

ABSTRAK

PENGEMBANGAN MODUL AJAR PENDIDIKAN PANCASILA BERBASIS PjBL UNTUK MENINGKATKAN KARAKTER BERKEBHINNEKAAN GLOBAL DAN KREATIF PESERTA DIDIK KELAS IV SD

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Penelitian ini dilatarbelakangi oleh belum optimalnya pengembangan karakter berkebhinnekaan global dan kreatif peserta didik dalam pembelajaran Pendidikan Pancasila, yang ditunjukkan melalui rendahnya partisipasi, kreativitas, serta pemahaman peserta didik terhadap keberagaman budaya. Penelitian ini bertujuan untuk mengembangkan modul ajar Pendidikan Pancasila berbasis *Project Based Learning* (PjBL), mengetahui kualitas modul yang dikembangkan, serta mengetahui dampak penggunaannya terhadap peningkatan karakter berkebhinnekaan global dan kreatif peserta didik kelas IV sekolah dasar. Produk yang dihasilkan berupa modul ajar Pendidikan Pancasila materi keberagaman budaya dan toleransi dalam kehidupan sehari-hari berbasis PjBL.

Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) dengan model ADDIE yang meliputi tahap *Analyze, Design, Develop, Implement, dan Evaluate*. Subjek penelitian adalah 19 peserta didik kelas IV SD, sedangkan objek penelitian berupa modul ajar Pendidikan Pancasila berbasis PjBL. Teknik pengumpulan data menggunakan wawancara, observasi, kuesioner, tes, dan validasi ahli. Instrumen penelitian meliputi pedoman wawancara, lembar observasi, angket, soal tes, dan lembar validasi. Analisis data dilakukan secara kualitatif dan kuantitatif melalui analisis deskriptif, uji *paired sample t-test*, dan perhitungan *Normalized Gain* (N-Gain).

Hasil penelitian menunjukkan bahwa 1) Pengembangan modul ajar telah dilaksanakan sesuai tahapan model ADDIE. 2) Kualitas modul ajar memperoleh rata-rata skor validasi sebesar 3,85 dengan kategori sangat baik, sehingga dinyatakan layak digunakan dalam pembelajaran. 3) Hasil uji coba menunjukkan adanya peningkatan karakter kreatif dan berkebhinnekaan global peserta didik yang signifikan dengan nilai signifikansi 0,000. Nilai N-Gain karakter kreatif sebesar 0,89 dan karakter berkebhinnekaan global sebesar 0,87, yang keduanya termasuk kategori tinggi. Dengan demikian, modul ajar Pendidikan Pancasila berbasis *Project Based Learning* efektif digunakan dan efektif untuk meningkatkan karakter berkebhinnekaan global dan kreatif peserta didik kelas IV sekolah dasar.

Kata Kunci: Modul Ajar, Pendidikan Pancasila, *Project Based Learning*, Karakter Berkebhinnekaan Global, Karakter Kreatif.

ABSTRACT**DEVELOPMENT OF A PROJECT BASED LEARNING (PjBL) BASED PANCASILA EDUCATION TEACHING MODULE TO ENHANCE GLOBAL DIVERSITY COMPLETENCE AND CREATIVITY AMONG IV GRADE ELEMENTARY SCHOOL STUDENTS**

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This study was motivated by the suboptimal development of students' global diversity and creativity characters in Pancasila Education learning, as reflected in their limited participation, creativity, and understanding of cultural diversity. This study aimed to develop a Project-Based Learning (PjBL) based Pancasila Education teaching module, determine the quality of the developed module, and examine its impact on improving the global diversity and creativity characters of fourth-grade elementary school students. The product developed in this research was a Pancasila Education teaching module on cultural diversity and tolerance in daily life based on the Project-Based Learning (PjBL) model.

This research employed the Research and Development (R&D) method using the ADDIE model, which consists of the Analyze, Design, Develop, Implement, and Evaluate stages. The research subjects were 19 fourth-grade elementary school students, while the research object was a PjBL-based Pancasila Education teaching module. Data were collected through interviews, observations, questionnaires, tests, and expert validation. The research instruments included interview guidelines, observation sheets, questionnaires, test items, and validation sheets. The data were analyzed using qualitative and quantitative approaches through descriptive analysis, paired-sample t-test, and Normalized Gain (N-Gain) analysis.

The findings indicated that 1) The development of the teaching module was carried out in accordance with the ADDIE model. 2) The quality of developed product obtained an average validation score of 3.85, which falls into the "very good" category, indicating that it is feasible for classroom implementation. 3) The implementation results showed a significant improvement in students' creativity and global diversity characters, with a significance value of 0.000. The N-Gain scores were 0.89 for creativity and 0.87 for global diversity, both categorized as high. Therefore, the Project-Based Learning (PjBL) based Pancasila Education teaching module is considered feasible and effective in improving the global diversity and creativity characters of fourth-grade elementary school students.

Keywords: Teaching Module, Pancasila Education, Project Based Learning, Global diversity character, creativity character.