

Observation Study: Creative Strategies In Learning Pancasila In Low Grade Elementary School

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Abstract

The purpose of this study is to observe and analyze the learning strategies applied by teachers in introducing the symbols and sounds of the Pancasila precepts to grade 2 students of SDN Tunjungsekar 3. This study is motivated by the importance of introducing the symbols and sounds of Pancasila appropriately as the basis for forming students' initial understanding of national identity. Using a descriptive qualitative approach through direct observation, this study focuses on planning, implementation, student participation, learning media, differentiation, and the suitability of the material with the curriculum. The observation was conducted during one class session that lasted 2 hours of learning. The results show that teachers have used various interesting learning media and methods, such as songs, learning videos, visual presentations, and Learner Worksheets (LKPD), thus creating a pleasant learning atmosphere and in accordance with the characteristics of low-grade students. Student participation is good, although some students still appear passive. Differentiation of content and process has been implemented, but product differentiation has not been optimal. Learning has been in accordance with the Learning Outcomes of the Merdeka Curriculum and is able to contextually instill an understanding of the symbols and sounds of Pancasila. This research highlights the importance of creative and student-centered learning strategies in supporting student understanding. However, the research also found the need for further development in product differentiation and identified challenges teachers face in its implementation.

Abstrak

Penelitian ini bertujuan untuk mengamati dan menganalisis strategi pembelajaran yang diterapkan oleh guru dalam mengenalkan simbol dan bunyi sila-sila Pancasila kepada siswa kelas 2 SDN Tunjungsekar 3. Penelitian ini didasarkan pada pentingnya memperkenalkan simbol dan bunyi Pancasila secara tepat sebagai dasar pembentukan pemahaman awal siswa terhadap identitas nasional. Menggunakan pendekatan kualitatif deskriptif melalui observasi langsung, penelitian ini memfokuskan pada perencanaan, pelaksanaan, partisipasi siswa, media pembelajaran, diferensiasi, serta kesesuaian materi dengan kurikulum. Observasi dilakukan selama satu sesi kelas yang berdurasi 2 jam pembelajaran. Hasil penelitian menunjukkan bahwa guru telah menggunakan berbagai media dan metode pembelajaran yang menarik, seperti lagu, video pembelajaran, presentasi visual, dan Lembar Kerja Peserta Didik (LKPD), sehingga menciptakan suasana belajar yang menyenangkan dan sesuai dengan karakteristik siswa kelas rendah. Partisipasi siswa tergolong baik, meskipun beberapa siswa masih terlihat pasif. Diferensiasi konten dan proses telah diterapkan, namun diferensiasi produk belum optimal. Pembelajaran telah sesuai dengan Capaian Pembelajaran Kurikulum Merdeka dan mampu menanamkan pemahaman tentang simbol dan bunyi Pancasila secara kontekstual. Penelitian ini menyoroti pentingnya strategi pembelajaran yang kreatif dan berpusat pada siswa dalam mendukung pemahaman siswa. Namun, penelitian juga menemukan perlunya pengembangan lebih lanjut dalam diferensiasi produk dan mengidentifikasi tantangan yang dihadapi guru dalam implementasinya.

1. Introduction

Pancasila education has an important role in shaping the character of students from an early age. At the elementary school level, especially the lower grades, Pancasila learning is focused on the basic introduction of the Pancasila precepts along with their symbols and sounds. This material is an important basis in instilling moral and national values that will develop as students get older and have more learning experiences. Therefore, the learning strategies used by teachers must be adapted to the characteristics and cognitive development stages of low-grade students.

Learning Pancasila in the Lower Grades

As part of the Pancasila and Civics Education (PPKn) subject, the introduction of the symbols and sounds of the Pancasila precepts must be delivered in an interesting, fun, and easy-to-understand way. Pancasila and Citizenship Education (PPKn) has an important role in shaping the character and citizenship attitudes of students (Lestari, 2022). In this case, teachers are required to be creative in choosing learning strategies so that students can remember and understand the basic values of Pancasila contextually.

Creative teachers are able to design innovative, contextual, and interactive learning strategies, and adjust them to the characteristics of students and the classroom situation (W. Fitriyani et al., 2025). The development of interactive learning media is also a solution to increase students' creativity and interest in learning in Civic Education (F. Fitriyani et al., 2023).

