Abstract

This study aims to analyze the implementation of the Project-Based Learning model in fourth-grade Pancasila Education (PKn) learning at SDN 5 Limboto, Gorontalo Regency. The study used a descriptive qualitative approach with 35 fourth-grade students as subjects. Interview informants consisted of one principal, one fourth-grade teacher, and six students selected purposively based on their involvement in project learning and variations in learning activity. The project analyzed focused on the application of Pancasila values and student responsibility in the school environment, with products including Pancasila value posters, simple group activity reports, and project presentations. The activities were implemented through several meetings with five small groups. Data were collected through observation, semi-structured interviews, and documentation of student project products. Data analysis was conducted through data reduction, data presentation, and drawing conclusions, with validity strengthened through triangulation of sources and techniques. The results showed that Project-Based Learning was implemented through six stages: providing fundamental questions, project planning, scheduling, project implementation and monitoring, presentation of results, and evaluation and reflection. The implementation of this model encourages a shift in learning from teacher-centered to student-centered. Students were more active in discussions, expressed their opinions, collaborated, took responsibility, and were confident in presenting project results. Challenges identified included time constraints, differences in student understanding of instructions, unequal group participation, and limited supporting media. These findings confirm that Project-Based Learning is relevant for Pancasila Education instruction in elementary schools because it connects civic values with concrete, collaborative, and contextual learning experiences.

Keywords: *Project-Based Learning; Civics; elementary school; contextual learning; student participation*

Abstrak

Penelitian ini bertujuan menganalisis implementasi model Project Based Learning dalam pembelajaran Pendidikan Pancasila (PKn) kelas IV di SDN 5 Limboto Kabupaten Gorontalo. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek 35 siswa kelas IV. Informan wawancara terdiri atas satu kepala sekolah, satu guru kelas IV, dan enam siswa yang dipilih secara purposif berdasarkan keterlibatan dalam pembelajaran proyek dan variasi keaktifan belajar. Proyek yang dianalisis bertema penerapan nilai Pancasila dan tanggung jawab siswa di lingkungan sekolah, dengan produk berupa poster nilai Pancasila, laporan sederhana kegiatan kelompok, dan presentasi hasil proyek. Kegiatan dilaksanakan melalui beberapa pertemuan dengan lima kelompok kecil. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi produk proyek siswa. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan simpulan dengan penguatan keabsahan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa Project Based Learning dilaksanakan melalui enam tahapan, yaitu pemberian pertanyaan mendasar, perencanaan proyek, penyusunan jadwal, pelaksanaan dan monitoring proyek, presentasi hasil, serta evaluasi dan refleksi. Penerapan model ini mendorong perubahan pembelajaran dari berpusat pada guru menjadi berpusat pada siswa. Siswa lebih aktif berdiskusi, berani menyampaikan pendapat, bekerja sama, bertanggung jawab, dan percaya diri dalam mempresentasikan hasil proyek. Kendala yang ditemukan meliputi keterbatasan waktu, perbedaan kemampuan siswa dalam memahami instruksi, ketimpangan partisipasi kelompok, serta keterbatasan media pendukung. Temuan ini menegaskan bahwa Project Based Learning relevan digunakan dalam pembelajaran Pendidikan Pancasila di sekolah dasar karena mampu menghubungkan nilai kewarganegaraan dengan pengalaman belajar konkret, kolaboratif, dan kontekstual.

Kata kunci: Project Based Learning; PKn; sekolah dasar; pembelajaran kontekstual; partisipasi siswa