

ABSTRAK

PEMBELAJARAN PENDIDIKAN PANCASILA UNTUK MENANAMKAN NILAI KERJASAMA DENGAN MODEL PjBL BAGI SISWA KELAS IV SD K

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Penelitian ini dilatarbelakangi oleh pentingnya penanaman sikap kerja sama dalam pembelajaran Pendidikan Pancasila di sekolah dasar. Model *Project Based Learning* (PjBL) dipilih karena mendukung kolaborasi dan partisipasi aktif siswa. Penelitian ini bertujuan mendeskripsikan proses pembelajaran, kesulitan dan strategi guru, serta dampak penerapan PjBL dalam menanamkan sikap kerja sama pada siswa kelas IV SD K.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri atas guru kelas IV dan siswa kelas IV SD K. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner. Keabsahan data diperoleh melalui triangulasi teknik dan triangulasi sumber. Data dianalisis menggunakan langkah reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran Pendidikan Pancasila menggunakan model *Project Based Learning* (PjBL) melalui kegiatan proyek kelompok yang melibatkan siswa secara aktif dalam proses diskusi, pembagian tugas, dan penyelesaian proyek. Kesulitan yang dihadapi guru meliputi perbedaan tingkat keaktifan siswa, pembagian tugas yang belum merata, serta masih adanya siswa yang kurang percaya diri dalam menyampaikan pendapat, sehingga guru melakukan pendampingan, pemantauan, dan pemberian arahan kepada setiap kelompok. Penerapan model PjBL memberikan dampak positif terhadap sikap kerja sama siswa yang ditunjukkan melalui meningkatnya partisipasi dalam kegiatan kelompok, tumbuhnya rasa tanggung jawab, kemampuan menghargai pendapat teman, serta meningkatnya kesadaran siswa akan pentingnya kerja sama dalam mencapai tujuan bersama.

Kata kunci: Pendidikan Pancasila, *Project Based Learning* (PjBL), sikap kerja sama, siswa kelas IV, sekolah dasar.

ABSTRACT

**PANCASILA EDUCATION LEARNING TO INCLUDE COOPERATION
VALUES WITH THE PJBL MODEL FOR GRADE IV STUDENTS OF K
ELEMENTARY SCHOOL**

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This study was motivated by the importance of fostering cooperation among elementary school students through Pancasila Education learning. The Project Based Learning (PjBL) model was selected because it supports collaboration and active student participation. This study aimed to describe the learning process, the challenges and strategies employed by the teacher, and the impact of implementing PjBL in fostering cooperative attitudes among fourth-grade students at SD K.

This study employed a qualitative approach with a descriptive research design. The research participants consisted of a fourth-grade teacher and fourth-grade students at SD K. Data were collected through observations, interviews, and questionnaires. Data validity was ensured through technique triangulation and source triangulation. The data were analyzed through data reduction, data display, and conclusion drawing.

The findings revealed that Pancasila Education learning using the Project Based Learning (PjBL) model was implemented through group project activities that actively engaged students in discussions, task distribution, and project completion. The challenges encountered by the teacher included differences in students' levels of participation, unequal distribution of tasks, and some students' lack of confidence in expressing their opinions. To address these challenges, the teacher provided guidance, monitoring, and direction to each group. The implementation of PjBL had a positive impact on students' cooperative attitudes, as reflected in increased participation in group activities, a stronger sense of responsibility, improved ability to respect peers' opinions, and greater awareness of the importance of cooperation in achieving common goals.

Keywords: Pancasila Education, Project Based Learning (PjBL), cooperative attitude, fourth-grade students, elementary school.