Differentiation in Character Education

The implementation of student-centered learning strategies is proven to improve the effectiveness of character education in primary schools. Student-centered learning strategies are essential to achieve optimal learning outcomes (Izzatunnisa et al., 2024). Conversely, the application of learning strategies that are not varied can hinder students' understanding of the principles of Pancasila. The role of the teacher in learning Pancasila is very important to foster students' curiosity, which has an impact on their understanding of the material (Rivaldi & Ramadhani, 2023). Monotonous and non-interactive learning approaches can reduce opportunities and students' motivation to actively participate in the learning process. Teacher creativity is also reflected in their ability to design learning strategies that are responsive to various classroom dynamics and always apply a variety of innovative and adaptive learning methods.

Interactive Media and Songs as Tools

The use of various media and interesting learning methods such as pictures, songs, videos, and educational games can make students more enthusiastic about learning. Ni'amah (2024) emphasizes that creative learning strategies can transform abstract concepts into concrete and fun learning experiences. Thus, teachers do not only act as material deliverers, but also as facilitators who create a positive and interactive learning environment. The use of interactive game media, such as the "Garudaku" board, has proven effective in making Civics learning more enjoyable, less burdensome for students, and able to improve enthusiasm and learning outcomes. The application of various methods such as discussion, simulation, and utilization of the environment as a learning resource can increase students' motivation, participation, and understanding of civics material. This finding confirms that teacher creativity is a key element in creating Civics learning that is active, meaningful and oriented towards building the character of democratic and responsible citizens.

Pancasila education at the primary school level, especially in Grade 2, plays an important role in building the foundation of the nation's character from an early age. At this stage of development, students begin to form their values, attitudes and social identity. Therefore, the application of learning strategies that are effective, fun, and in accordance with the characteristics of early childhood is key in instilling Pancasila values in a meaningful and sustainable manner.

Although the urgency of learning Pancasila in the lower grades has been widely recognized, research that specifically and deeply observes the implementation of teachers' strategies in introducing the symbols and sounds of Pancasila to grade 2 students in the Indonesian primary school context is still limited. Research by Fitriyani, Velinda, and Dewi (2025) has revealed the role of teacher creativity in the application of Civics learning methods in class V. Similarly, research by Fitriyani, Barokah, and Kurniati (2023) focused on the development of interactive learning media to enhance Civics learning creativity of grade V students. However, previous studies have mostly focused on the effectiveness of learning media in general or case studies at different levels. This gap indicates an urgent need to empirically understand how teachers in the field design and implement effective learning strategies for the crucial topic of recognizing the symbols and sounds of Pancasila in grade 2.

Based on this, this study aims to comprehensively observe and analyze the learning strategies applied by teachers in introducing the symbols and sounds of the Pancasila precepts to grade 2

students of SDN Tunjungsekar 3. This research focuses on how teachers create a learning atmosphere that is effective, fun, and in accordance with the characteristics of low-grade students. As mentors, teachers are expected to be able to create environments and strategies that make students feel comfortable in participating in the learning process. The application of effective learning strategies is key in achieving optimal learning outcomes. This study will examine the learning approach used and how it affects student understanding, so that it is expected to provide scientific contributions in the form of models or recommendations for Pancasila learning strategies that are more applicable and have a positive impact on educational practices in elementary schools.

2. Method

This research adopts a qualitative approach with a descriptive research type. This approach was chosen to analyze in depth how the implementation of Pancasila Education learning strategies in grade 2 of SDN Tunjungsekar 3. This research focuses on understanding the learning process and interactions that occur in the classroom, rather than on quantitatively measuring the impact of strategies on student learning outcomes.

The research was conducted at SDN Tunjungsekar 3, Malang City, East Java Province. The subjects of this study consisted of one grade 2 teacher and 28 grade 2 students of SDN Tunjungsekar 3. The selection of locations and subjects was based on considerations of accessibility and relevance to the research focus.

The research data was collected through direct observation and field notes. The researcher made non-participant observations in one Pancasila Education learning session which lasted 2 hours. During the observation, the researcher used a structured observation sheet containing indicators of teacher (learning strategy, use of media) and student (participation, interaction, involvement in discussion/group tasks) activities. Field notes were used to record qualitative details, interaction narratives, and contexts that may not be summarized in the observation sheet.

