

ABSTRAK

IMPLEMENTASI MODEL *PROJECT-BASED LEARNING* DALAM PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENUMBUHKAN KREATIVITAS SISWA KELAS IV SD KARITAS NANDAN

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Penelitian ini bertujuan untuk mengetahui implementasi Model *Project-Based Learning* (PjBL) pada mata pembelajaran Pendidikan Pancasila mengenai Nilai, Makna, Proses Perumusan, dan Penerapan Sila-Sila Pancasila untuk Menumbuhkan Kreativitas Siswa Kelas IV SD Karitas Nandan” dalam kehidupan sehari-hari. Latar belakang penelitian ini didasarkan pada pentingnya penerapan model *Project-Based Learning* (PjBL).

Penelitian ini menggunakan penelitian kualitatif dengan subjek penelitian ini adalah siswa kelas IV di SD Karitas Nandan. Terdiri dari 19 siswa dengan 8 siswa laki-laki dan 11 siswa perempuan. Teknik pengumpulan data meliputi observasi, wawancara, dan kuesioner. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian membuktikan bahwa dengan menggunakan model *Project-Based Learning* (PjBL) dapat memunculkan kreativitas peserta didik yang ditunjukkan melalui kemampuan siswa dalam menghasilkan ide, mencoba berbagai cara penyelesaian masalah, serta mengembangkan gagasan menjadi lebih jelas dan terperinci. Selain itu, terdapat faktor pendukung seperti peran guru sebagai fasilitator, lingkungan belajar yang kondusif, serta keterlibatan aktif siswa, serta faktor penghambat berupa keterbatasan waktu, perbedaan kemampuan siswa, dan kurangnya kepercayaan diri siswa. Kesimpulan penelitian ini adalah bahwa model *Project-Based Learning* (PjBL) efektif dalam menumbuhkan kreativitas 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*, kreativitas, Pendidikan Pancasila, sekolah dasar

ABSTRACT

**IMPLEMENTING PROJET-BASED LEARNING IN PANCASILA
EDUCATION TO FOSTER FOURTH-GRADE STUDENT CREATIVITY AT
SD KARITAS NANDAN**

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This study aims to examine the implementation of the Project-Based Learning (PjBL) model in the Pancasila Education curriculum, specifically regarding the values, meanings, formulation process, and application of the Pancasila principles to foster creativity among fourth-grade students at SD Karitas Nandan in everyday life . The background of this study is based on the importance of applying the Project-Based Learning (PjBL) model.

This study employs a qualitative research design, with the research subjects being fourth-grade students at SD Karitas Nandan. The sample consists of 19 students, including 8 boys and 11 girls. Data collection techniques include observation, interviews, and questionnaires. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions.

The results of the study prove that using the Project-Based Learning (PjBL) model can foster students' skills and creativity, as demonstrated by their ability to generate ideas, try various problem-solving methods, and develop their ideas into clearer and more detailed concepts. Additionally, there are supporting factors such as the teacher's role as a facilitator, a conducive learning environment, and active student engagement, as well as inhibiting factors including time constraints, variations in student ability, and a lack of student self-confidence. The conclusion of this study is that the Project-Based Learning (PjBL) model is effective in fostering student creativity in Pancasila Education. Therefore, this model is recommended for wider implementation with careful planning and adequate support.

Keywords: *Project-Based Learning, creativity, Pancasila Education, elementary school*