

ABSTRAK

PEMBELAJARAN PENDIDIKAN PANCASILA MENGGUNAKAN MODEL PjBL UNTUK MEWUJUDKAN NILAI KERJA SAMA SISWA KELAS V SD KARITAS NANDAN

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Penelitian ini dilatarbelakangi oleh pentingnya pembelajaran yang berpusat pada siswa dalam menanamkan nilai-nilai Pancasila, khususnya nilai kerjasama, pada materi gotong royong di kelas V SD Karitas Nandan. Penelitian ini bertujuan mendeskripsikan pembelajaran, dampak, serta kendala dan cara mengatasi kendala dalam penerapan pembelajaran Pendidikan Pancasila menggunakan model *Project Based Learning* untuk mewujudkan nilai kerjasama siswa kelas V.

Penelitian ini menggunakan pendekatan kualitatif dengan subjek satu guru dan lima belas siswa kelas V. Data dikumpulkan melalui observasi pembelajaran, wawancara dengan guru, kuesioner siswa, dan dokumentasi modul ajar, kemudian dianalisis melalui tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan, dengan kredibilitas data diperiksa melalui triangulasi teknik dan *member check*.

Hasil penelitian menunjukkan bahwa pembelajaran PjBL terlaksana melalui lima sintaks pembelajaran, dengan guru berperan sebagai fasilitator dan siswa menghasilkan poster kampanye gotong royong sebagai produk proyek. Seluruh sembilan butir observasi pelaksanaan PjBL memperoleh jawaban Ya, dan seluruh lima belas siswa menyatakan terlibat aktif dalam kegiatan kelompok. Penerapan model ini berdampak positif terhadap sikap saling membantu, dengan seluruh siswa merespons sering atau selalu membantu teman yang kesulitan, serta terhadap peningkatan komunikasi dan partisipasi siswa dalam kelompok. Kendala yang ditemukan berupa sebagian siswa yang sulit bekerja sama dan kurang percaya diri menyampaikan pendapat, yang diatasi guru melalui bimbingan bertahap, sistem tutor sebaya, dan pelibatan orang tua. Secara keseluruhan, penerapan Pendidikan Pancasila melalui model PjBL terbukti efektif mewujudkan nilai kerjasama siswa kelas V SD Karitas Nandan, sekaligus menegaskan bahwa pembelajaran berbasis proyek dapat menjadi alternatif strategi pembelajaran Pendidikan Pancasila yang bermakna di jenjang sekolah dasar.

Kata Kunci: Pendidikan Pancasila, *Project Based Learning*, nilai kerjasama

ABSTRACT

**PANCASILA EDUCATION LEARNING USING THE PROJECT-BASED
LEARNING MODEL TO IMPROVE COOPERATION VALUES IN GRADE V
AT KARITAS NANDAN ELEMENTARY SCHOOL**

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This research is motivated by the importance of student-centered learning in instilling Pancasila values, particularly cooperation, in the topic of mutual cooperation (gotong royong) in fifth-grade students at Karitas Nandan Elementary School. This study aims to describe the learning outcomes, impacts, and obstacles and how to overcome them in implementing Pancasila Education using the Project-Based Learning model to foster the value of cooperation in fifth-grade students.

This study used a qualitative approach, with one teacher and fifteen fifth-grade students as subjects. Data were collected through lesson observations, teacher interviews, student questionnaires, and teaching module documentation. Data were then analyzed through the stages of data collection, data reduction, data presentation, and conclusion drawing. Data credibility was checked through triangulation techniques and member checking.

The results showed that the Project-Based Learning (PjBL) learning was implemented through five learning syntaxes, with the teacher acting as a facilitator and students producing a campaign poster on mutual cooperation as a project product. All nine observation items on the implementation of PjBL received a "Yes" response, and all fifteen students reported being actively involved in group activities. The implementation of this model has a positive impact on the attitude of mutual assistance, with all students responding frequently or always helping friends who are having difficulties, as well as on improving student communication and participation in groups. Obstacles found were some students who had difficulty working together and lacked confidence in expressing opinions, which were addressed by the teacher through gradual guidance, a peer tutoring system, and parental involvement. Overall, the implementation of Pancasila Education through the PjBL model has proven effective in realizing the value of cooperation among fifth-grade students at Karitas Nandan Elementary School, while also confirming that project-based learning can be an alternative strategy for meaningful Pancasila Education learning at the elementary school level.

Keywords: Pancasila Education, Project-Based Learning, value of collaboration