

ABSTRAK

PENGEMBANGAN MODUL AJAR PENDIDIKAN PANCASILA MATERI KEBERAGAMAN BERBASIS *PROJECT BASED LEARNING* UNTUK MENINGKATKAN KARAKTER BERKEBHINEKAAN GLOBAL SISWA KELAS III SD

Ardhinta Lulu Ariswa
Universitas Sanata Dharma
2026

Penelitian ini dilatarbelakangi oleh adanya kebutuhan untuk mengembangkan Modul Ajar Pendidikan Pancasila. Hasil wawancara dengan guru kelas III SD menunjukkan adanya kebutuhan untuk mengembangkan Modul Ajar Pendidikan Pancasila berbasis *Project Based Learning* (PjBL), karena pembelajaran masih belum banyak menggunakan model pembelajaran inovatif sehingga siswa kurang menunjukkan sikap menghargai keberagaman budaya. Penelitian ini bertujuan untuk mengembangkan Modul Ajar Pendidikan Pancasila berbasis *Project Based Learning* (PjBL) untuk meningkatkan karakter Berkebhinekaan Global siswa kelas III SD melalui materi keberagaman budaya.

Penelitian ini menggunakan metode R&D dengan desain ADDIE: *analyze, design, develop, implement, dan evaluate*. Subjek penelitian ini adalah 1 guru (subjek wawancara), siswa kelas III SD (subjek ujicoba), serta 2 dosen & 2 guru (subjek validasi). Objek penelitian ini adalah Modul Ajar Pendidikan Pancasila berbasis *Project Based Learning* (PjBL) untuk meningkatkan karakter Berkebhinekaan Global siswa kelas III SD. Teknik pengumpulan data menggunakan non tes, yaitu wawancara dan kuesioner. Analisis data dilakukan secara kuantitatif dan kualitatif.

Hasil penelitian menunjukkan: 1) Pengembangan Modul Ajar Pendidikan Pancasila Materi Keberagaman berbasis *Project Based Learning* (PjBL) dilakukan menggunakan metode R&D ADDIE; 2) Kualitas modul ajar diperoleh dari hasil validasi oleh 4 validator dengan rerata skor 3,66 (Sangat Baik), yaitu rerata skor 2 dosen sebesar 3,67 (Sangat Baik) dan rerata skor 2 guru sebesar 3,61 (Sangat Baik); 3) Modul ajar terbukti efektif meningkatkan karakter Berkebhinekaan Global siswa kelas III SD, dengan skor rerata meningkat dari 1,79 (Rendah) menjadi 3,41 (Sangat Baik), atau naik sebesar 91,60%. Dengan demikian, modul ajar yang dikembangkan layak digunakan untuk meningkatkan karakter berkebhinekaan global siswa pada mata pelajaran Pendidikan Pancasila materi keberagaman budaya.

Kata kunci: Modul Ajar, *Project Based Learning*, Karakter Berkebhinekaan Global, Pendidikan Pancasila.

ABSTRACT

DEVELOPMENT OF PANCASILA TEACHING MODULE DIVERSITY MATERIAL BASED ON PROJECT BASED LEARNING TO ENHANCE GLOBAL DIVERSITY CHARACTER OF GRADE III ELEMENTARY SCHOOL STUDENTS

Ardhinta Lulu Ariswa

Sanata Dharma University

2026

This research was motivated by the need to develop a Pancasila Education Teaching Module. Interview results with a third-grade elementary school teacher revealed a need to develop a Project Based Learning (PjBL)-based Pancasila Education Teaching Module, since learning was still dominated by lecture methods and the use of textbooks, resulting in students showing insufficient appreciation for cultural diversity. This research aims to develop a Project Based Learning (PjBL)-based Pancasila Education Teaching Module to strengthen the Global Diversity (Berkebhinekaan Global) character of third-grade elementary school students through cultural diversity material.

This research employed the R&D method with the ADDIE design: analyze, design, develop, implement, and evaluate. The subjects of this research were 1 teacher (interview subject), third-grade elementary school students (trial subjects), and 2 lecturers & 2 teachers (validation subjects). The object of this research was the Project Based Learning (PjBL)-based Pancasila Education Teaching Module to strengthen the Global Diversity character of third-grade elementary school students. Data collection techniques used non-test methods, namely interviews and questionnaires. Data analysis was conducted both quantitatively and qualitatively.

The results of this study show: 1) The development of the Pancasila Education Teaching Module on Diversity Material based on Project Based Learning (PjBL) was carried out using the R&D ADDIE method; 2) The quality of the teaching module was obtained from validation results by 4 validators with a mean score of 3.66 (Very Good), consisting of a mean score of 3.67 (Very Good) from 2 lecturers and a mean score of 3.61 (Very Good) from 2 teachers; 3) The teaching module proved effective in enhancing the Global Diversity character of third-grade elementary school students, as shown by an increase in the mean score from 1.79 (Low) in the pretest questionnaire to 3.41 (Very Good) in the posttest questionnaire, an increase of 91.60%. Therefore, the developed teaching module is considered feasible for use in enhancing students' Global Diversity character in Pancasila Education subject through diversity material.

Keywords: Teaching Module, Project Based Learning, Global Diversity Character, Pancasila Education.