

ABSTRAK

IMPLEMENTASI MODEL *PROJECT BASED LEARNING* (PJBL) DALAM PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENINGKATKAN KEMANDIRIAN SISWA KELAS IV

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2026

Penelitian ini bertujuan untuk mendeskripsikan implementasi model *Project Based Learning* (PjBL) dalam pembelajaran Pendidikan Pancasila serta dampaknya dalam meningkatkan kemandirian siswa kelas IV. Latar belakang penelitian ini didasarkan pada pentingnya pengembangan kemandirian siswa sebagai salah satu karakter utama dalam pendidikan, yang masih belum optimal dalam proses pembelajaran konvensional. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian adalah siswa kelas IV, guru, dan kepala sekolah. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner. Analisis data menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model *Project Based Learning* mampu meningkatkan kemandirian siswa, yang ditunjukkan melalui kemampuan siswa dalam menyelesaikan tugas, bekerja sama dalam kelompok, serta mengambil inisiatif dalam proses pembelajaran. Selain itu, terdapat faktor pendukung seperti dukungan sekolah, peran aktif guru, dan antusiasme siswa, serta faktor penghambat berupa keterbatasan waktu, perbedaan kemampuan siswa, dan sarana prasarana yang terbatas. Kesimpulan penelitian ini adalah bahwa model *Project Based Learning* efektif dalam meningkatkan kemandirian siswa dalam pembelajaran Pendidikan Pancasila. Oleh karena itu, model ini direkomendasikan untuk diterapkan secara lebih luas dengan perencanaan yang matang dan dukungan yang memadai.

Kata kunci: *Project Based Learning*, Pendidikan Pancasila, kemandirian siswa

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This study aims to describe the implementation of the Project Based Learning (PjBL) model in Pancasila Education learning and its impact on improving the independence of fourth-grade students. The background of this study is based on the importance of developing student independence as a key character in education, which has not been optimally achieved through conventional learning methods. This research employed a qualitative approach with a descriptive research design. The subjects of this study were fourth-grade students, teachers, and the school principal. Data were collected through observation, interviews, and questionnaires. The data analysis technique used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results showed that the implementation of the Project Based Learning model was able to improve students' independence, as indicated by their ability to complete tasks, collaborate in groups, and take initiative during the learning process. In addition, there were supporting factors such as school support, the active role of teachers, and student enthusiasm. Meanwhile, the inhibiting factors included limited learning time, differences in students' abilities, and limited facilities and infrastructure. In conclusion, the Project Based Learning model is effective in improving students' independence in Pancasila Education learning. Therefore, this model is recommended to be implemented more broadly with proper planning and adequate support.

Keywords: *Project Based Learning, Pancasila Education, student independence*