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The Effect of the Project-Based Learning Model on Students' Learning Outcomes in Pancasila Education for Fifth-Grade Students at SD Inpres 3 Talise

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ABSTRACT

This study aimed to determine the effect of the Project-Based Learning (PjBL) model on students' learning outcomes in Pancasila Education for fifth-grade students at SD Inpres 3 Talise. The study employed a quantitative approach using a quasi-experimental design with a nonequivalent control group design. The sample consisted of 47 students, including 24 students in the experimental class and 23 students in the control class. Data were collected through pretests and posttests administered before and after the learning intervention. The experimental class received instruction using the Project-Based Learning model, while the control class was taught using conventional learning methods. Data were analyzed using validity and reliability tests, normality tests, homogeneity tests, and the Mann-Whitney U test. The results showed that the average pretest score of the experimental class was 56.25 and increased to 84.16 in the posttest, while the control class improved from 54.87 to 70.21. The Mann-Whitney U test revealed a significance value of less than 0.05, indicating a significant effect of the Project-Based Learning model on students' learning outcomes. Therefore, the Project-Based Learning model can be considered an effective and innovative learning approach for improving elementary school students' learning outcomes in Pancasila Education.

1. Introduction

Pancasila Education plays an important role in shaping students' character and developing their moral values, particularly at the elementary school level (Dalilah, 2021; Parawangsa et al., 2021; Ramadhani et al., 2026; Tampubolon et al., 2024). Amid the rapid flow of globalization, the challenges faced by Pancasila as the nation's ideology have become increasingly complex, requiring Pancasila Education to instill nationalism, tolerance, and character values in a more contextual manner (Dalilah, 2021; Ramadhani et al., 2026). The phenomenon of the declining sense of

nationalism among younger generations, influenced by the strong influx of foreign cultures, indicates the need to strengthen character education through effective, active, and meaningful Pancasila Education learning (Kurnia et al., 2025; Puspitasari et al., 2024; Zhafira, 2025). This is in line with the urgency of developing the Pancasila Student Profile, which emphasizes religiosity, ethics, independence, creativity, mutual cooperation, and critical thinking skills in social life (Dalilah, 2021; Parawangsa et al., 2021; Tampubolon et al., 2024).

Empirically, problems in Pancasila Education learning are often reflected in students' low learning outcomes across various elementary education institutions. Several studies indicate that students' learning outcomes in Pancasila Education remain relatively low and are influenced by various internal factors, such as lack of motivation, low learning interest, and limited student involvement in the learning process (Andryannisa et al., 2023; Dede et al., 2021; Susilawati & Supriyatno, 2020). This condition demonstrates that the process of knowledge transfer and value internalization in Pancasila Education has not yet been optimally implemented, thereby requiring pedagogical innovations capable of creating more active, collaborative, and meaningful learning experiences for students (Andryannisa et al., 2023; Fitri et al., 2023).

External factors that also contribute to students' low learning outcomes include the dominance of less innovative and still conventional learning models in the classroom. Teacher centered learning models, such as lectures or Direct Instruction, although effective for delivering information, often place students in passive positions and provide limited opportunities for them to construct contextual learning experiences (A'yun et al., 2025; Rusidik et al., 2023; L. A. Sari et al., 2023). Research shows that lecture-based learning with minimal interaction results in low student participation, underdeveloped critical thinking skills, and weak student engagement in the learning process, which ultimately affects learning outcomes negatively (A'yun et al., 2025; Komala et al., 2024). Such conditions prevent students from gaining meaningful experiences in understanding Pancasila values and make it difficult for them to relate learning concepts to their daily lives. Therefore, a shift in the learning paradigm toward more participatory, active, and student centered approaches is necessary to improve student engagement and learning outcomes (Rusidik et al., 2023; L. A. Sari et al., 2023).

