Students' Understanding of the P5 Project Integrated with Traditional Weaving of Maluku Barat Daya (MBD)

Students' initial understanding of the Pancasila Student Profile Strengthening Project (P5) was relatively low (Asiati & Hasanah, 2022). Based on interview results, most students had not yet fully understood the concept of the Ecobrick project or its connection to the traditional woven fabrics of Maluku Barat Daya. However, after the project's implementation, there was a significant improvement in their comprehension. The majority of students began to recognize the importance of the Ecobrick-based P5 project integrated with traditional weaving.

Ecobrick is a method of plastic waste management in which clean and dry plastics are compacted into bottles (Ikhsan et al., 2021). The process of making Ecobricks is relatively simple and does not require special skills, as it only involves filling PET plastic bottles with small pieces of plastic (Sunarsi et al., 2019). Through this activity, students learn to maintain environmental cleanliness, sort waste, and recycle materials into useful products. Ecobricks can be utilized to create various items, such as chairs and tables (Asih & Fitriani, 2018). Students also gained a deeper understanding of the negative impacts of waste on the environment. This finding aligns with Slavina et al. (2024), who state that implementing the P5 project can foster a sense of care and responsibility toward the surrounding environment.

According to Atmoko (2014), weaving is part of a culture that emerges through human adaptation to social and natural environments. Each motif reflects the cultural

identity of its creator and embodies deep symbolic values. The common Letti, Moa, Lakor motif is known as bunga maraya, with slight variations in color and pattern among regions. The dominant colors of woven fabrics in this area are red (soprae) and black (tiarum), with each motif serving as a distinctive regional identity marker.

Emphasize that the use of woven fabrics in daily life reflects regional customs and culture (Widiartini & Ganesha 2019). Meanwhile (2018) explains that Nusantara weaving is a highly valuable cultural heritage, characterized by its crafting techniques, motif diversity, and philosophical meanings. Through this project, students came to understand the symbolic values and functions of woven fabrics in various contexts such as traditional ceremonies, weddings, formal events, and everyday uses like tablecloths or chair covers made from Ecobrick products. Thus, implementing the Local Wisdom theme in the P5 project helps students appreciate cultural diversity, foster nationalism, and develop social skills (Pandiangan et al., 2024).

2. Students' Attitudes toward the P5 Project Integrated with Traditional Weaving of Maluku Barat Daya (MBD).

During the implementation of the project, students demonstrated great enthusiasm and active participation at every stage of the activity from collecting plastic waste to creating Ecobrick products combined with traditional woven fabrics from Maluku Barat Daya (MBD). Their enthusiasm was evident in how they discussed, coordinated, and collaborated within groups to achieve the best results. Such active involvement reflects high intrinsic motivation and a strong learning spirit (Asiati & Hasanah, 2022). The experience-based nature of the P5 project provided opportunities for students to explore, express creativity, and engage meaningfully with learning, which in turn fostered positive attitudes toward the learning process.

Students also displayed strong commitment, self-confidence, and independence in completing each stage of the project. They learned to set goals, manage time, and take responsibility for both individual and group outcomes. This finding is in line with

(Dewantara & Juliansyah 2023), who argue that P5 activities can enhance students' self-confidence and clarify their learning interests. In this context, confidence was developed not only through the final product but also through the collaborative process that provided meaningful learning experiences. Similarly, (Safitri & Purworejo 2021) emphasize that learning independence is cultivated through responsibility, creativity, and the ability to face challenges—all of which were clearly manifested in this project.

Beyond cognitive and affective growth, the project also created an enjoyable, interactive, and contextual learning environment. Project-based learning allowed students to become active subjects rather than passive recipients of knowledge. (Halidjah & Hartoyo, 2022) assert that the P5 project can strengthen students' competencies through environmentally based learning, which nurtures both ecological and social awareness. At the elementary level, this aspect is particularly crucial since students are in a developmental stage where moral and social values are shaped through direct experiences. Schools, therefore, play a vital role as agents of social change in fostering environmentally conscious behavior and instilling Pancasila values in everyday life (Jurumiah, 2020). Positive values such as responsibility, cooperation, and social empathy naturally developed through this collaborative learning process (Perdana, 2018; Kurniawati & Mawardi, 2021).