The research procedure began with the preparation stage, where the researcher coordinated with the school and the grade 2 teacher to determine the schedule and permission for observation. Furthermore, the implementation stage of observation was carried out directly in the classroom. In this process, researchers recorded various important activities, such as learning strategies used by teachers, interactions between teachers and students, the use of learning media, as well as forms of student involvement in discussions and group assignments.

Qualitative data collected from observations and field notes were then analyzed through the stages of data reduction, data presentation, and conclusion drawing. Researchers selected, focused, and simplified the rough data obtained from observations and field notes. This process includes abstraction and transformation of data that is irrelevant to the focus of the research to be set aside, so that only data relevant to learning strategies, student participation, and challenges are retained. The data that has been reduced is then presented in the form of descriptive narratives to facilitate understanding and identification of emerging patterns. Based on the data that has been reduced and presented, the researcher draws conclusions regarding the research findings related to the effectiveness of learning strategies.

The focus of data analysis is directed at three main aspects: (1) learning strategies applied by teachers in conveying the symbols and sounds of the Pancasila precepts; (2) students' participation and responses during learning activities; and (3) challenges faced by teachers in the process of implementing these strategies.

To ensure data validity, this study used source triangulation and observer triangulation. Source triangulation was conducted by comparing information obtained from teacher activity observations and student activity observations, as well as seeing the consistency between relevant theory and practice in the field. Observer triangulation was conducted by involving two observers who independently took notes during the observation. The recording results from the two observers were then compared and discussed to reach consensus and minimize subjective bias.

3. Results and Discussion

The observation results show that the teacher has carried out the planning, implementation, and evaluation of Pancasila learning quite well. In learning, teachers use various media and methods to help improve students' understanding of the precepts of Pancasila. In general, students show good participation, although a small number of students still need encouragement to be more active. The material taught is also in accordance with the Learning Outcomes of Merdeka Curriculum, which is aligned with efforts to form the Pancasila Student Profile. "I use songs and videos so that children can remember the symbols of Pancasila while having fun," - The observation results are presented as follows.

No	Aspects	Observation Results
1	Lesson Planning	Teachers design learning objectives, prepare learning media such as power points, learning videos, and Learner Worksheets or LKPD.
2	Learning Implementation	The lesson is opened with ice breaking and singing the Garuda Pancasila song. The teacher presents the material gradually through power point and learning videos.
3	Student Participation	Most students are active in singing, discussing, and working on LKPD in groups.
4	Learning Media	Visual and audio media help improve students understanding of the symbols and sounds of Pancasila.
5	Differentiation of Learning	Variations in content and process have been applied, but the variety of products produced by students is still uniform.
6	Conformance to Curriculum	The material is in accordance with the learning outcomes of the Merdeka Curriculum for grade 2, recognizing and mentioning the sounds of the Pancasila precepts.
7	Closing and Reflection	The teacher ends with a simple reflection on the symbols and sounds of Pancasila, as well as reinforcement of Pancasila values.

1. Lesson Planning

The observation results show that the teacher has carried out lesson planning quite well. The teacher starts the learning by clearly conveying the learning objectives, so that students know the direction of the learning activities to be carried out. The teacher also explains the outline of the material to be learned, namely recognizing the precepts in Pancasila, so that students have an initial understanding of the topic to be discussed. In addition, the teacher prepares various learning media in accordance with the material, such as PowerPoint (PPT) for visual explanations, educational videos showing the symbols and sounds of the Pancasila precepts, and Learner Worksheets (LKPD) as tools for students to enrich their understanding individually and in groups. This planning serves as a significant basis for learning, as it can help students understand the content of memorized material in a fun and easy-to-understand way. As stated by Anggraeni and Nurazizah (2024), lesson planning is an important process to ensure that the learning process takes place properly and effectively, including determining learning objectives, choosing appropriate methods, media, and teaching materials. With good planning, teachers can direct the learning process, identify student needs, and optimize the use of varied learning media. Although some students seem not active enough, teachers have designed activities that can foster activeness through group work and the use of varied media.