Learning outcomes are important indicators that reflect the level of students' success after participating in the learning process. Learning outcomes encompass not only cognitive aspects but also affective and psychomotor aspects that develop through meaningful learning experiences (Andryannisa et al., 2023; Fitri et al., 2023; Rusmiati, 2022). Therefore, the success of Pancasila Education learning is measured not only by mastery of the material but also by changes in attitudes, behavior, cooperation, and students' ability to apply Pancasila values in their daily lives (Parawangsa et al., 2021; Ramadhani et al., 2026). Based on preliminary observations conducted in the fifth grade at SD Inpres 3 Talise, low student learning outcomes in Pancasila Education remain a major problem in the learning process. The Minimum Mastery Criterion (KKM) established by the school is 75; however, out of 24 students in class VA, 54.1% still scored below the KKM, while only 45.8%

achieved scores above the KKM. This condition indicates that the ongoing learning process has not been able to optimize students' involvement in critical thinking, collaboration, and deep understanding of Pancasila values. One possible cause of this condition is the use of teaching methods still dominated by lectures and individual assignments without implementing more varied learning models that align with the characteristics of the learning material (A'yun et al., 2025; Komala et al., 2024).

Based on these conditions, the Project-Based Learning (PjBL) model is considered a relevant alternative solution for improving learning outcomes in Pancasila Education. PjBL is an innovative learning model that emphasizes students' active involvement in completing project-based tasks through the processes of designing, implementing, and producing contextual real-world products (Amelia & Aisya, 2021; Komala et al., 2024; Martati, 2022; Utami et al., 2025; Zahra, 2025). This model enables students to construct knowledge through direct experience while enhancing learning motivation, collaboration, creativity, and critical thinking skills (Alhayat et al., 2023; Komala et al., 2024; Purnamasari et al., 2026; F. M. Sari & Hidayah, 2026). Various studies also indicate that the implementation of PjBL is effective in improving learning outcomes and strengthening students' character because it involves collaborative activities, responsibility, and meaningful learning experiences contextualized to daily life (Budiarti & Putri, 2022; Misdar & Supriyadi, 2025; Rusmiati, 2022; Sihotang et al., 2026). Based on the background described above, this study is important to empirically examine the effect of the Project-Based Learning model on students' learning outcomes in Pancasila Education for fifth-grade students at SD Inpres 3 Talise. This study is expected to provide theoretical contributions to the development of research on the effectiveness of PjBL in Pancasila Education learning at the elementary school level, as well as serve as a practical reference for teachers in selecting innovative learning models capable of improving student engagement and learning outcomes.

2. Methodology

This study employed a quantitative approach because the data collected consisted of numerical scores of students' learning outcomes obtained through pretests and posttests. The data were then statistically analyzed to determine whether there was an effect of the Project-Based Learning (PjBL) model on students' learning outcomes in Pancasila Education for fifth-grade students at SD Inpres 3 Talise. The research design used in this study was a quasi-experimental design, specifically the Nonequivalent Control Group Design. This design involved two groups: an experimental group and a control group. The experimental group received instruction using the Project-Based Learning (PjBL) model, while the control group was taught using conventional teaching methods (lecture-based instruction). Both groups were given a preliminary test before treatment and a final test after treatment to determine the effect of the learning model on student learning outcomes. For more details, see the table 1.

Table 1. Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experimental Group	O1	X	O2
Control Group	O3	–	O4

According to (Ahadi & Zain, 2023; Forester et al., 2024), a sample is a subset of the population that represents its characteristics and size. The sample in this study consisted of Class VA as the experimental group with a total of 24 students and Class VB as the control group with a total of 23 students, resulting in a total sample of 47 students. To see the experimental and control classes in more detail, see the following table 2.

Table 2. Sample Distribution

Class	Number of Students
Class VA (Experimental Group)	24
Class VB (Control Group)	23
Total	47

The test was used to measure students' learning outcomes in Pancasila Education. The test was administered to students in Classes VA and VB at SD Inpres 3 Talise in the form of an objective multiple-choice test developed based on competency achievement indicators. The test was conducted four times, consisting of a pretest administered before the treatment to determine students' initial abilities, and a posttest administered after the implementation of the Project-Based Learning (PjBL) model to determine the improvement in students' learning outcomes. The results of the four tests were then compared to identify the effect of the Project-Based Learning (PjBL) model on students' learning outcomes in Pancasila Education.

