

## Implementation of PjBL to Increase Activeness in Pancasila Education Learning in Grade III Elementary School

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### Abstract

*This study aims to describe the implementation of the Project-Based Learning model as an effort to increase student engagement in Pancasila Education learning in third-grade elementary school. The issue raised focuses on the low participation of students, who were previously only passive listeners during the learning process. This study used descriptive qualitative methods to gain an in-depth understanding of the process and results of Project-Based Learning implementation. The results indicate that Project-Based Learning has increased student engagement in cognitive, social, and emotional aspects through collaborative investigations, discussions, and project completion. Students appeared more confident in asking questions, expressing opinions, and working collaboratively in groups. Furthermore, project presentations helped boost student self-confidence. However, this study also found that the classroom atmosphere became less conducive due to high student enthusiasm, necessitating more effective classroom management strategies. Overall, Project-Based Learning has been shown to positively contribute to increasing student engagement in Pancasila Education learning..*

**Keyword :** Project Learning, Student Engagement, Pancasila Education, Elementary School, Learning Engagement.



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### 1. INTRODUCTION

Education is a conscious and planned effort to create a learning environment and learning process that allows students to actively develop their full potential. This potential includes spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state, in accordance with the provisions of Law No. 20 of 2003 concerning the National Education System (Amarullah, 2022). In a broader sense, education is also seen as the initial foundation in the formation of an individual. This foundation emphasizes not only academic abilities but also moral, social, and emotional aspects (Ainun et al., 2024). In the context of Pancasila and Citizenship Education (PPKn), Pancasila Education plays a crucial role as a means of instilling national and civic values from school age. Pancasila education serves as a systematic method for transferring and internalizing the core values of Pancasila into students' attitudes, understanding, and behavior, so that they not only understand Pancasila theoretically but also are able to practice the values of tolerance, unity, social justice, and democracy in their daily lives. At the elementary school level, the Pancasila Student Profile, or graduate profile, is based on the values taught in Pancasila education, such as responsibility, discipline, and the ability to make democratic decisions. According to research (Noviana & Mubarok, 2025), Pancasila education plays a strategic role in instilling national values and shaping students' personalities through meaningful learning.

Currently, Pancasila education at the elementary school level plays a crucial role in fostering student engagement and active participation by instilling moral values, discipline, and responsibility from an early age. Learning not only introduces basic civic concepts but also creates a space for students to actively participate through habits, discussions, and interactions that foster awareness as young citizens. Research shows that Pancasila Education significantly contributes to developing students' active attitudes because the values taught are passed on through direct practice, such as cooperation, discipline, and

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class agreements, which encourage students to be more involved in the learning process (Cayani et al., 2025). Furthermore, Pancasila Education also strengthens students' character through the instilling of positive behaviors, the role of teachers as role models, and a learning environment that supports active student engagement in all learning activities (Rizkiyah & Fatonah, 2024). Thus, the role of Pancasila Education in elementary schools not only builds a foundation of character but also serves as a crucial driver for increasing student engagement in learning, ultimately aligning with the goal of implementing the Project-Based Learning (PjBL) model in Pancasila Education.

However, several recent studies have shown that in practice at the elementary school level, the level of student active engagement in Pancasila Education learning remains relatively low. The learning process generally takes place in a one-way fashion, with students primarily listening to teacher explanations without much opportunity for discussion or participation in collaborative activities. This situation results in the suboptimal development of citizenship attitudes and skills that require active participation. Research findings by Natasia & Firmansyah (2024), as well as several reports on CAR in elementary schools, confirm that low student engagement is a major problem in Pancasila Education and other subjects oriented toward social participation. This indicates a gap between the ideal goal of Pancasila Education to foster student engagement and character and the reality of its implementation in the classroom.

Project-Based Learning (PjBL) is a learning model that emphasizes student activity in solving open-ended problems through direct involvement in a project, resulting in an authentic product. This PjBL learning model focuses on active student involvement, allowing them to explore ideas, develop creativity, and build understanding through direct experience (Mu'afida & Rondli, 2020). PjBL also encourages students to work collaboratively in designing, implementing, and completing project assignments relevant to real life. Generally, PjBL syntax begins with presenting challenging questions to spark curiosity and direct the focus of learning. After that, the teacher and students design a project plan and prepare a schedule of activities that will be carried out during the learning process.

The process continues with project implementation and monitoring, where the teacher acts as a facilitator guiding the development of student work (Fadilasari et al., 2024). The final stage of Project-Based Learning (PjBL) includes assessing project outcomes and evaluating learning experiences to strengthen students' understanding and reflection on the process (Fadilasari et al., 2024; Mu'afida & Rondli, 2020).

