

Research Article

The Application of the Marind Tribe's Life Principle of Compassion With the PBL Model to Foster Student Character Elementary School In Merauke

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Abstract: This study aims to analyse the effect of applying the Problem-Based Learning (PBL) model based on the Marind Tribe's life principles on the development of students' compassion. The approach used was quantitative with a quasi-experiment design using Nonequivalent (Pretest and Posttest) Control Group Design. The research subjects consisted of 120 students at SD YPPK St Tarsisius Biankuk, SD YPPK St Fransiskus Xaverius I, and SD YPPK Sta. Theresia Buti Merauke, which were divided into experimental and control classes. Data analysis was conducted using the Independent Sample t-test with the help of SPSS IBM 23. The results showed that the application of the PBL model significantly improved students' compassion attitudes, with a calculated t value (50.842) > t table (1.981) and p-value (0.000) < 0.05, indicating a significant difference between the experimental and control classes.

Keywords: PBL student compassion, Marind Tribe life principles, quasi-experiment, character education.

1. INTRODUCTION

Character education in Indonesia has increasingly become a major concern in recent years. Pike et al.'s (2021) research highlights the importance of character education and literacy development in Indonesian primary schools. With character education emphasising the importance of moral education alongside academic teaching. Islamic Religious Education plays an important role in shaping students' character and moral responsibility (Yusri et al., 2023). Students whose moral orientation is aligned with the individualised moral culture of the education system tend to have a stronger academic orientation (Goff et al., 2022)

Education systems must adapt to the changing moral landscape while maintaining a focus on ethical formation (Hämäläinen, 2022).. In addition to developing virtues moral education should include the concepts of love, knowledge, and justice to achieve true moral status and value (Carr, 2024).. In practice, the Muhammadiyah education system in Indonesia demonstrates a holistic-integrative approach, which combines science and technology with Islamic values to develop students' spiritual, emotional, intellectual, and transcendental intelligence (Hamami & Nuryana, 2022).. These findings underscore the importance of a comprehensive educational approach that fosters both academic and moral development, preparing students to navigate the ever-evolving ethical landscape while nurturing morally strong citizens.

The realisation that forming individuals who are not only academically intelligent, but also have high morality, is something that cannot be separated from the education process itself. The Indonesian government, through the education curriculum, has emphasised the importance of character education as an integral part of learning at all levels of education

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(Kemendikbud, 2012). Moreover, at the primary school level, character education is crucial as this is the early stage of a child's character formation (Althof & Berkowitz, 2006). According to Zubaidi (2011), formal education has a huge responsibility to instil character through the learning process.

2. THEORETICAL STUDIES

Character education is a systematic effort in shaping the personality, character, and character of students through moral values that have become a habit of life. Character education aims to form individuals who have high morality, are responsible, and are able to distinguish between right and wrong (Ahsanulhaq, 2019).

Character education not only includes moral or ethical education, but also builds attitudes, behaviours, and habits that can support harmonious social life (Huda et al., 2022). In this context, local cultural values are very relevant to be integrated in the education system. According to Suri & Chandra, (2021) character education includes moral development and attitude formation that supports harmonious social life, where local cultural values play an important role in this process.

One of the local cultural values that has great potential in shaping student character is the values contained in the life of the Marind tribe in Merauke, Papua. The Marind tribe, as one of the indigenous tribes living in the Papua region, has a principle of life that is closely related to the attitude of compassion, solidarity, and respect for others (Gamu & Pranyoto, 2023). This principle is known as compassion, which teaches to always love, care for, and maintain good relations between fellow community members, which is a pattern of community communication (Ridmasari et al., 2024).

Compassion applies not only in the context of relationships between individuals, but also in the relationship between humans and the natural world. This principle teaches the importance of respecting and maintaining the balance of nature, as well as sharing with others in need (Giraldo & Toro, 2024). In daily life, this attitude is seen in many aspects of Marind people's lives, such as in social interactions, mutual aid activities, and the tradition of sharing. The implementation of this principle of compassion in basic education in Merauke can be one of the effective ways to foster the character of students who not only care about themselves, but also care about others and the environment (Leba et al., 2023).

