

**ABSTRAK**

**PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENANAMKAN NILAI  
KEDISIPLINAN MENGGUNAKAN MODEL PJBL  
BAGI SISWA KELAS V SD KARITAS NANDAN**

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Pendidikan Pancasila memiliki peran strategis dalam membentuk karakter peserta didik, khususnya dalam menanamkan nilai kedisiplinan sejak jenjang sekolah dasar. Namun, dalam praktiknya masih ditemukan bahwa sikap disiplin siswa, seperti ketepatan waktu, kepatuhan terhadap aturan, dan tanggung jawab terhadap tugas, belum berkembang secara optimal apabila pembelajaran hanya bersifat teoretis. Oleh karena itu, diperlukan model pembelajaran yang mampu memberikan pengalaman belajar konkret dan melibatkan siswa secara aktif, salah satunya melalui penerapan *Project Based Learning* (PjBL).

Penelitian ini bertujuan untuk mengetahui pelaksanaan pembelajaran Pendidikan Pancasila dalam menanamkan nilai kedisiplinan menggunakan model *Project Based Learning* (PjBL) serta dampaknya bagi siswa kelas V SD Karitas Nandan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek 1 guru kelas V dan 16 siswa. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan kuesioner. Analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi sumber, triangulasi teknik, dan *member check*.

Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran menggunakan model *Project Based Learning* (PjBL) berjalan secara sistematis dan meningkatkan keterlibatan aktif siswa. Model ini memberikan dampak positif terhadap perkembangan nilai kedisiplinan, seperti tanggung jawab, kepatuhan terhadap aturan, serta kemampuan mengatur waktu. Evaluasi dilakukan secara autentik melalui pengamatan terhadap proses dan perubahan perilaku siswa. Dengan demikian, penerapan model *Project Based Learning* (PjBL) efektif dalam menanamkan nilai kedisiplinan pada siswa kelas V SD Karitas Nandan.

**Kata kunci** : Pendidikan Pancasila, nilai kedisiplinan, *Project Based Learning*.

**ABSTRACT**

**PANCASILA EDUCATION LEARNING TO INCULCATE DISCIPLINE VALUES  
USING THE PROJECT BASED LEARNING (PjBL) MODEL  
FOR FIFTH GRADE STUDENTS OF SD KARITAS NANDAN**

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*Pancasila Education has a strategic role in shaping students' character, particularly in inculcating the value of discipline at the elementary school level. However, in practice, students' disciplinary attitudes such as punctuality, adherence to rules, and responsibility in completing tasks have not developed optimally when learning is delivered only theoretically. Therefore, a learning model that provides concrete learning experiences and actively engages students is needed, one of which is Project Based Learning (PjBL).*

*This study aims to examine the implementation of Pancasila Education in inculcating disciplinary values through the Project Based Learning (PjBL) model and its impact on fifth-grade students at SD Karitas Nandan. This research employed a descriptive qualitative approach involving one fifth-grade teacher and 16 students as research subjects. Data were collected through interviews, observations, and questionnaires. Data analysis included data reduction, data presentation, and conclusion drawing. Data validity was ensured through source triangulation, technique triangulation, and member checking.*

*The results indicate that the implementation of Project Based Learning (PjBL) was carried out systematically and increased students' active participation. The model had a positive impact on the development of disciplinary values, such as responsibility, compliance with rules, and time management skills. Evaluation was conducted authentically through observation of the learning process and changes in students' behavior. Thus, the implementation of Project Based Learning (PjBL) is effective in inculcating disciplinary values among fifth-grade students at SD Karitas Nandan.*

**Keywords :** *Pancasila Education, discipline values, Project Based Learning.*