Validity testing is a concept that indicates the extent to which a test accurately measures what it is intended to measure. The formula used to test the validity of test and questionnaire instruments in research is generally the same, namely the Product Moment correlation formula. This method is used to determine the extent to which the items in the instrument correlate with the total instrument score, thereby identifying whether the instrument is valid or not. The validity testing of the instrument was conducted using the IBM SPSS Statistics program. Reliability testing is a process used to assess the consistency and stability of research instruments to ensure that the resulting data remain reliable and consistent when retested under similar conditions. The reliability testing of the research instrument was carried out using the Cronbach's Alpha method, with reliability values classified into five categories as in the table 3.

Table 3. Reliability Values

Reliability Value	Reliability Criteria
0.00–0.20	Very Low
0.21–0.40	Low
0.41–0.60	Moderate
0.61–0.80	High
0.81–1.00	Very High

The normality test is a statistical test used to examine the assumption of normal distribution in the data. Population data are considered normally distributed if the mean values are concentrated in the center, while the mode and median are within a reasonable range. In this study, the normality test was conducted using the IBM SPSS Statistics program by applying the Shapiro–Wilk test. The homogeneity test was conducted to determine whether several population variances were equal or not (Mardhiyah Mardhiyah et al., 2025; Mayudi & Iqbal, 2022; Subekti & Jazuli, 2022). In this study, the homogeneity test was performed using Levene’s test. The criterion used was based on the significance value. If the significance value (sig.) was greater than 0.05, the data were considered homogeneous. Conversely, if the significance value (sig.) was less than 0.05, the data were considered non-homogeneous. In this study, the homogeneity test was conducted using the IBM SPSS Statistics program by applying Levene’s test.

Hypothesis testing in this study was conducted to determine whether there was a difference in learning outcomes before and after the treatment. If the data were normally distributed, the hypothesis test was carried out using a parametric test, namely the paired-samples t-test. However, if the data were not normally distributed, a nonparametric test, namely the Mann–Whitney U test, was used. The decision-making criterion was based on a significance level of $\alpha = 0.05$. If the significance value was less than 0.05, H_0 was rejected and H_a was accepted, indicating that there was a significant difference between the pretest and posttest results.

3. Results and Discussion

The results of this study are presented sequentially to provide a comprehensive overview of the implementation and effectiveness of the Project-Based Learning (PjBL) model in Pancasila Education. The presentation begins with a description of the instructional procedures implemented during the learning process, followed by students’ learning activities, the comparison of learning outcomes between the experimental and control groups, and the statistical analyses conducted to determine the effect of the intervention. This organization enables readers to understand both the implementation process and the resulting impact of the PjBL model on students’ learning outcomes.

Steps in Implementing Project-Based Learning

The learning process began with the teacher presenting essential questions related to the topic Respecting Diversity in Indonesia. The teacher provided guiding questions to build students’ prior understanding, such as: “Why should we respect diversity in Indonesia?”, “How can we demonstrate mutual respect toward differences in ethnicity, culture, religion, and language?”, and “What are the consequences if people do not appreciate diversity?”. At this stage, the teacher explained the learning objectives, the benefits of the project to be carried out, and the expected learning outcomes so that students understood the direction of the learning activities. During the planning stage, the teacher divided students into

several heterogeneous learning groups to encourage cooperation and social interaction among group members. Each group was assigned a project related to the topic of respecting diversity in Indonesia, such as creating educational posters, group presentations, illustrated stories, or simple creative works depicting tolerance, unity, mutual cooperation, and appreciation for differences. The teacher explained the project procedures, the division of tasks among group members, the learning resources that could be used, and the assessment indicators for evaluating the project outcomes.

The teacher and students collaboratively arranged a systematic project schedule to ensure that all stages of learning were carried out effectively. The schedule included the process of collecting information related to forms of diversity in Indonesia, conducting group discussions, preparing project outcomes, and delivering final presentations. This stage aimed to develop students' sense of responsibility, time management skills, and discipline in completing group assignments. During the project implementation stage, students worked collaboratively in groups to complete the assigned tasks. Students engaged in group discussions, exchanged ideas, searched for information through textbooks and other learning resources, and processed the information into project outcomes according to the assigned theme. Throughout the learning process, students demonstrated active participation through discussions, task distribution, teamwork, and confidence in expressing their opinions. The teacher acted as a facilitator and mentor by providing guidance, monitoring project progress, assisting students who encountered difficulties, and ensuring that every group member actively participated in the learning process.