However, despite the importance of cultural values such as compassion, many challenges are faced in trying to incorporate these values in the national education curriculum. On the one hand, Indonesian schools, particularly those in remote areas such as Merauke, often focus more on academic achievement and technical skills that can fulfil national curriculum standards. On the other hand, there is a concern that by focusing too much on academic achievement, students' moral values and character could be neglected (Betaubun & Rokhmah, 2021). Therefore, it is important to design learning that not only emphasises academic aspects, but also integrates local cultural values that can help shape students' character.

However, in the reality of learning in primary schools, the inculcation of character values is often less effective due to the dominance of the lecture method and conventional approaches. This causes a lack of active involvement of students in understanding and internalising these values. Therefore, a learning model that can provide meaningful and contextualised learning experiences for students is needed.

One of the learning approaches that can accommodate these objectives is the Problem-Based Learning (PBL) model. The PBL model is an approach that places students at the centre of learning, where they are invited to identify problems, find solutions, and work together to solve these problems (Abriyanti, 2022). PBL encourages students to think critically, creatively, and collaboratively in dealing with real-world problems (Alfianiawati et al., 2019). This approach is very suitable for developing student character, because in the PBL

process, students not only learn theory, but also hone their ability to interact, empathise, and work together in solving problems (Brohus et al., 2022).

Problem-based learning is a learning model that places learners in real situations as a context for thinking critically, solving problems, and acquiring knowledge and skills. PBM is designed to develop problem-solving strategies simultaneously with the basics of knowledge and skills, where learners play an active role in solving complex everyday problems (Aprilia et al., 2021).

This PBL model encourages students to be active in the learning process through solving real problems, group discussions, and reflection on their learning experiences where students involve the presentation of real problems whose solutions must be carried out by students independently (Antonella, 2023). By applying PBL based on the value of compassion of the Marind tribe, it is hoped that students can better understand and practice these attitudes in their daily lives. PBL creates a learning atmosphere that is oriented towards real problems. In this model, students do not just listen or memorise material, but are required to think analytically, find and process data, and communicate the results of their learning. PBL involves students in the process of solving problems through scientific methods, so that they not only understand related material but also hone their critical and independent thinking skills (Ariyani & Kristin, 2021). The teacher in this learning acts as a facilitator who guides students in investigating and finding solutions to the problems they face, so that learning becomes more meaningful for their lives.

Problem Based Learning is expected to create a learning process that takes place naturally, where students are actively involved in various activities that strengthen their ability to solve problems and increase independence. Through this approach, students are encouraged to formulate, solve, and interpret mathematical concepts in various daily life situations (Anjelina Putri et al., 2018).

This study aims to examine the effectiveness of applying the PBL model in fostering the character of elementary school students in Merauke compared to the conventional learning model. For this reason, this research uses an experimental method with a control class and experimental class design. The experimental class will apply PBL-based learning that integrates the Marind tribe's compassion value, while the control class will use conventional learning methods.

With this research, it is expected to contribute to the development of a more effective learning model in shaping student character, as well as preserving the local wisdom values of the Marind tribe as part of the cultural identity that must be maintained and passed on to the younger generation.

3. RESEARCH METHODS

This research approach uses a quantitative approach with a quasi experiment design, because researchers use groups that have formed naturally (Cahaya et al., 2024; Usman et al., 2024). In general, it aims to determine the effect of the application of learning by using the PBL model with the application of the Marind Tribe's life principles in shaping student character.

The design of this study was pretest-posttest Nonequivalent Control Group Design, in this study the experimental class and control class were not randomly selected so that the design in this study was in the form of a Nonequivalent (Pretest and Posttest) Control Group Design. According to (Creswell & Creswell, 2018; Sugiyono, 2018). Nonequivalent (Pretest and Posttest) Control Group Design is the most popular approach in quasi-experiments, experimental groups and control groups are selected by random sampling. Both classes were given a pretest and posttest, the experimental class received PBL model treatment, the control class received a conventional learning model.

Table 1.1 Research design as follows: Group Pretest Treat Posttest

Group	Pretest	Treatment	Posttest
A	Q1	T	Q2
B	Q3	-	Q4

Description

A : Experimental group/class

B : Control group/class

Q1 & Q3 : Both groups were observed with pretest to know the initial character of students

T : Treatment (experimental group given the treatment of the application of the Marind Tribe's life principles using the PBL model assisted by the Marind Tribe).