To address issues related to student active engagement in Pancasila education, the Project-Based Learning (PjBL) model is considered a fairly effective approach in increasing student participation and independence in learning. In its implementation, PjBL places students at the center of learning activities, where they actively engage in investigations, collaboration, and the completion of meaningful projects. This finding aligns with research (Hasanah et al., 2024) that found PjBL to be effective in increasing student engagement, creativity, and learning outcomes at the elementary school level. Based on these findings, the implementation of Project-Based Learning (PjBL) in Pancasila Education learning is relevant for further study to address low student engagement and strengthen student-centered learning. The implementation of the PjBL learning model provides students with the opportunity to develop critical thinking skills and creativity through real-life learning experiences through assigned projects (Amaliya & Kubro, 2025).

Several recent studies have shown that the implementation of Project-Based Learning (PjBL) has a significant impact on increasing student active engagement during the learning process. This model provides opportunities for students to be directly involved in investigations, discussions, and project completion, enabling them to become not merely passive listeners but key actors in the learning process (Fadhulloh & Hidayati, 2021). Research conducted by Anggraini & Wulandari, 2021, indicates that PjBL can encourage student participation and responsibility through project activities that require collaboration

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among students. Implementing PjBL in Pancasila education in elementary schools is considered to enhance student creativity, interaction, and active participation in completing project assignments. Therefore, the PjBL learning model has significant potential to create more lively, interactive, and student-centered learning (Komala et al., 2024).

Based on this background, it can be concluded that implementing the PjBL learning model is a strategic step to address low student engagement in Pancasila Education learning in elementary schools. Through an approach that positions students as the subject of learning, PjBL not only increases participation but also supports the development of social skills and critical thinking skills, which are the primary goals of Pancasila Education. Therefore, this study was conducted to assess the effectiveness of PjBL implementation in increasing the engagement of third-grade elementary school students in Pancasila Education. This research is expected to provide empirical evidence and offer solutions to the problem of passive and teacher-centered learning. With these research results, educators are expected to gain a stronger foundation for optimally implementing PjBL in the classroom.

## **2. METHOD**

This research applies a descriptive qualitative approach, a method that attempts to describe phenomena naturally and as they are within the context of the environment in which they occur (Fadli, n.d). According to Sugiyono (2018:96) in (Z, 2022), qualitative research is a type of research that focuses on in-depth descriptions and interpretive data analysis. In this approach, researchers emphasize the processes and meanings that emerge from the perspective of the research subjects. Meanwhile, according to I Made Winartha (2006:155) in (Z, 2022), qualitative descriptive analysis is understood as the process of examining, describing, and summarizing various conditions and situations based on data obtained through interviews and observations related to the problem being researched. This approach was chosen because it is able to present a complete explanation of the learning process in the classroom, including student interactions and behavior during the activity. This is in line with the view of (Muttaqin, 2024) who emphasized that descriptive qualitative is effective for explaining the learning process in a naturalistic manner. Specifically, the purpose of this approach is to gain a comprehensive understanding of the implementation of Project-Based Learning (PjBL) and its impact on student engagement and character development in Pancasila Education learning in third grade elementary school. This research was conducted at Podorejo 03 Elementary School on October 28, 2025, involving 18 students, consisting of 7 girls and 11 boys.

During the implementation process, the researcher acted as a participatory observer, directly present in the classroom to observe the learning process while observing student responses, behavior, and interaction dynamics. Participatory observation techniques are widely applied in project-based learning research because they can capture student participation authentically and contextually (Pristiawati et al., 2024). The PjBL activities in this study were carried out based on six main syntaxes: formulating fundamental questions, project planning, scheduling, process monitoring, project outcome testing, and evaluation. These stages follow the implementation practices practiced in research (Bahari et al., 2024) on Pancasila Education learning in elementary schools.

Research data was collected through two techniques: direct observation and documentation. Observation was used to determine student activity, engagement, and involvement during the project process. Meanwhile, documentation in the form of photos of activities and student work products was used as supporting evidence to strengthen the findings in the field. The combination of these two techniques aligns with the assertion (Nurfajriani et al., 2024) that the use of a variety of methods is necessary to increase the credibility of data in learning research in elementary schools. To maintain the validity of

the results, the researchers also conducted member checks with class teachers and compared the correspondence between observation notes and documentation. This verification step was previously implemented by (Sasongko, 2024) in a PjBL study to ensure that the findings truly reflect the classroom situation objectively.

