

**PENGEMBANGAN MODEL PEMBELAJARAN PENDIDIKAN PANCASILA
BERBASIS LITERASI BUDAYA DAN KEWARGAAN UNTUK
MENINGKATKAN KARAKTER BERKEBHINEKAAN GLOBAL DAN
HASIL BELAJAR PENDIDIKAN PANCASILA PADA SISWA KELAS IV
SEKOLAH DASAR DI KABUPATEN BULELENG**

L. HENY NIRMAYANI

ABSTRAK

Penelitian ini bertujuan untuk mengembangkan model pembelajaran Pendidikan Pancasila berbasis literasi budaya dan kewargaan pada mata pelajaran Pendidikan Pancasila kelas IV sekolah dasar untuk meningkatkan karakter berkebhinekaan global dan hasil belajar. Penelitian ini menggunakan model pengembangan ADDIE dengan pengujian pada aspek validitas, kebermanfaatan, dan efektivitas. Uji efektivitas dilakukan dengan pendekatan eksperimen semu menggunakan desain *pretest-posttest control group design*. Subjek penelitian ini terdiri dari 2 orang ahli isi/materi, 2 orang ahli bahasa, satu orang ahli desain/teknolog pembelajaran, 6 orang guru untuk uji kepraktisan, dan 182 orang siswa kelas IV untuk uji efektivitas. Teknik pengumpulan data menggunakan kuesioner, tes, dan non tes. Metode analisis data menggunakan dua pendekatan yaitu pendekatan kualitatif berupa saran atau komentator oleh validator serta kuesioner respon guru dan pendekatan kuantitatif berupa uji validitas *prototype*, uji validitas instrumen, uji kepraktisan dan uji efektifitas. Data dianalisis dengan MANOVA (*Multivariate Analysis of Varian*). Hasil penelitian menunjukkan bahwa 1) model terdiri dari enam fase yaitu (a) stimulasi, (b) penggalian ide-ide kreatif (c) elaborasi, (d) penyajian hasil belajar, (e) konfirmasi, (f) apresiasi. Keenam fase menunjukkan adanya sistem sosial, prinsip reaksi, dan sistem pendukung berupa buku model dan modul ajar. Dampak instruksionalnya adalah karakter berkebhinekaan global dan hasil belajar pendidikan Pancasila, sedangkan dampak pengiringnya yaitu sikap bekerjasama, kemampuan memecahkan masalah, pengalaman intelektual, mengorganisasikan ide secara rasional, dan menyampaikan pendapat secara santun; 2) hasil uji validitas dengan teknik Lawshe's diperoleh CVR dan CVI sebesar 1 artinya model pembelajaran Pendidikan Pancasila berbasis literasi budaya dan kewargaan dinyatakan valid untuk diterapkan di sekolah dasar; 3) hasil uji kepraktisan sebesar 81,80 artinya model pembelajaran Pendidikan Pancasila berbasis literasi budaya dan kewargaan dinyatakan sangat praktis untuk diterapkan di sekolah dasar, 4) hasil *N-Gain Percent* berkebhinekaan global dan hasil belajar kelompok eksperimen yaitu 49,58 dengan kategori efektif, artinya implementasi model pembelajaran Pendidikan Pancasila berbasis literasi budaya dan kewargaan efektif untuk meningkatkan karakter berkebhinekaan global dan hasil belajar secara sendiri-sendiri maupun secara simultan terhadap mata pelajaran Pendidikan Pancasila pada siswa kelas IV sekolah dasar Kabupaten Buleleng.

Kata-kata kunci: Model pembelajaran, literasi budaya dan kewargaan, berkebhinekaan global, hasil belajar, Pendidikan Pancasila

**DEVELOPMENT OF A PANCASILA EDUCATION LEARNING MODEL
BASED ON CULTURAL LITERACY AND CITIZENSHIP TO IMPROVE
GLOBAL DIVERSITY CHARACTER AND PANCASILA EDUCATION
LEARNING OUTCOMES IN FOURTH GRADE ELEMENTARY SCHOOL
STUDENTS IN BULELENG REGENCY**

L. Heny Nirmayani

Abstract

This study aims to develop a Pancasila education learning model based on cultural and citizenship literacy in the Pancasila subject for fourth-grade elementary school to enhance global diversity character and learning outcomes. This research employs the ADDIE development model with testing on aspects of validity, usefulness, and effectiveness. The effectiveness test is conducted using a quasi-experimental approach with a pretest-posttest control group design. The subjects of this research consist of 2 content/material experts, 2 language experts, 1 design/educational technology expert, 6 teachers for practicality testing, and 182 fourth-grade students for effectiveness testing. Data collection techniques used questionnaires, tests, and non-tests. The data analysis method employs two approaches: the qualitative approach in the form of suggestions or comments from validators, as well as teacher response questionnaires, and the quantitative approach involving prototype validity testing, instrument validity testing, practicality testing, and effectiveness testing. The data is analyzed using MANOVA (Multivariate Analysis of Variance). The research results show that 1) the model consists of six phases, namely (a) stimulation, (b) exploration of creative ideas, (c) elaboration, (d) presentation of learning outcomes, (e) confirmation, (f) appreciation. The six phases indicate the presence of a social system, reaction principles, and a supporting system in the form of a model book and teaching modules. The instructional impact is the character of global diversity and the learning outcomes of Pancasila education, while the accompanying impacts include attitudes of cooperation, problem-solving skills, and intellectual experiences, organizing ideas rationally, and expressing opinions politely. 2) The validity test results using the Lawshe's technique obtained a CVR and CVI of 1, meaning that the Pancasila education learning model based on cultural literacy and citizenship is declared valid for implementation in elementary schools; 3) The practicality test results scored 81.80, meaning that the Pancasila education learning model based on cultural literacy and citizenship is declared very practical for implementation in elementary schools. 4) The N-Gain Percent results for global diversity and the learning outcomes of the experimental group are 49.58, categorized as effective, meaning that the implementation of the Pancasila education learning model based on cultural literacy and citizenship is effective in improving the character of global diversity and learning outcomes both individually and simultaneously in the Pancasila education subject for fourth-grade elementary school students in Buleleng Regency.

Keywords: Learning model, cultural and citizenship literacy, global diversity, learning outcomes, Pancasila Education