Q2 : The final test results of students' character growth after being given the treatment/application of the Marind Tribe's life principles using the PBL model.

Q4 : The results of the final test of student character growth without being given treatment / application of the Marind Tribe's life principles using the PBL model

The population in this study was at SD YPPK St Tarsisius Biankuk, SD YPPK St Fransiskus Xaverius I, and SD YPPK Sta. Theresia Buti Merauke. With a total of 120 students where each school was taken 20 for the control class and 20 for the experimental class so that each school consisted of 40 samples. Sample withdrawal using prpbability sampling method with simple random sampling technique .

The analysis technique used for descriptive analysis research data was carried out with the help of SPSS IBM 23 software to describe and communicate raw data in the form of frequency distribution tables and visualisation in the form of histogram graphs. According to Sawilowsky and Hillman (1992), comparative testing using independent sample t-test is used if the data are obtained from two different independent groups and the data must be normally distributed (Hasmawaty et al., 2023; Oktaviani & Notobroto, 2014). With the steps consisting of this normality test using the Kolmogorov-Smirnov test with the help of SPSS 23.0 for windows through a significance level of 0.05. If the significance level > 0.05 then H0 is accepted, or the data is normally distributed. If the significance level < 0.05 then H0 is rejected, or the data is not normally distributed (Usman et al., 2023)

The homogeneity test was used to determine whether or not the data on children's speaking ability in the experimental and control classes were homogeneous. The variance homogeneity test was conducted using Leven's Test of Equality of Variance through the help of SPSS 23.0 for windows with a confidence level of 95%. If the significance > 0.05 then H0 is accepted or the data is homogeneous, but if the significance level < 0.05 then H1 is rejected or the data is not homogeneous (Intisari et al., 2024; Sianturi, 2022). Hypothesis testing is a procedure to determine whether the research hypothesis is accepted or rejected. Hypothesis testing in this study used t-test with a significance level of 5%.

The following are the steps of applying PBL to develop the Marind tribe's life principles in the aspect of love with schools such as SD YPPK St. Tarsisius Biankuk, SD YPPK St. Fransiskus Xaverius I, and SD YPPK Sta. Theresia Buti. Theresia Buti.

Table 1.2 Stages of PBL Implementation

Stages	Activites
Problem Identification	<ol style="list-style-type: none"> 1) The teacher or researcher determines a real problem related to the Marind tribe's principle of life. 2) The teacher presents real problems related to the Marind Tribe's principles of life, especially in terms of compassion, empathy, tolerance, and communication. 3) This problem must be relevant to the character to be formed in students, namely the principle of compassion. which wants to be measured by indicators of a) empathy for others, b) tolerance and understanding, c) friendly/communicative: 4) Plan a social programme or help a friend in need. 5) Students are invited to observe and discuss how these values are applied in the life of the Marind people.
Research and data collection	<ol style="list-style-type: none"> 1) At this stage, students are divided into small groups to collect data and information relevant to the problem at hand. 2) Students explore the practice of compassion in Marind culture, such as how they show empathy towards others and maintain social harmony. 3) Sources of information can be obtained through literature study, interviews with traditional leaders, or direct observation if possible.
Group analysis and discussion	<ol style="list-style-type: none"> 1) Students discuss in groups to identify how the values of compassion, tolerance and communication are applied in the daily life of the Marind people. 2) They analyse how these life principles can be adapted to shape their own character.
Solution formulation and reflection	<ol style="list-style-type: none"> 1) Each group designs a solution or strategy to integrate the values of compassion and communication in school and community life. 2) Students reflect on how the application of the Marind Tribe's life principles can help them in building empathy, tolerance and good communication skills.
Presentation and Evaluation	<ol style="list-style-type: none"> 1) Students present their analyses and solutions in front of the class. 2) The teacher provides feedback and evaluates students' understanding of the character values developed through PBL.

Application in Daily Life	<ol style="list-style-type: none"> 1) Students are asked to apply the learnt value of compassion in their daily interactions, both at school and in the neighbourhood. 2) Teachers conduct periodic monitoring and reflection to assess students' character development.
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Data was collected using observation sheets on students' behaviour during teaching-learning activities and extracurricular activities to see the implementation of the Marind Tribe's living principles in daily life.