After the projects were completed, each group presented their work in front of the class. Students explained the forms of diversity in Indonesia and the importance of respecting differences in everyday life. Other groups were given opportunities to provide responses, ask questions, and offer suggestions, thereby creating an active and communicative learning interaction. The teacher assessed the project outcomes based on predetermined indicators, such as students' understanding of the material, teamwork skills, creativity, participation, and ability to present discussion results. At the final stage, the teacher and students reflected on the learning process that had taken place. The teacher reinforced the importance of respecting diversity as a manifestation of unity in social life. Students were given opportunities to share their learning experiences, the benefits of group work, and the challenges they encountered during project implementation. The evaluation results indicated that the implementation of the Project-Based Learning (PjBL) model encouraged students to become more active, improved collaboration among students, and helped them understand the importance of respecting diversity in Indonesia in a more contextual and practical manner.

Student Activities During the Implementation of Project-Based Learning

During the implementation of the Project-Based Learning (PjBL) model, students demonstrated active involvement in the learning process on the topic *Respecting Diversity in Indonesia*. At the initial stage, students were divided into learning groups to discuss the various forms of diversity in Indonesia and the importance of

mutual respect in daily life. Each group collaborated in completing the project tasks by dividing roles among members, engaging in discussions, exchanging ideas, and seeking information from textbooks and available learning resources. Group discussion activities encouraged students to participate more actively in expressing ideas, appreciating their peers' opinions, and developing teamwork skills in completing tasks collaboratively. The following are three examples of student projects, as shown in the figure 1.



Figure 1. Students' Group Discussion Activities During the Implementation of the Learning Project

Next, the students worked together in their respective groups to develop their project outcomes based on ideas that emerged during the discussion phase. This process required students to communicate effectively, share responsibilities, and make collaborative decisions throughout the project's development, as illustrated in figure 2.



Figure 2. The Collaborative Process of Students in Preparing the Project Outcomes

After completing their projects, students presented their results to the entire class. This final stage provided an opportunity for each group to explain the objectives, procedures, and outcomes of their work while demonstrating their understanding of

the learning content. The presentation session also encouraged students to communicate their ideas confidently, respond to questions, and justify their findings based on the evidence they had gathered during the project. Furthermore, the interactive discussion that followed enabled students to receive constructive feedback from both their classmates and the teacher, promoting reflection, critical thinking, and deeper understanding of the learning materials. The implementation of this presentation activity is illustrated in figure 3.



Figure 3. Students Presenting Their Project Outcomes in Front of the Class

During the project implementation, students appeared more enthusiastic because they were directly involved in preparing group work related to the values of tolerance, mutual cooperation, unity, and respect for diversity in Indonesia. After completing the projects, each group presented the results of their discussions in front of the class, while other groups provided responses and questions regarding the presented work. This process not only improved students' understanding of Pancasila Education materials but also helped develop students' social skills, communication skills, teamwork, sense of responsibility, and active participation throughout the learning process.

Initial Condition of Learning Outcomes

Before the implementation of the Project-Based Learning (PjBL) model, a pretest was conducted to determine students' initial abilities in Pancasila Education. The pretest results indicated that the initial abilities of students in both the experimental and control classes were still relatively low. The students' average scores had not yet reached the Minimum Learning Mastery Criteria (KKM) score of 75, indicating that students' understanding of the material was still limited. The average pretest score of the experimental class was 56.25, while the control class obtained an average score of 54.87. The percentage of learning mastery in both classes was still low because most students scored below the KKM standard. In addition, the pretest results showed that the initial abilities of students in the experimental and control classes were relatively similar, indicating that both groups had comparable initial conditions before receiving different learning treatments. Therefore, the pretest data were used as the basis for examining changes in students' learning outcomes after

the implementation of the Project-Based Learning (PjBL) model in the experimental class compared with conventional learning in the control class.