2. Implementation of Learning

The implementation of learning begins with opening activities such as greetings, praying together, and ice breaking. The teacher uses clapping and also the song "Garuda Pancasila" as a form of apperception to increase students' enthusiasm for learning. This song is also a good start to introduce Pancasila in a fun way. "I use songs and videos so that children can remember the symbols of Pancasila while having fun." This statement confirms the philosophy of child-centered learning, which is crucial for value inculcation at an early age. This approach is in line with constructivism theory which states that meaningful learning occurs when students are actively engaged and find enjoyment in the process. The use of ice breaking has been proven effective in increasing student participation because it can break the rigid and boring classroom atmosphere to be more relaxed and fun, so that students are more ready to receive the material (Syam, Yulia, & Mulyani, S, 2022). The material was then delivered through a PPT presentation containing the symbols and sounds of the Pancasila precepts. The teacher explained the material gradually and gave time for students to observe carefully. After that, the teacher showed a learning video that supported the explanation of the Pancasila precepts. Students are invited to mention the sound of the Pancasila precepts simultaneously. This multimedia strategy supports the results of Prasetya and Dewi's research (2024) which revealed that the use of visual media and active project-based was significantly able to improve students' understanding of the Pancasila symbol material. Students are asked to mention the sound of the Pancasila precepts simultaneously, building a spirit of togetherness and strengthening memorization. The interaction that occurs between teachers and students during learning, shows that teachers try to involve students to be active in the process of understanding the material. The responsive interaction between teachers and students during this session shows that the strategy successfully triggers students' active involvement in the process of understanding and internalizing the material.

3. Student Participation

Overall, students' participation in the learning process is good. Students seemed enthusiastic when asked to sing, answer questions, and follow the learning well. When discussing in groups, they compiled the LKPD by cutting and pasting pictures of the sila symbols and their sounds. The activity of cutting and pasting the pictures of the symbols of the precepts and their sounds on the LKPD is a concrete example of an active learning strategy that not only trains cognitive and psychomotor aspects, but also directly promotes the mutual cooperation and creativity dimensions of the Pancasila Student Profile. Through this activity, students learn to work together, share ideas, and solve problems together, which is the essence of Pancasila values. The use of these active learning strategies is in line with Istiqomah and Azzahra's (2024) research, which showed that active learning strategies, such as group discussions and role plays, can significantly increase students' motivation and engagement from 60% to 85%. In addition, Nasution et al. (2025) emphasized that the implementation of active learning strategies such as group discussions, project-based learning, and educational games effectively increase students' participation, as well as make students more responsible for their learning process. Enjellika and Yudha (2024) also found that the use of audio-visual media, such as animated videos about Pancasila values, can increase students' understanding and active participation in learning activities, because the media stimulates multiple senses (vision and hearing) so that students more easily understand and internalize the values taught. However, some students did not seem to actively participate, indicating that although the learning strategy has been directed to involve students, special attention is still needed to encourage the involvement of all students equally. According to Istiqomah and Azzahra (2024), student engagement is strongly related to positive learning outcomes, so it is important for teachers to continue to vary their approach so that all students feel involved in the learning process.

4. Learning Media

The media used is very helpful for the learning process. PPT displays pictures and sounds of the precepts with an attractive appearance, videos provide visual and auditive explanations, and the song "Garuda Pancasila" strengthens students' memory of the content of the precepts. The use of audio-visual media such as pictures, videos, and songs, has proven effective in accelerating the understanding of abstract concepts into concreteness, as revealed by Enjellika and Yudha (2024), who showed that audio-visual media can improve the understanding and internalization of Pancasila values in students' daily lives. In addition, Setyorini (2021) stated that the use of interactive PowerPoint media in a direct learning model significantly improved students' ability to understand

the relationship between symbols and sounds of the Pancasila precepts, especially for low-grade students. Interesting visualizations can accelerate the process of remembering and facilitate symbolic understanding. Ramadhani and Utama (2024) confirmed that compared to using conventional methods, audiovisual media (a combination of images and sounds) is very effective for improving the conceptual understanding of elementary school students, so that it can increase motivation, interest in learning, and the quality of understanding. In addition, the LKPD becomes a means of fun activities for students. The methods used by teachers are quite varied, ranging from interactive lectures, group discussions, presentations, to the practice of filling in the LKPD. This combination of methods and media supports students with visual, auditory, and kinesthetic learning styles to more easily understand and remember the material. Thus, the learning media used is very supportive of Merdeka Curriculum learning, especially in the topic of Pancasila symbols and sounds which are memorized and symbolic.

