

ABSTRAK

PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENANAMKAN NILAI GOTONG ROYONG DENGAN MODEL PjBL SISWA KELAS V SD NEGERI BHAYANGKARA YOGYAKARTA

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Penelitian ini dilatarbelakangi oleh mulai mudarnya nilai gotong royong di kalangan siswa sekolah dasar yang tercermin dari rendahnya keterlibatan aktif dalam kerja kelompok serta kurangnya kesadaran untuk saling membantu. Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran Pendidikan Pancasila dalam menanamkan nilai gotong royong dengan model *Project Based Learning* (PjBL), mendeskripsikan kendala yang dihadapi serta strategi yang digunakan guru untuk mengatasinya, serta mengetahui dampak penanaman nilai gotong royong pada siswa kelas V SD Negeri Bhayangkara Yogyakarta.

Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian adalah guru dan siswa kelas V SD Negeri Bhayangkara Yogyakarta, sedangkan objek penelitian adalah proses penanaman nilai gotong royong. Teknik pengumpulan data meliputi observasi, wawancara, kuesioner, dan dokumentasi. Analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, penyajian data, serta penarikan kesimpulan atau verifikasi data.

Hasil penelitian menunjukkan bahwa pembelajaran Pendidikan Pancasila dengan model *Project Based Learning* (PjBL) pada siswa kelas V SD Negeri Bhayangkara Yogyakarta mampu menanamkan nilai gotong royong melalui kegiatan proyek berkelompok. Hal ini terlihat dari keterlibatan aktif siswa dalam kerja kelompok, pembagian tugas, serta sikap saling membantu dalam menyelesaikan proyek. Kendala yang muncul meliputi kesiapan siswa dalam bekerja kelompok, kecenderungan memilih teman, variasi tingkat partisipasi, serta keterbatasan waktu pembelajaran. Guru mengatasi kendala tersebut melalui pendampingan, pengarahan, pengelolaan kelompok, serta pemberian motivasi kepada siswa. Secara umum, pembelajaran dengan model PjBL memberikan dampak positif terhadap nilai gotong royong siswa, seperti berkembangnya kerja sama, tanggung jawab, kepedulian, kemampuan bermusyawarah, dan menghargai pendapat teman.

Kata kunci : pendidikan pancasila, nilai gotong royong, *project based learning*

ABSTRACT

***PANCASILA EDUCATION TO INSTILL THE VALUE OF MUTUAL
COOPERATION USING THE PjBL MODEL FOR FIFTH GRADE STUDENTS
AT SD NEGERI BHAYANGKARA YOGYAKARTA***

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This research was motivated by the declining value of mutual cooperation among elementary school students, as reflected in their low active participation in group work and limited awareness of helping one another. This study aimed to describe the process of Pancasila Education learning in instilling the value of mutual cooperation through the Project Based Learning (PjBL) model, describe the obstacles faced and the strategies used by teachers to overcome them, and determine the impact of instilling the value of mutual cooperation in fifth-grade students at SD Negeri Bhayangkara Yogyakarta.

This research employed a qualitative method with a descriptive approach. The subjects of this study were the teacher and fifth-grade students of SD Negeri Bhayangkara Yogyakarta, while the object of the study was the process of instilling the value of mutual cooperation. Data were collected through observation, interviews, questionnaires, and documentation. The data analysis was conducted through the stages of data collection, data reduction, data display, and conclusion drawing or verification.

The results showed that Pancasila Education learning using the Project Based Learning (PjBL) model was able to instill the value of mutual cooperation through group project activities. This was indicated by students' active involvement in group work, task distribution, and their willingness to help one another in completing the project. The obstacles encountered included students' readiness in group work, their tendency to choose close friends, variations in participation levels, and limited instructional time. To address these obstacles, the teacher applied several strategies, such as providing guidance, direction, group management, and motivation. Overall, learning through the PjBL model had a positive impact on students' mutual cooperation values, such as increased collaboration, responsibility, care, ability to deliberate, and respect for others' opinions.

Keyword : pancasila education, mutual cooperation value, project-based learning