Results After Treatment

After the learning process was completed, a posttest was conducted to determine changes in students' learning outcomes following the implementation of the Project-Based Learning (PjBL) model in the experimental class and conventional learning in the control class. The posttest was administered to measure students' level of understanding of the topic Respecting Diversity in Indonesia after participating in the learning process. The posttest results showed an improvement in learning outcomes in both classes; however, the improvement was higher in the experimental class that received treatment using the Project-Based Learning (PjBL) model. The average posttest score in the experimental class reached 84.16, showing a significant increase compared with the average pretest score of 56.25. Meanwhile, the control class obtained an average posttest score of 70.21, which also increased from the average pretest score of 54.87, although the improvement was not as substantial as that of the experimental class.

The improvement in students' learning outcomes was also reflected in the percentage of learning mastery. Before the treatment, the initial mastery percentage in the experimental class was only 29%, while in the control class it was 31%, indicating that most students had not yet achieved the Minimum Mastery Criteria (KKM) score of 75. After the learning process was implemented, the mastery percentage in the experimental class increased to 88%, while the control class increased to 57%. These data indicate that the implementation of the Project-Based Learning (PjBL) model provided a more optimal improvement in learning outcomes compared with conventional learning methods.

The improvement in learning outcomes in the experimental class was presumably influenced by students' active involvement during the project-based learning process. Through the Project-Based Learning (PjBL) model, students did not merely receive information passively, but were actively involved in group discussions, project completion, exchanging ideas, collaboration, and presenting group work results. This process helped students understand the material more deeply and contextually, particularly in understanding the importance of respecting diversity in Indonesia as part of implementing Pancasila values in daily life. In contrast, in the control class that used conventional learning methods, learning outcomes also improved but at a relatively lower level because the learning process remained more teacher centered, resulting in less optimal active student involvement in the learning process.

Comparison of Learning Outcomes Between the Experimental and Control Classes

The comparison of learning outcomes between the experimental and control classes showed improvements in both classes after the learning process was implemented. However, the improvement in learning outcomes in the experimental class that

applied the Project-Based Learning (PjBL) model was higher than that in the control class that used conventional learning methods. Before the treatment, the students' initial abilities in both classes were relatively comparable, with the experimental class obtaining an average pretest score of 56.25 and the control class obtaining 54.87. After the treatment, the average posttest score of the experimental class increased to 84.16, while the control class reached 70.21. In addition, the percentage of learning mastery in the experimental class increased from 29% to 88%, whereas the control class improved from 31% to 57%. A clearer comparison can be seen in the table 4.

Table 4. Comparison of Learning Outcomes Between the Control Class and the Experimental Class

Data	Experimental Class	Control Class
Average Pretest Score	56.25	54.87
Average Posttest Score	84.16	70.21
Initial Learning Mastery	29%	31%
Final Learning Mastery	88%	57%

Based on the data above, it can be concluded that the implementation of the Project-Based Learning (PjBL) model resulted in better improvement in students' learning outcomes compared with conventional learning methods in Pancasila Education on the topic Respecting Diversity in Indonesia.

Validity Test Results

The test instrument consisted of 25 multiple-choice questions that were piloted on 26 students and subsequently tested for validity using the IBM SPSS Statistics version 25 program. The r-table value at a 5% significance level for 26 respondents was 0.396. The validity test results indicated that out of the 25 test items, 16 items were declared valid ($r\text{-count} \geq 0.396$), while 9 items were declared invalid. A clearer explanation of the validity test results can be seen in the table 5.

Table 5. Validity Test Results

Item Number	Pearson Correlation	Sig. Value	Conclusion
Item 1	.113	.001	Valid
Item 2	.394	.001	Invalid
Item 3	.113	.574	Invalid
Item 4	.395	.042	Invalid
Item 5	.642	.001	Valid
Item 6	.570	.002	Valid
Item 7	.724	.001	Valid
Item 8	.380	.035	Invalid
Item 9	.724	.001	Valid
Item 10	.724	.001	Valid
Item 11	.724	.001	Valid
Item 12	.745	.001	Valid
Item 13	.373	.056	Invalid
Item 14	.321	.001	Invalid
Item 15	.173	.013	Invalid
Item 16	.449	.019	Valid
Item 17	.349	.074	Invalid

