

Analysis of Pancasila and Citizenship Education (PKn) Learning with the Project Based Learning Model in Fourth Grade Elementary School

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Abstract: The learning of Pancasila and Citizenship Education (PKn) plays a strategic role in shaping the character of students based on Pancasila values and fostering awareness as good citizens. However, civic education (PKn) in elementary schools often still focuses on concept mastery, which provides less meaningful learning experiences for students. One of the learning models that can be used to increase student engagement is Project Based Learning (PjBL). This article aims to analyze the implementation of the Project Based Learning model in Civics Education for fourth-grade elementary school students. The analysis results show that PjBL can enhance learning activity, critical thinking skills, collaboration abilities, and character strengthening of students thru contextual and problem-oriented project activities.

Keywords: *Pancasila and Citizenship Education, Project Based Learning, Elementary School, Active Learning, Character*

INTRODUCTION

Education is a process aimed at developing students' potential comprehensively, including aspects of knowledge, skills, and attitudes. In the context of primary education, Pancasila and Citizenship Education (PKn) becomes a subject that plays an important role in shaping students' character to have a sense of responsibility, discipline, tolerance, and love for their homeland. PKn learning in the 4th grade of elementary school includes various materials related to rights and obligations, norms, rules, diversity, and the application of Pancasila values in everyday life. However, the learning process that is still dominated by the lecture method causes students to be less active and have difficulty connecting the concepts learned with real life.

To address this issue, a learning model that can provide direct learning experiences to students is needed. One suitable model is Project Based Learning (PjBL). This model provides students with the opportunity to learn thru project activities that require active involvement in solving real problems, making the learning experience more meaningful.

Theoretical Study Pancasila and Citizenship Education (PKn)

Pancasila and Citizenship Education is a subject aimed at shaping students into citizens who understand their rights and obligations and are able to implement the values of Pancasila in their daily lives. According to Susanto (2016), Civic Education (PKn) serves as a means of value, moral, and character education that supports the formation of democratic and responsible citizens. At the elementary school level, civic education (PKn) learning not only emphasizes cognitive aspects

but also affective and psychomotor aspects so that students can apply citizenship values in the family, school, and community environments.

Project Based Learning (PjBL)

Project Based Learning is a student-centered learning model thru project activities to produce a product or solution to a specific problem. According to Thomas (2000), PjBL is a learning model that emphasizes in-depth investigation activities on a problem relevant to students' lives. The characteristics of Project Based Learning include:

1. Student-centered.
2. Problem-solving oriented.
3. Producing tangible products or works.
4. Developing higher-order thinking skills.
5. Encouraging collaboration and communication.
6. Connecting learning with real-life situations.

METHOD

This article uses a descriptive analysis method by examining the implementation of Project Based Learning in the 4th-grade Social Studies class in elementary school based on theory, previous research findings, and relevant teaching practices.

The focus of the analysis includes:

- Learning planning.
- Learning implementation.
- Student engagement.
- Learning outcomes and character strengthening.
- Obstacles in the implementation of PjBL.

Analysis of Civic Education Learning with Project Based Learning for 4th Grade Elementary School

I. Analysis of the Learning Planning Stage

At the planning stage, the teacher determines the learning outcomes to be achieved and designs a project that aligns with the Civic Education material.

Example material:

Rights and Responsibilities as School Citizens

The project that can be assigned to students is: **"Clean and Orderly School Campaign"**

Thru this project, students are asked to:

- Identify rights and responsibilities at school.

- Observe the condition of the school environment.
- Create posters or campaign media.
- Compile observation reports.

At this stage, the teacher acts as a facilitator who helps students design the project activities.

FINDINGS AND DISCUSSION

Project-based planning allows learning to be more contextual because the material is linked to students' real experiences in the school environment.

2. Analysis of the Learning Implementation Stage

The implementation of Project Based Learning is carried out thru several stages.

a. Determining the Fundamental Question

The teacher poses a triggering question such as: "Why is the cleanliness of the school the responsibility of all school members?" This question encourages students to think critically about the existing problem.

b. Designing the Project

Students work in groups to design the solutions that will be implemented.

c. Implementing the Project

- Each group carries out:
- Observation of the school environment.
- Interviews with teachers or friends.
- Data collection.
- Preparation of the project product.

d. Presentation of Results

The group presents the project results in front of the class.

e. Reflection

Teachers and students evaluate the process and outcomes of the learning. Analysis Results The implementation of PjBL was able to increase student participation because they were directly involved in all stages of the learning process.

3. Learning Outcomes Analysis

In conventional learning, students tend to play the role of information recipients. In contrast, in Project Based Learning, students become the main actors in the learning process.

Student involvement is evident thru:

- Group discussions.
- Decision-making.
- Information gathering.
- Project completion.
- Presentation of work results

Analysis Results The PjBL model increases learning motivation because students feel a sense of responsibility toward the projects they work on.

4. Learning Outcomes Analysis

The implementation of Project Based Learning not only enhances knowledge aspects but also skills and attitudes. Aspect of Knowledge Students better understand the concept of rights and obligations thru direct experience.

Aspect of Skills Students develop abilities:

- Communicating.
- Collaborating.
- Managing information.
- Solving problems.

Attitude Aspect Students demonstrate:

- Responsibility.
- Discipline.
- Environmental awareness.
- Cooperation.

Analysis Results PjBL supports the achievement of competencies holistically, encompassing cognitive, affective, and psychomotor domains.

5. Analysis of Strengthening the Pancasila Student Profile

Civics Education learning with Project-Based Learning (PjBL) is highly relevant to strengthening the Pancasila Student Profile.

The developing dimensions include:

Pancasila Student Profile Dimensions Implementation in Projects

- Faithful and Noble Character
- Demonstrating responsibility and honesty
- Mutual Cooperation
- Collaborating in groups
- Critical Thinking
- Analyzing problems in the school environment
- Creative
- Creating posters and campaign media Independent

- Completing tasks according to roles
- Global Diversity
- Appreciating different opinions from friends

Analysis Results PjBL provides space for students to develop 21st-century competencies while internalizing Pancasila values.

Challenges in the Implementation of Project-Based Learning Despite its many advantages, there are several challenges in its implementation, namely:

1. It requires a longer learning time.
2. Teachers must have good planning skills.
3. Not all students have the same level of teamwork ability.
4. Limitations in facilities and learning media.
5. Project assessment requires more complex instruments.

However, these obstacles can be overcome thru careful planning and school support for the implementation of innovative learning. However, these obstacles can be overcome thru careful planning and school support for the implementation of innovative learning.

CONCLUSION AND SUGGESTION

Based on the analysis results, the implementation of Project Based Learning in the Civic Education and Pancasila Education (PKn) for fourth-grade elementary school students has proven to enhance the quality of learning. This model encourages students to be active, creative, and responsible in the learning process thru project activities related to real-life situations. In addition to enhancing the understanding of citizenship concepts, PjBL also develops critical thinking, communication, and collaboration skills, as well as strengthening character in accordance with the Pancasila Student Profile. Therefore, Project Based Learning can be an effective alternative learning model in supporting the implementation of the Merdeka Curriculum in civic education subjects at elementary schools.

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