4. RESULTS AND DISCUSSION

The descriptive picture after the application of the PBL Model of understanding the Marind tribe's principles of life in shaping student character at SD YPPK St. Tarsisius Biankuk, SD YPPK St. Fransiskus Xaverius I, SD YPPK Sta. Theresia Buti in the aspect of compassion which includes empathy for others, tolerance and understanding, and friendliness/communicative. Theresia Buti on the aspect of compassion that includes empathy for others, tolerance and understanding, and friendly/communicative is presented in the table below.

Table. 1.3 Descriptive description of the understanding of the principle of compassion in shaping student character in the Experimental and Control Classes after the application of the PBL Model

Types of Descriptive Data	Pretest Kelas Kontrol	Pretest Kelas Eksperimen
N	60	60
Mean	61,20	86,50
Median	62,00	87,00
Mode	60	85a
Std. Deviation	2,648	2,801
Variance	7,010	7,847
Range	11	11
Minimum	57	81
Maximum	68	92
Sum	3672	5190

Table 1.3 shows a descriptive picture of the understanding of the principle of compassion which includes empathy for others, tolerance, understanding, and friendly/communicative attitudes in students from experimental and control classes after the application of the Problem-Based Learning (PBL) model. Based on pretest data, it can be seen that the average (mean) understanding of students in the experimental class (86.50) is higher than the control class (61.20). This shows a significant increase in the understanding of the principle of compassion in students who follow the PBL model.

The median and mode also showed a similar trend, where the experimental class had higher median and mode values of 87 and 85, respectively, compared to the control class which had median and mode values of 62 and 60. This indicates that most students in the experimental class had a better understanding of the principle of compassion.

The standard deviations for the two classes were not too much different, at 2.648 for the control class and 2.801 for the experimental class, indicating relatively similar variations in the understanding of compassion in the two groups of students. The variance also showed almost similar values, with the experimental class slightly higher (7.847) compared to the control class (7.010). The range of scores for both classes was 11, with the minimum and maximum scores

for the control class being 57 and 68, while the experimental class ranged between 81 and 92. The total score (sum) in the control class was 3,672 and in the experimental class reached 5,190, which further emphasised the increase in understanding in experimental class students after the application of the PBL model.

To compare learning outcomes between students using the PBL Model and students using conventional learning methods, percentage measurements were used. By using percentages, we can easily see the extent to which students are able to internalise the Marind tribe's life principles of compassion values in their character building. Percentages provide a clear picture of the comparison of the effectiveness of the two learning methods. The percentage description of the results of the posttest implementation of the experimental group and control class is as follows.

Table 1.4 Percentage of pretest understanding of the principle of life values of compassion in shaping student character in experimental and control classes

Interval	Category	Control Class		Experimental Class	
		<i>f</i>	%	<i>f</i>	%
25-43	Less	40	67	0	0
44-62	Fair	20	33	0	0
63-81	Good	0	0	3	5
82-100	Very good	0	0	57	95
Quantity		60	100	60	100

Table 1.4 shows the comparison between the understanding of the life principles of compassion values in shaping student character in the experimental and control classes based on the pretest results. In the experimental class, most students (95%) were in the 'Very Good' category, showing an excellent understanding of the values of compassion, such as empathy, tolerance, understanding, and communication skills. This means that students in the experimental class have successfully developed character traits that include the ability to feel and understand the feelings of others (empathy), appreciate differences (tolerance), and build good social relationships (friendship and communication skills).

In the control class, the majority of students (67%) were in the 'Deficient' category, indicating that they had not developed sufficient understanding of these values. A small proportion of students in the control class (33%) were in the 'Fair' category, but none reached the 'Good' or 'Excellent' categories. These results suggest that without a specialised intervention approach, students in the control class had not demonstrated a deep understanding of compassion which is important in shaping their character. Overall, the experimental class showed more positive results, signalling that learning focused on developing the values of compassion can improve students' character more effectively.

The excellent results in the experimental class indicated that the implementation of interventions related to compassion, such as empathy, tolerance, understanding, and communication skills, had a significant effect in shaping students' character. The students in the experimental class were better able to demonstrate these values in their daily lives. The control class showed a low percentage in the compassion values, indicating that without intervention or more in-depth teaching of the values, students' character development may be more hindered.