Item 18	.778	.001	Valid
Item 19	.724	.001	Valid
Item 20	.610	.001	Valid
Item 21	.886	.001	Valid
Item 22	.811	.001	Valid
Item 23	.317	.107	Invalid
Item 24	.570	.002	Valid
Item 25	.724	.001	Valid

Reliability Test Results

The Reliability testing was conducted using the Cronbach's Alpha formula. An instrument is considered reliable if the alpha coefficient value is ≥ 0.600 (high criteria). Based on the analysis results, the findings obtained can be seen in table 6.

Table 6. Reliability Test Results

Cronbach's Alpha	N of Items
.924	16

Based on the table above, the Cronbach's Alpha value was 0.924, indicating that the instrument was reliable and classified as having a very high level of reliability for use in this study.

Normality Test

The normality test was conducted using the Shapiro–Wilk test to determine whether the learning outcome data were normally distributed. The results of the normality test are presented in the following table 7.

Table 7. Normality Test Results (Shapiro–Wilk)

Data Group	Statistic	df	Sig.	Description
Control Pretest (A)	.734	23	.001	Not Normal
Control Posttest (A)	.716	23	.001	Not Normal
Experimental Pretest (B)	.933	24	.113	Normal
Experimental Posttest (B)	.827	24	.001	Not Normal

Based on the normality test results above, only the pretest data of the experimental class showed a significance value of $0.113 > 0.05$, indicating that the data were normally distributed. Meanwhile, the pretest data of the control class (sig. < 0.01), the posttest data of the control class (sig. < 0.01), and the posttest data of the experimental class (sig. < 0.001) showed significance values of < 0.05 , meaning that these three sets of data were not normally distributed. Since most of the data did not meet the assumption of normality, hypothesis testing was continued using a non-parametric test.

Homogeneity Test

The homogeneity test was conducted using Levene's test to determine whether the data variances between the experimental and control classes were homogeneous. The complete results of the homogeneity test are presented in the table 8 below:

Table 8. Homogeneity Test Results (Levene's Test)

Data	Levene Statistic	df1	df2	Sig.	Description
Posttest	5.299	1	45	0.026	Not Homogeneous

Based on the results of the homogeneity test, the Levene Statistic value obtained was 5.299 with a significance value of $0.026 < 0.05$. This indicates that the data variances between the experimental and control classes were not homogeneous. Since the data did not meet the assumptions of normality and homogeneity, hypothesis testing was continued using the non-parametric Mann–Whitney U test as an alternative to the Independent Samples t-test.

Hypothesis Testing (Mann–Whitney U Test)

Hypothesis testing was conducted using the Mann–Whitney U test because the data did not meet the assumptions of normality and homogeneity, making the non-parametric test an appropriate alternative. This test aimed to determine whether there was a significant difference between the learning outcomes of the experimental class using the Project-Based Learning (PjBL) model and the control class using conventional learning methods. Based on the results of the Mann–Whitney U test, the U value obtained was 6.500, the Z value was -5.798 , and the significance value (Asymp. Sig. 2-tailed) was < 0.01 . Since the significance value was < 0.05 , H_0 was rejected and H_a was accepted. This indicates that there was a significant effect of the implementation of the Project-Based Learning (PjBL) model on students' learning outcomes in Pancasila Education for fifth-grade students at SD Inpres 3 Talise.

4. Conclusion

Based on the results of the study, it can be concluded that the implementation of the Project Based Learning (PjBL) model has a significant effect on the learning outcomes of fifth-grade students in the subject of Pancasila Education at SD Inpres 3 Talise. This was proven through the Mann-Whitney U test, which showed a significance value of less than 0.05, indicating a significant difference between the experimental class taught using the PjBL model and the control class taught using conventional learning methods. The findings demonstrate that the PjBL model can improve students' activeness, collaboration, critical thinking skills, and understanding of Pancasila values through meaningful and contextual learning experiences. Therefore, the Project Based Learning model can be used as an effective and innovative alternative learning model to enhance students' learning outcomes in Pancasila Education at the elementary school level.

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