### **3. RESULT**

The research results show that the implementation of the Project-Based Learning (PJBL) model in Pancasila Education in third grade had a significant impact on student activity and engagement throughout the learning process. Learning activities began with a provocative question about Indonesia's cultural diversity, effectively capturing students' attention and fostering a readiness to learn from the outset. During the planning stage, students engaged in activities such as selecting materials, developing work steps, and assigning roles independently within groups. This process provided a learning experience that encouraged students to develop decision-making skills, collaboration, and responsibility for the assigned tasks. During the implementation stage, students demonstrated active engagement through hands-on activities such as cutting out pictures, selecting cultural information, and constructing cultural figures. The dynamics of these activities demonstrated that project-based learning created a more lively learning environment and encouraged students to participate optimally.

The resulting work, a cultural curtain figure, represented students' understanding of Indonesia's cultural diversity. Each group presented cultural elements such as traditional houses, traditional clothing, dances, and regional icons relevant to the learning theme. A presentation conducted at the end of the project demonstrated an improvement in students' ability to convey information verbally. Students appeared more confident in explaining their work processes and the reasons for selecting certain cultural elements. This activity not only strengthened communication skills but also facilitated student reflection on their learning experiences. Teachers noted that most students enjoyed the project-making process, although some still needed guidance to maintain focus throughout the activity.

This increase in student engagement was evident through changes in learning behavior, particularly during discussions and group work. Students who had previously tended to be passive began to demonstrate courage in asking questions, offering opinions, and responding to the opinions of their peers. This active approach demonstrates that the PJBL approach provides a space for students to foster curiosity and develop critical thinking skills. Furthermore, students' social skills also developed, as evidenced by their ability to form agreements, assign group roles, and resolve disagreements simply. This project activity provided ample opportunities for students to independently process cultural information before presenting it in the form of a work. Thus, the implementation of PJBL not only increased students' physical activity but also enhanced their cognitive and emotional engagement in understanding the Pancasila learning material.

Despite its positive impact on student engagement, this study also found that classroom conditions were not always conducive during project implementation. High student enthusiasm led some groups to work loudly, move around, or exhibit unfocused competition over project tools or materials. Some students also appeared easily distracted and abandoned assignments before completion. This situation required teachers to provide more intensive supervision and reinforce rules throughout the activity. Minor conflicts related to task assignments also indicated that students still needed to become accustomed to working together effectively. This situation illustrates that although PJBL can increase engagement, its implementation still requires a well-developed classroom management strategy to ensure structured learning.

The challenge in maintaining classroom conduciveness is also related to the developmental characteristics of lower-grade students, who are still in the early stages of learning to control their emotions and organize group work. Teachers need to introduce

more detailed rules, such as a rotation system for tool use, assignment of work areas, and providing clear and directed instructions. Reinforcing simple routines and discipline is also necessary to maintain controlled classroom dynamics without stifling student creativity. With proper classroom management, student enthusiasm can be channeled into positive energy that supports project completion. Overall, the results of this study confirm that PjBL can significantly increase student learning engagement, while also presenting new challenges in classroom management that teachers need to anticipate.

#### **4. DISCUSSION**

##### **The Effectiveness of Problem-Based Learning (PjBL) in Increasing Student Engagement**

Based on the results of a study conducted at Podorejo 03 Elementary School on Tuesday, October 28, 2025, specifically in Pancasila Education, with 18 third-grade students (7 girls and 11 boys). This study implemented the Project-Based Learning (PjBL) model with a deep learning approach. The material presented at this meeting covered Chapter 3, Topic A, "The Wealth of My Tribes." Problem-Based Learning (PjBL) is an active, student-centered learning model characterized by student autonomy, constructive inquiry, goal-setting, collaboration, communication, and reflection in a real-world context (Komala et al., 2024). From this research, it can be concluded that the PjBL model assigns students to produce a project aimed at helping them understand the material more deeply through the process of completing the project. According to (Anggraini & Wulandari, 2021), the PjBL learning model has 6 syntaxes or 6 stages, namely: (1) Determining basic questions, (2) Designing project planning, (3) Preparing a schedule, (4) Monitoring project progress, (5) Testing the learning process and results, and (6) Evaluating project results.



**Figure 1. Students engaging in project-based learning**

Research conducted by researchers has shown that the implementation of the Project-Based Learning (PjBL) learning model can increase students' active engagement in the learning process. The PjBL model, consisting of six interrelated stages, creates a gradual and meaningful learning flow for students, beginning with video screenings and images of cultural diversity, which serve as the initial trigger and foster student enthusiasm and focus on the topic being studied. Afterward, the teacher poses questions related to the students' cultural origins and experiences, encouraging them to identify learning objectives and issues they wish to understand. This aligns with previous research (Nurrohimi et al., 2022), which suggests that contextual questions can enhance student responsiveness. The learning process then progresses to the exploration stage through discussions on worksheets (LKPD) and the collection of cultural information, which intensifies student interaction and communication and fosters collaboration (Anggraini & Wulandari, 2021).