The normality test was conducted to determine whether the data obtained came from a normally distributed population or data that was not normally distributed. The independent sample t test normality test uses the One-Sample Kolmogorov-Smirnov Test statistic with a simulation-based Monte Carlo statistical method test approach used to solve complex probability problems through a randomised experimental approach, which is categorised as normal if Sig > 0.05. The following shows the normality test of the Experiment class data with PBL and the control class without the PBL model

Table. 1.5 Experimental and Control Class Data Normality Test Results

Group	Sig. (2-tailed)	Conclusion
Experimental Class	0.751	Valid
Control Class	0.812	Valid

The compassion indicator, which measures empathy towards others and tolerance, shows high Sig. values in both groups (experimental: 0.751 and control: 0.812), which means that the data from these two groups also follow a normal distribution. Levene's Statistic is a statistical test used to test the homogeneity of variance or the similarity of variance between groups in a data. variance homogeneity test is a test to determine whether the data studied comes from a homogeneous or inhomogeneous variance, homogeneity testing criteria, namely if Sig>0.05, then the variance of the control and experimental classes is declared to come from a homogeneous variance. The following are the results of the homegintas test of each indicator in the control class and experimental class

Table 1.6 Homogeneity Test

Group	Levene Statistic	Sig.	Description
Experimental Class & Control Class	,104	,747	Homogen

Since the significance value (Sig.) is greater than 0.05, it can be concluded that the variance between the control and experimental groups is homogeneous. This means that both groups have relatively the same data variability, thus fulfilling the assumption of homogeneity for further statistical analysis. Independent sample t test on the application of PBL model in experimental and control classes. Understanding the principles of life of the Marind tribe in the aspect of compassion which includes empathy for others, tolerance and understanding, and friendly/communicative.

Table 1.7 Independent sample t test results of differences in student character abilities for aspects of compassion in control and experimental classes

	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t hitung	t tabel	df	Sig. (2-tailed)	Mean Difference
Compassionate behaviour	,104	,747	50,842	1,981	118	,000	25,300

This hypothesis testing uses IBM SPSS 23, with statistical hypothesis

$$H_0 = T_{hitung} \leq T_{tabel}$$

$$H_1 = T_{hit} > T_{tabel}$$

The results of the Independent Sample t-test on the application of the Problem-Based Learning (PBL) model in the experimental and control classes showed a significant difference in the development of compassion, which includes empathy for others, tolerance, understanding, and friendly/communicative abilities. Based on the results of Levene's Test for Equality of Variances, the F value is 0.104 with a significance (Sig.) of 0.747, which is greater

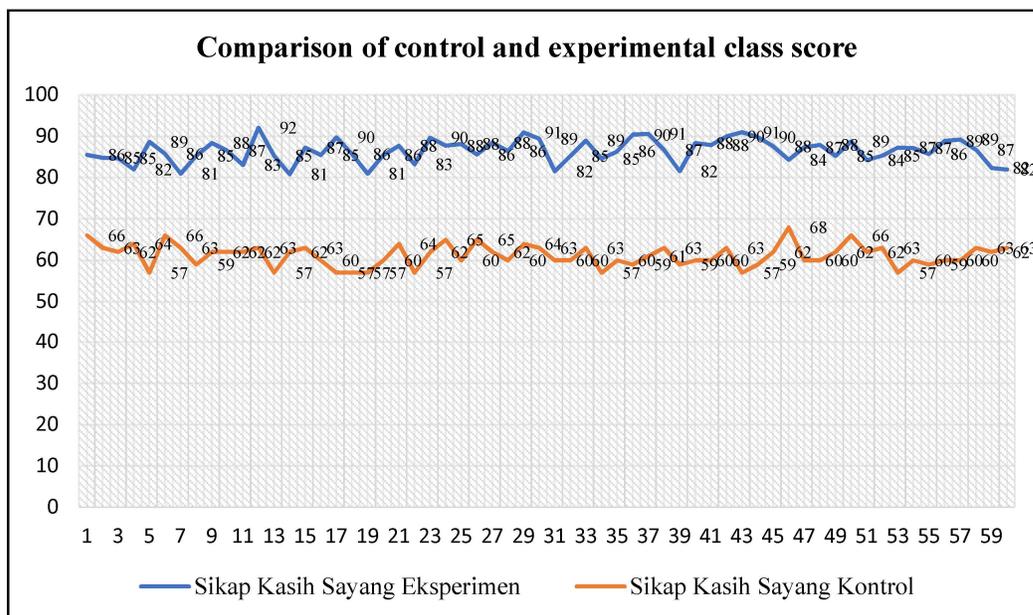
than 0.05, indicating that the variance between the two groups is considered homogeneous or equal.

