

RINGKASAN

Penelitian ini dilatarbelakangi oleh rendahnya keaktifan dan pemahaman siswa dalam pembelajaran Pendidikan Pancasila yang masih didominasi metode ceramah sehingga siswa cenderung pasif dan kurang terlibat dalam proses pembelajaran. Selain itu, penggunaan Lembar Kerja Peserta Didik (LKPD) belum dimanfaatkan secara optimal sebagai media pembelajaran yang mampu meningkatkan partisipasi aktif siswa. Oleh karena itu, diperlukan inovasi pembelajaran yang lebih interaktif, kontekstual, dan berpusat pada peserta didik melalui penerapan model *Project Based Learning* (PjBL) berbasis LKPD.

Penelitian ini bertujuan untuk mendeskripsikan penerapan model *Project Based Learning* (PjBL) berbasis LKPD pada mata pelajaran Pendidikan Pancasila di kelas IV MI Ma'arif NU 1 Pasir Wetan. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif. Subjek penelitian terdiri atas guru kelas IV dan peserta didik kelas IV MI Ma'arif NU 1 Pasir Wetan yang berjumlah 15 siswa, dengan 14 siswa yang terlibat langsung selama proses penelitian. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa penerapan model PjBL berbasis LKPD dilaksanakan melalui beberapa tahapan, yaitu menentukan pertanyaan mendasar, menyusun perencanaan proyek, menyusun jadwal kegiatan, melaksanakan monitoring proyek, melakukan penilaian hasil, serta mengevaluasi pengalaman belajar siswa. LKPD digunakan sebagai panduan kegiatan proyek dalam pembuatan *lapbook* bertema Keberagaman Budaya Indonesia. Dalam proses pembelajaran, siswa terlihat aktif berdiskusi, bekerja sama dalam kelompok, mencari informasi, serta mempresentasikan hasil proyek yang telah dibuat, sedangkan guru berperan sebagai fasilitator dan pembimbing pembelajaran.

Penerapan model ini memberikan dampak positif terhadap peningkatan keaktifan, motivasi, dan pemahaman siswa pada mata pelajaran Pendidikan Pancasila. Selain itu, pembelajaran juga mampu mengembangkan keterampilan sosial siswa seperti kerja sama, komunikasi, tanggung jawab, dan kreativitas, serta menanamkan nilai-nilai Pancasila seperti gotong royong, toleransi, dan sikap saling menghargai. Namun demikian, dalam pelaksanaannya masih terdapat beberapa kendala, seperti keterbatasan waktu pembelajaran, perbedaan kemampuan siswa, serta belum meratanya partisipasi anggota kelompok.

Secara keseluruhan, penerapan model *Project Based Learning* (PjBL) berbasis LKPD menjadikan proses pembelajaran lebih bermakna, interaktif, dan berpusat pada siswa sehingga mampu mendukung pembelajaran Pendidikan Pancasila dari aspek kognitif, afektif, dan psikomotorik.

Kata kunci: Project Based Learning, LKPD, Pendidikan Pancasila, *lapbook*, pembelajaran aktif.

SUMMARY

This research was motivated by the low level of students' activeness and understanding in Pancasila Education learning, which was still dominated by lecture methods, causing students to become passive and less involved in the learning process. In addition, the use of Student Worksheets (LKPD) had not been optimally utilized as a learning medium capable of increasing students' active participation. Therefore, an innovative learning approach that is more interactive, contextual, and student-centered was needed through the implementation of Project Based Learning (PjBL) based on LKPD.

This study aimed to describe the implementation of LKPD-based Project Based Learning (PjBL) in the Pancasila Education subject for fourth-grade students at MI Ma'arif NU 1 Pasir Wetan. This study employed a qualitative research method with a descriptive approach. The research subjects consisted of the fourth-grade teacher and fourth-grade students of MI Ma'arif NU 1 Pasir Wetan, totaling 15 students, with 14 students directly involved during the research process. Data were collected through observation, interviews, and documentation. The data analysis technique was conducted through data reduction, data presentation, and conclusion drawing.

The results of the study showed that the implementation of LKPD-based PjBL was carried out through several stages, namely determining essential questions, designing project plans, arranging activity schedules, monitoring project activities, assessing project outcomes, and evaluating students' learning experiences. LKPD was used as a project guideline in creating a lapbook on the theme of Indonesian Cultural Diversity. During the learning process, students actively participated in discussions, collaborated in groups, searched for information, and presented the results of their projects, while the teacher acted as a facilitator and learning guide.

The implementation of this model had a positive impact on improving students' activeness, motivation, and understanding in Pancasila Education learning. In addition, the learning process was able to develop students' social skills such as collaboration, communication, responsibility, and creativity, as well as instilling Pancasila values such as mutual cooperation, tolerance, and respect for others. However, several obstacles were still found during the implementation process, including limited learning time, differences in students' abilities, and unequal participation among group members.

Overall, the implementation of LKPD-based Project Based Learning (PjBL) made the learning process more meaningful, interactive, and student-centered, thereby supporting Pancasila Education learning in cognitive, affective, and psychomotor aspects.

Keywords: *Project Based Learning, LKPD, Pancasila Education, lapbook, active learning.*