The learning process then continues to the exploration stage through discussions and project work through Student Worksheets (LKPD) and the collection of cultural information, which makes interaction between students more intense, thus making learning more student-centered (Nababan et al., 2023). Furthermore, students are given the opportunity to choose the culture they will work on in groups, so they feel they have a role and responsibility for their assignments. This is in line with research (Anggraini & Wulandari, 2021) which shows that PjBL can increase students' sense of responsibility for their choices and their role in the learning process. At the end of the learning activity, students reflect on the project work process during the learning process, thus helping students deepen their understanding and awareness of learning. The implementation of PjBL in Pancasila Education learning not only impacts the cognitive aspect, but also the affective and psychomotor aspects, indicating their learning motivation and interest in Pancasila Education learning materials that were previously often considered boring because they were too based on boring theoretical material (Anggraeni et al., 2025).

### **Teachers' Challenges in Maintaining Classroom Conduciveness**

Research findings show that the implementation of project-based learning (PjBL) in Pancasila Education in second-grade elementary schools has significantly increased student engagement. However, this increase in learning activity does not always correlate with the creation of a conducive learning environment. High levels of student enthusiasm often lead to chaotic classroom dynamics, such as high student mobility, noise during discussions, and minor disturbances when assigning group assignments. This is in line with research (Rahmatillah et al., 2025), which states that PjBL successfully improves group order and cooperation. However, teachers still face challenges in classroom management, particularly when students are unfamiliar with project-based learning. Factors contributing to this include students' initial unfamiliarity with the PjBL process, uneven group involvement, and lack of time to organize a structured workflow.

These challenges demonstrate that increasing student engagement does not guarantee a calm and focused learning environment. Although PjBL can encourage students' social and cognitive engagement, without adequate classroom management strategies, the learning environment becomes less controlled (Restyowati et al., 2024). Teachers can enhance their facilitative approach by clearly defining tasks, arranging seating to encourage orderly collaboration, and providing close supervision during the project work process. Therefore, while PjBL is effective in encouraging activity, its effectiveness largely depends on the teacher's ability to balance students' freedom of speech with efficient classroom management.

### **Implications for Teachers and Schools**

The implementation of Project-Based Learning (PjBL) has important implications for teachers, particularly in improving the quality of learning facilitation and classroom management skills. Teachers are required to guide students in conducting investigations, developing ideas, and collaborating, in line with PjBL's emphasis on active student involvement in project work to produce meaningful products or solutions. According to Sriariani et al. (2025), PjBL learning provides opportunities for each student to work autonomously and produce specific ideas and products. Furthermore, teachers need to master sound classroom management strategies because assessing learning outcomes in the context of PjBL is more complex than traditional methods and requires a clear rubric (Wulandari & Wibawa, 2025). Therefore, teachers have a responsibility to ensure the learning process remains structured despite increased student activity, so that learning objectives are still achieved.

For schools, PjBL implementation requires strong institutional support, particularly in the provision of facilities, infrastructure, and innovative learning policies. Schools need to provide adequate resources because limited resources, both in teaching materials and facilities, are obstacles to the effective implementation of PjBL (Wulandari & Wibawa, 2025).

In addition, schools must build a learning environment that supports collaboration, because journals show that PjBL can improve the collaboration and mutual cooperation skills of elementary school students. Schools also need to encourage learning innovation, because PjBL not only impacts academic outcomes but also develops students' creative skills, as explained that this model involves a creative thinking process to generate new ideas and products in the learning process (Sriariani et al., 2025). With the right institutional support, PjBL can be a sustainable and effective approach in improving the quality of learning, especially in Pancasila Education.

## 5. CONCLUSION

The implementation of Project-Based Learning (PjBL) has been proven to increase student engagement in Pancasila Education. Students demonstrated greater confidence in asking questions, discussing, and collaborating on group assignments. Their involvement in project creation also fostered the ability to share roles and carry out responsibilities more consistently. Furthermore, this model empowered students to express their opinions and present their work to the class. However, high levels of enthusiasm sometimes create a less conducive classroom atmosphere, necessitating more appropriate classroom management strategies to maintain a focused learning process. These findings provide opportunities for the application of PjBL to other subjects and levels, while also providing a basis for developing learning tools that better support its implementation in elementary schools. Therefore, teachers and schools need to strengthen lesson planning and classroom management so that PjBL implementation can be more effective and produce optimal learning outcomes for students.

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