

ABSTRAK

PEMBELAJARAN PENDIDIKAN PANCASILA DENGAN MODEL PBL UNTUK MEWUJUDKAN NILAI MANDIRI SISWA KELAS IV SD KARITAS NANDAN YOGYAKARTA

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2026

Penelitian ini dilatar belakangi oleh dominasi pembelajaran konvensional berbasis ceramah dalam mata pelajaran Pendidikan Pancasila yang belum memberikan ruang bagi siswa untuk terlibat aktif dan mengembangkan nilai mandiri. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan, dampak, serta kendala pembelajaran Pendidikan Pancasila dengan model *Problem Based Learning* (PBL) dalam mewujudkan nilai mandiri siswa kelas IV SD Karitas Nandan Yogyakarta.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Pengumpulan data dilakukan melalui wawancara semi-terstruktur, observasi, kuesioner skala Likert, dan dokumentasi. Teknik analisis data mengacu pada model Miles dan Huberman, meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan pembelajaran PBL berlangsung secara terstruktur melalui lima tahapan sintaks, yaitu orientasi masalah, pengorganisasian siswa, penyelidikan mandiri, penyajian hasil, serta analisis dan evaluasi.

Penerapan model ini berdampak positif terhadap perkembangan nilai mandiri siswa, khususnya pada aspek kepercayaan diri, keberanian berpendapat, tanggung jawab terhadap tugas, dan kesungguhan dalam menyelesaikan pekerjaan. Kendala yang dihadapi meliputi keberagaman kemampuan belajar siswa, ketergantungan pada bantuan orang lain, respons orang tua terhadap kebijakan tugas mandiri, serta dinamika sosial berupa *bullying* verbal antarsiswa. Kendala tersebut diatasi melalui pendampingan langsung, sistem kesepakatan kelas, dan pengaitan materi dengan situasi nyata di kelas.

Kata kunci: Pendidikan Pancasila, *Problem Based Learning*, nilai mandiri, sekolah dasar.

ABSTRACT***PANCASILA EDUCATION LEARNING USING THE PBL MODEL TO REALIZE INDEPENDENT VALUES OF FOURTH-GRADE STUDENTS AT KARITAS NANDAN ELEMENTARY SCHOOL, YOGYAKARTA***

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This research is motivated by the dominance of conventional lecture-based learning in Pancasila Education, which has not provided sufficient space for students to be actively involved and develop self-reliance values. This study aims to describe the implementation, impacts, and constraints of Pancasila Education learning using the Problem-Based Learning (PBL) model to foster self-reliance values among fourth-grade students at Karitas Nandan Elementary School, Yogyakarta.

This study employed a descriptive qualitative approach. Data collection was conducted through semi-structured interviews, observations, Likert scale questionnaires, and documentation. The data analysis technique referred to the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results showed that the implementation of PBL learning progressed in a structured manner through five syntactic stages: problem orientation, student organization, independent investigation, presentation of results, and analysis and evaluation.

The application of this model had a positive impact on the development of students' self-reliance values, particularly in the aspects of self-confidence, courage to express opinions, responsibility for tasks, and diligence in completing work. The constraints faced included diverse student learning abilities, dependence on others, parental responses to independent assignment policies, and social dynamics in the form of verbal bullying among students. These constraints were addressed through direct mentoring, a classroom agreement system, and relating the material to real-life situations in the classroom.

Keywords: *Pancasila Education, Problem-Based Learning, self-reliance values, elementary school.*