In the t test, the obtained t value of 50.842 is much greater than the t table which is 1.981 (with degrees of freedom or df = 118 and a significance level of 0.000). This result shows that t count is greater than t table, so the null hypothesis (Ho) which states that there is no significant difference between the experimental class and the control class can be rejected. Conversely, the alternative hypothesis (H1) stating that there is a significant difference is accepted.

Thus, it can be concluded that the application of the PBL model in the experimental class has a significant impact on improving students' compassion, especially in the aspects of empathy, tolerance, and ability to communicate with others, compared to the control class that did not apply the model. The mean difference value of 25.300 shows a large average difference between the two groups, which further strengthens the finding that PBL plays an important role in shaping students' social character.

The results of the Independent Sample t-test showed that the application of the PBL model in the experimental class had a significant effect on the development of students' compassion. This is evident from the calculated t value which is much greater than the t table, with a mean difference value of 25.300, which indicates a substantial difference between the experimental and control classes. Students in the experimental class showed significant improvements in empathy, tolerance, and friendliness/communicative skills, compared to students in the control class. Therefore, it can be concluded that the PBL model is effective in shaping students' social character, especially in the aspect of compassion.

The following is graph 1.1 of the difference in the average student scores from the experimental class and the control class after the posttest



Graph 1.1 shows the score comparison between the experimental and control classes on the compassion aspect, which includes empathy towards others, tolerance, understanding, and friendliness/communicative skills. The blue line represents the compassion score of the experimental class, while the orange line represents the control class.

From this graph, it can be seen that the experimental class (blue line) has higher scores and tends to stabilise above the 80 range, with relatively smaller fluctuations. Meanwhile, the control class (orange line) shows lower and variable scores, ranging from 55 to 65, with some points showing a significant drop in scores.

This clear difference indicates that the implementation of the Problem-Based Learning (PBL) model in the experimental class had a positive effect on improving students' compassion. Students in the experimental class showed better understanding and more consistent application of the principle of compassion, while students in the control class who did not follow the PBL model showed lower and less stable scores. This indicates that the PBL model is effective in developing better social attitudes among students.

The cultural practices of the Marind people reflect a deep commitment to compassion for individuals and the environment, deeply rooted in their cosmology and social structure. Their ecological values emphasise harmony with nature, recognising the interconnectedness of all life forms, which is essential for their cultural and spiritual survival.

Research results Sarang et al., (2024) the Marind people's social interactions emphasise compassion through their connectedness to the universe, ancestral traditions and ecological balance, highlighting the interdependence of individuals and their environment, which fosters sustainable relationships essential for their cultural and ecological survival. Their dependence on rivers and the sea highlights a deep-rooted relationship with the environment, reinforcing the importance of preserving natural habitats (Sarang et al., 2024).. The Marind people view ecology as an integral part of their ancestral traditions, emphasising balance in the ecosystem (Sarang et al., 2024).

Applying the PBL model, the posttest results showed a very significant difference between the two classes. Most students in the experimental class managed to reach the 'excellent' category, with almost all students obtaining very high scores. In contrast, in the control class, only a small number of students reached this category, while most were still in the 'good' category. These results confirm that the PBL model is effective in improving students' compassion, especially in the aspects of empathy, tolerance, and sociability, which are part of the students' character traits taught.

Problem-based learning (PBL) has shown significant positive effects on student learning outcomes in various educational contexts. Various studies have shown that PBL results in higher academic achievement compared to traditional lecture-based learning (O'Dea & O'Dea, 2023; Zhang & Ma, 2023).

Statistical testing through the Independent Sample t-test also showed a significant difference between the control and experimental classes, with the t-count value much higher than the t-table value and a very low p-value, indicating that the results obtained were not accidental. This confirms that the implementation of PBL significantly improved compassionate attitudes in the experimental class compared to the control class that did not receive the intervention.