Throughout the activities, students learned to collaborate effectively, support one another, and respect different opinions. They demonstrated a strong work ethic, perseverance, and a sense of responsibility for group achievements. This shows that the P5 project functions not only as a medium for developing practical skills but also as an instrument for shaping character and social ethics. Dewi (2024) adds that the Ecobrick-themed P5 project effectively promotes sustainable lifestyles while instilling values such as discipline, teamwork, and environmental care. These values were not limited to school practices but were also applied in students' daily lives (Aries, 2023; Yusuf et al., 2024).

Furthermore, students' involvement in this project revealed an increased awareness of social and environmental responsibility. They began to understand that small actions—such as managing waste properly can have a significant impact on environmental preservation and local cultural sustainability. The project also strengthened the relationship between students and the school community, as collaboration among students, teachers, and local stakeholders fostered a learning ecosystem rooted in humanistic values. Sari et al. (2020) highlight that the core dimensions of the P5 project include collaboration, independence, critical thinking, and creativity.

3. Students' Skills in the Integrated P5 Project on MBD Traditional Weaving at Ranstale

According to Widyawati et al., 2023, Ecobrick-making training plays a crucial role in enhancing the skills of both students and teachers, particularly in managing plastic waste into valuable products. This activity not only provides theoretical understanding of waste management but also offers students hands-on experience in applying practical skills. The systematic training process helps students comprehend essential stages, from sorting, cleaning, and drying plastic to transforming it into functional products that can be utilized in daily life.

Furthermore, Widyawati et al. (2023) found that integrating Ecobricks with MBD traditional weaving adds significant value to students' skills. In line with this, (Calengka, 2024) emphasizes that the P5 project serves as an effective learning medium for instilling environmental values, practical skills, and collaborative abilities among students. Project-based activities allow students to collaborate, exchange ideas, and solve problems creatively. Consequently, the P5 project not only supports the development of individual skills but also strengthens social competencies and teamwork, which are essential for 21st-century learning Purwaningsih and Suprihatin (2024).

4. Benefits of the P5 Project Integrated with MBD Traditional Weaving

The activity of processing plastic waste into Ecobricks provides an environmentally friendly alternative solution that holds both aesthetic and economic value (Sugrawati, 2023). Observations indicate that students enjoy the process of creating Ecobricks combined with MBD traditional weaving. They feel proud to produce useful works from simple materials. This project not only broadens their knowledge but also fosters creativity, positive character traits, and social skills, making the learning experience more meaningful and engaging.

In addition to creative and social aspects, Dewi (2024) emphasizes that projects themed around sustainable lifestyles can cultivate environmental awareness and instill a sense of social responsibility in students. These activities enhance students' understanding of current environmental issues while simultaneously strengthening their appreciation of local cultural values, particularly the philosophy of MBD traditional weaving. Consequently, students learn to respect cultural heritage while applying sustainable practices in their daily lives.

Ruwaida et al. (2023) further note that implementing the P5 project with a focus on local wisdom helps students recognize the symbolic meanings, philosophies, and excellence of regional cultural products. The integration of cultural values with sustainable practices has a positive impact on character development, including diligence, patience, collaboration, and a love for both the environment and culture. This approach ensures that learning is not only academic but also contributes to the development of students' personal and social competencies in a sustainable manner.

Moreover, the P5 project has been proven to cultivate students with strong character, integrity, and the ability to contribute positively to society (Hijran & Fauzi, 2023). Based on this foundation, the P5 project not only enriches students' knowledge but also strengthens their cultural identity as members of the Southwest Maluku community. This approach demonstrates that integrating environmental education

with local culture can serve as an effective strategy for nurturing creative, environmentally conscious, and competitive young generations.

CONCLUSION

Based on the research findings, fifth-grade students at SD Kristen Kaiwatu demonstrated a significant improvement in understanding, attitudes, and skills after participating in the P5 project themed around Ecobricks integrated with Southwest Maluku traditional weaving. Students gained an understanding of the importance of protecting the environment while preserving local culture through creative works. They learned to sort, clean, and process plastic waste into useful products. Based on these results, it is recommended that SD Kristen Kaiwatu expand the implementation of this project to other classes and schools in the surrounding area to broaden its positive impact, as well as to strengthen the values of Pancasila and the preservation of local culture.

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