

ABSTRAK

**PENGEMBANGAN MODUL AJAR PENDIDIKAN PANCASILA BERBASIS
PJBL UNTUK MENINGKATKAN KARAKTER MANDIRI DAN
BERNALAR KRITIS SISWA KELAS III SEKOLAH DASAR**

Laela Fitriyani Agustin

Universitas Sanata Dharma

2026

Penelitian ini dilatarbelakangi oleh perlunya penguatan karakter mandiri dan bernalar kritis siswa kelas III SD Negeri Samirono. Hasil observasi dan wawancara menunjukkan bahwa siswa masih memerlukan pembelajaran yang mendorong keterlibatan aktif dan kemampuan berpikir kritis. Penelitian ini bertujuan mengembangkan modul ajar Pendidikan Pancasila berbasis *Project Based Learning* (PjBL) untuk meningkatkan karakter mandiri dan bernalar kritis siswa kelas III SD Negeri Samirono.

Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) dengan model ADDIE yang meliputi tahap *Analyze*, *Design*, *Develop*, *Implement*, dan *Evaluate*. Subjek penelitian terdiri atas satu guru kelas III sebagai subjek wawancara, 25 siswa kelas III sebagai subjek implementasi, serta dua dosen ahli dan dua guru praktisi sebagai validator. Objek penelitian berupa modul ajar Pendidikan Pancasila berbasis PjBL. Data dikumpulkan melalui wawancara, observasi, dan kuesioner, kemudian dianalisis secara kualitatif dan kuantitatif menggunakan uji normalitas Shapiro-Wilk, *Paired Sample T-Test*, dan N-Gain.

Hasil penelitian menunjukkan bahwa modul ajar berhasil dikembangkan menggunakan model ADDIE. Hasil validasi memperoleh rata-rata skor 3,61 dengan kategori sangat layak, terdiri atas penilaian dosen ahli sebesar 3,56 dan guru praktisi sebesar 3,68. Penerapan modul ajar terbukti efektif meningkatkan karakter mandiri dan bernalar kritis siswa. Hasil *Paired Sample T-Test* menunjukkan perbedaan yang signifikan antara pretest dan posttest (Sig. < 0,05), sedangkan analisis N-Gain menunjukkan nilai 0,84 untuk karakter mandiri dan 0,83 untuk karakter bernalar kritis yang keduanya termasuk kategori tinggi.

Kata Kunci: modul ajar, Pendidikan Pancasila, *Project Based Learning* (PjBL), karakter mandiri, bernalar kritis.

ABSTRACT***THE DEVELOPMENT OF PJBL-BASED PANCASILA EDUCATION TEACHING MODULES TO IMPROVE THE INDEPENDENT AND CRITICAL CHARACTER OF STUDENTS IN CLASS III ELEMENTARY SCHOOL***

Laela Fitriyani Agustin

Sanata Dharma University

2026

This study was motivated by the need to strengthen the independent and critical thinking character of third-grade students at SD Negeri Samirono. Observations and interviews revealed that students still needed learning activities that encouraged active participation and critical thinking. Therefore, this study aimed to develop a Pancasila Education teaching module based on Project Based Learning (PjBL) to improve students' independent and critical thinking character.

This study employed a Research and Development (R&D) approach using the ADDIE model, consisting of the Analyze, Design, Develop, Implement, and Evaluate stages. The research subjects were one third-grade teacher as the interview participant, 25 third-grade students as the implementation participants, and two expert lecturers and two practitioner teachers as product validators. The research object was a Pancasila Education teaching module based on PjBL. Data were collected through interviews, observations, and questionnaires and analyzed qualitatively and quantitatively using the Shapiro-Wilk normality test, the Paired Sample t-test, and N-Gain analysis.

The results showed that the teaching module was successfully developed using the ADDIE model. The average validation score was 3.61, categorized as highly feasible, with average scores of 3.56 from expert lecturers and 3.68 from practitioner teachers. The implementation of the module significantly improved students' independent and critical thinking character ($p < 0.05$). The N-Gain scores were 0.84 for independent character and 0.83 for critical thinking character, both categorized as high.

Keywords: *teaching module, Pancasila Education, Project Based Learning (PjBL), independent character, critical thinking.*