

ABSTRAK

PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENANAMKAN NILAI TOLERANSI DENGAN MODEL PjBL BAGI SISWA KELAS IV SD NEGERI DEMANGAN

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Pentingnya penanaman nilai toleransi pada siswa sekolah dasar menjadi perhatian dalam masyarakat yang majemuk. Pendidikan Pancasila memiliki peran penting dalam membentuk karakter siswa agar mampu menghargai perbedaan dan hidup harmonis dalam keberagaman. Namun, pembelajaran yang masih berpusat pada guru menyebabkan nilai toleransi belum berkembang secara optimal. Oleh karena itu, diperlukan inovasi pembelajaran yang mampu menumbuhkan nilai toleransi secara bermakna, salah satunya melalui model *Project Based Learning* (PjBL). Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran, kesulitan dan strategi guru dalam mengatasinya, serta dampak penerapan PjBL dalam menanamkan nilai toleransi pada siswa kelas IV SD Negeri Demangan.

Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian terdiri atas satu guru kelas IV B dan 27 siswa kelas IV B SD Negeri Demangan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, kuesioner, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data diperoleh melalui triangulasi sumber dan metode.

Hasil penelitian menunjukkan bahwa pembelajaran Pendidikan Pancasila dengan model PjBL dilaksanakan melalui tahap perencanaan, pelaksanaan proyek, presentasi, dan refleksi. Kegiatan proyek mampu menumbuhkan kerja sama, sikap saling menghargai, dan kemampuan menerima perbedaan sehingga nilai toleransi berkembang. Kendala yang dihadapi meliputi perbedaan karakter siswa, keterbatasan waktu, dan partisipasi yang belum merata. Kendala tersebut diatasi melalui bimbingan, penguatan aturan kelompok, dan motivasi. Penerapan PjBL memberikan dampak positif terhadap peningkatan sikap toleransi siswa dalam kehidupan sehari-hari.

Kata kunci: Pendidikan Pancasila, Nilai Toleransi, *Project Based Learning*

ABSTRACT

**PANCASILA EDUCATION LEARNING TO FOSTER TOLERANCE
VALUES USING THE PjBL MODEL FOR FOURTH GRADE STUDENTS
OF SD NEGERI DEMANGAN**

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The importance of instilling tolerance values in elementary school students has become a major concern in a multicultural society. Pancasila Education plays an important role in shaping students' character so that they are able to respect differences and live harmoniously in diversity. However, teacher-centered learning causes tolerance values to not develop optimally. Therefore, learning innovation is needed to meaningfully foster tolerance values, one of which is through the Project Based Learning (PjBL) model. This study aims to describe the learning process, the difficulties faced by teachers and the strategies used to overcome them, as well as the impact of implementing PjBL in instilling tolerance values in fourth-grade students of SD Negeri Demangan.

This study used a qualitative method with a descriptive approach. The research subjects consisted of one fourth-grade teacher and 27 fourth-grade students of SD Negeri Demangan. Data collection techniques were carried out through observation, interviews, questionnaires, and documentation. Data analysis was conducted through data reduction, data presentation, conclusion drawing, and verification. Data validity was obtained through source and method triangulation.

The results showed that Pancasila Education learning using the PjBL model was implemented through the stages of planning, project implementation, presentation, and reflection. Project activities were able to foster cooperation, mutual respect, and the ability to accept differences so that tolerance values developed. The obstacles encountered included differences in students' characteristics, limited learning time, and uneven participation. These obstacles were overcome through guidance, reinforcement of group work rules, and motivation. The implementation of PjBL had a positive impact on improving students' tolerance attitudes in daily life.

Keywords: *Pancasila Education, tolerance values, Project Based Learning*