Compassion is the foundation for creating harmonious relationships between individuals in a community. Empathy towards others is a form of deep concern for the feelings and circumstances of others, so that we can feel and understand their experiences. This allows us to provide better support and help others in distress. In addition, tolerance and understanding teach us to accept differences and understand others' perspectives without judgement. These attitudes are essential for creating an inclusive environment, where everyone can co-exist despite their different backgrounds. Finally, being friendly/communicative leads to the ability to foster good and open relationships with others. By being friendly, open and communicative, we can build strong bonds, facilitate co-operation and strengthen relationships within the community. These three elements interact with each other to form an overarching attitude of compassion, creating a loving atmosphere in daily life.

The explanation for this difference in results can be attributed to the nature of PBL which focuses on experiential learning. According to Thomas (2020) states that PBL enhances critical

thinking skills, problem solving, as well as social-emotional skills such as empathy and communication which are crucial in shaping compassionate attitudes in students. In this context, by engaging in collaborative projects related to real issues, students in the experimental class were given the opportunity to develop and practice these values in everyday life.

The effectiveness of PBL in shaping students' character is also supported by research conducted by Tan and Lau (2020), who found that this project-based learning model can instil empathy and interpersonal skills in students. Through engagement in projects that demand social interaction, students not only learn theoretical concepts, but also actively apply values such as tolerance, understanding, and friendship.

The results obtained from the control class that did not follow the implementation of PBL show that traditional learning methods that focus on theory alone are not effective enough in shaping student character. As explained by Garton et al. (2021) learning interventions that rely solely on theory without hands-on practice or project-based experiences are less likely to produce significant changes in student attitudes or behaviour.

The results of this study support the hypothesis that PBL has a significant impact in improving students' compassionate attitudes, which in turn can facilitate positive character development in schools. The significant improvement seen in the experimental class further emphasises the importance of integrating innovative teaching strategies such as PBL in the education system to support students' overall character development. PBL is an effective pedagogical approach to improve students' ability to solve problems, think critically, and collaborate at various levels of education (Jaganathan et al., 2024; Zaki et al., 2024). The integration of local wisdom with PBL can make learning more meaningful and culturally relevant, preparing students to face the challenges of Society 5.0 (Zaki et al., 2024).

The application of the PBL model that raises the Marind tribe's life principles, especially love, can also strengthen the sense of togetherness and solidarity among students. In PBL activities, students are encouraged to work together in groups, share ideas, and discuss solutions to problems faced. This process will help students learn about the importance of collaboration, empathy, and social responsibility. The value of compassion that teaches about caring for others can be translated in this context, where students learn to appreciate differences, help each other, and create solutions that can benefit all parties.

In addition, the application of PBL models that integrate cultural values can also help increase students' self-confidence. When students feel valued and able to apply the cultural values they recognise in the learning context, they will be more motivated to learn and develop themselves. This self-confidence is very important in character building, because students who have high self-confidence tend to be more open to new ideas, more confident in their abilities, and more prepared to face future challenges.

5. CONCLUSIONS AND SUGGESTIONS

The results of the Independent Sample t-test show that the application of the Problem-Based Learning (PBL) model has a significant influence on the development of students' compassion. This is evidenced by the calculated t value (50.842) which is much greater than the t table (1.981) and the significance value (p-value = 0.000) which is smaller than 0.05, which indicates a significant difference between the experimental and control classes. Thus, this study confirms that the Problem-Based Learning (PBL) model is effective in improving students' compassion, so it can be recommended as a learning strategy that contributes to the development of students' social character, especially in understanding the Marind tribe's life principles. This study has limitations, such as limited sample coverage, not controlling external factors, and measurement in a short period, so the long-term effects of PBL have not been

identified. In addition, the quantitative approach used has not explored changes in student attitudes in depth. For future research, it is recommended to use a wider sample, qualitative methods such as observation and interviews, and consider additional variables, such as parental involvement and social environment. Longitudinal research is also needed to see the long-term impact of PBL. With further development, PBL has the potential to be an effective method in shaping students' social character, especially in understanding the Marind tribe's life principles.

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