

ABSTRAK

**PENGEMBANGAN MODUL AJAR PENDIDIKAN PANCASILA BERBASIS PBL
UNTUK MENGUATKAN KARAKTER BERKEBHINEKAAN GLOBAL DAN
KREATIF PESERTA DIDIK KELAS V SDN**

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Penelitian ini dilatarbelakangi oleh perlunya penguatan karakter berkebhinekaan global dan kreatif peserta didik dalam pembelajaran Pendidikan Pancasila di sekolah dasar. Hasil observasi dan wawancara menunjukkan bahwa bahan ajar yang digunakan belum optimal dalam memfasilitasi pengembangan kedua karakter tersebut. Penelitian ini bertujuan untuk: (1) mengembangkan modul ajar Pendidikan Pancasila berbasis *Problem Based Learning* (PBL) untuk peserta didik kelas V sekolah dasar, (2) mengetahui kualitas modul ajar yang dikembangkan, dan (3) mengetahui peningkatan karakter berkebhinekaan global dan kreatif peserta didik setelah penggunaan modul ajar.

Jenis penelitian ini menggunakan *Research and Development* (R&D) dengan model ADDIE yang meliputi tahap *Analyze, Design, Develop, Implement, dan Evaluate*. Subjek penelitian terdiri atas 15 peserta didik kelas V SD Negeri Samirono, dua dosen ahli, dan dua guru praktisi. Objek penelitian adalah modul ajar Pendidikan Pancasila berbasis *Problem Based Learning* (PBL). Pengumpulan data dilakukan melalui wawancara, observasi, dan kuesioner, sedangkan analisis data menggunakan teknik kuantitatif dan kualitatif.

Hasil penelitian menunjukkan : 1.) modul ajar berhasil dikembangkan melalui tahapan ADDIE ; 2) Kualitas modul memperoleh rerata skor validasi dari para validator 2 dosen dan 2 guru sebesar 3,53 dengan kategori (sangat layak) ; 3.) Efektifitas modul ajar untuk menguatkan karakter berkebhinekaan global tergolong tinggi (N-Gain 0,818) sedangkan untuk menguatkan karakter kreatif juga tergolong tinggi (N-Gain 0,795) penggunaan modul ajar ini dapat menguatkan Karakter Berkebhinekaan Global peserta didik dari rata-rata awal 1,52 (rendah) menjadi 3,55 (tinggi) .Sementara untuk Karakter Kreatif peserta didik meningkat dari rata-rata awal 1,71 (rendah) menjadi 3,53(tinggi). Dengan demikian, modul ajar yang dikembangkan dinyatakan layak serta cukup baik digunakan dalam menguatkan karakter berkebhinekaan global dan kreatif peserta didik di sekolah dasar.

Kata kunci: Modul Ajar, Pendidikan Pancasila, *Problem Based Learning*, Berkebhinekaan Global, Kreatif.

ABSTRACT

**DEVELOPMENT OF A PROBLEM-BASED LEARNING (PBL) PANCASILA
EDUCATION TEACHING MODULE TO STRENGTHENING THE GLOBAL
DIVERSITY AND CREATIVE CHARACTER OF FIFTH-GRADE ELEMENTARY
SCHOOL STUDENTS**

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This research is motivated by the need to strengthen the globally competent (globally diverse) and creative character of students in Elementary School Constitutional/Pancasila Education. Observations and interviews indicated that the instructional materials used had not been optimal in facilitating the development of these two characters. This study aims to: (1) develop a Pancasila Education teaching module based on Problem Based Learning (PBL) for fifth-grade elementary school students, (2) determine the quality of the developed teaching module, and (3) determine the improvement in students' globally competent and creative characters after using the teaching module.

This study employed the Research and Development (R&D) method with the ADDIE model, which includes the Analyze, Design, Develop, Implement, and Evaluate stages. The research subjects consisted of 15 fifth-grade students of SD Negeri Samirono, two expert lecturers, and two practitioner teachers. The object of this research was the Pancasila Education teaching module based on Problem Based Learning (PBL). Data collection was conducted through interviews, observations, and questionnaires, while data analysis used quantitative and qualitative techniques.

The findings showed that: (1) the teaching module was successfully developed through the ADDIE stages; (2) the module achieved an average validation score of 3.53 from two expert lecturers and two practitioner teachers, indicating that it was highly feasible; and (3) the module was effective in strengthening students' global diversity character, with a high N-Gain score of 0.818, and creative character, with a high N-Gain score of 0.795. The implementation of the module increased students' global diversity character from an initial average score of 1.52 (low) to 3.55 (high), while their creative character improved from an initial average score of 1.71 (low) to 3.53 (high). Therefore, the developed teaching module is considered feasible and effective for strengthening elementary school students' global diversity and creative character.

Keywords: Teaching Module, Pancasila Education, Problem Based Learning, Globally Competent, Creative Character.