5. Differentiation of Learning

Differentiation in learning can be seen from content variations, such as pictures of symbols, songs, videos, and LKPD; as well as process variations, such as reading together, discussions, answering questions, watching videos, and group work. This shows that teachers have adapted the learning process to students' different learning styles. However, product differentiation has not been implemented optimally. All students produced the same product, namely LKPD with the task of cutting and pasting symbols and sounds of the precepts. This is understandable, considering that the focus of learning is still at the introduction and initial understanding stage. In the next stage, teachers can consider providing space for more diverse learning outcomes, such as making posters or simple stories related to the value of the Pancasila precepts. Valeri et al. (2025) found that teachers often face difficulties in implementing product differentiation, as teachers find it difficult to adapt learning products to students' characteristics and learning styles. Purnawanto (2023) also emphasized the importance of teacher creativity in providing a variety of learning products so that students' potential can develop optimally. Meanwhile, Agustiana et al. (2023) emphasized that product differentiation in Civics learning is effective in increasing student involvement, provided that the products produced are diverse and in accordance with the readiness and interests of each learner.

6. Suitability of Material with Curriculum

The material presented is in accordance with the Learning Outcomes (CP) of the Merdeka Curriculum for grade 2 SD, namely students are able to recognize the five precepts of Pancasila and mention their sounds, (Ministry of Education, 2022). Teachers also instill Pancasila values contextually through songs and video shows. Thus, learning has gone in the direction of the applicable curriculum.

7. Closing and Reflection

At the end of the lesson, the teacher guides students to do a simple reflection by asking again about the material that has been learned. The teacher also reinforces the importance of recognizing and practicing the precepts of Pancasila in everyday life. The activity ends with prayer and the song "Garuda Pancasila" to leave a positive impression and reinforce the content of the day's learning. Reflection by the teacher plays an important role in the learning process, as it encourages students to review what they have learned, relate it to personal experiences, and deepen understanding. In addition, consistent closing activities such as singing together have a role to bind the learning experience emotionally and socially. Thus, the closing and reflection done by the teacher in this lesson is not just repeating the material, but also strengthening students' cognitive understanding and attitude towards Pancasila values.

The learning strategy applied by the teacher shows some significant strengths. First, the use of visual and audio-visual media in combination is very effective in attracting the attention of low-grade students and facilitating understanding of abstract Pancasila material. Second, the integration of songs and ice breaking succeeded in creating a fun and tension-reducing learning atmosphere, encouraging students' active participation from the beginning of learning. Third, group activities on the LKPD not only train material understanding but also social skills such as cooperation, which is

essential in the context of Pancasila character education. Teachers consistently try to create an interactive learning environment that is responsive to students' needs.

However, some limitations and challenges were observed. One of them is how to handle students with diverse levels of understanding and participation. Although teachers have attempted to engage all students, there are still some who require individualized attention or more encouragement. This indicates that the application of differentiation, especially in learning products, can still be improved by providing more diverse alternatives (e.g. posters, short stories or other creative projects) for students to express their understanding according to their interests and learning styles.

The implication of this finding for Pancasila education is the importance of consistency in the application of creative and adaptive strategies. To increase students' active participation equally, teachers can consider grouping strategies that are more dynamic and provide a variety of challenges. In addition, although multimedia media is already effective, exploration of other media variations such as interactive learning applications or more manipulative concrete media can further increase student engagement. Reflection at the end of the lesson can also be deepened by encouraging more student participation in expressing opinions and linking the values of Pancasila to their personal experiences, thus establishing a stronger emotional and contextual connection. The implementation of these suggestions is expected to support the creation of more adaptive, meaningful, and effective Pancasila learning, in line with the principles of Merdeka Curriculum and the formation of the Pancasila Learner Profile.

3.1. Conclusion

Based on the observation results, it can be concluded that the planning and implementation of learning carried out by the teacher has gone quite well. Teachers are able to convey learning objectives clearly, utilize various learning media such as PowerPoint, educational videos, songs, and LKPD, and implement active learning strategies to increase student participation. Differentiation of learning has also been done in the content and process aspects, although the product dimension still needs further development. Overall, the use of multimedia strategies, audio-visual media, and active learning has supported the achievement of learning objectives according to the Merdeka Curriculum, especially in strengthening understanding of Pancasila values.

This research confirms that the use of multimedia-based learning strategies, ice breaking, as well as active-participatory approaches, are effective approaches in improving low-grade students' understanding and engagement with Pancasila values. These strategies are proven to increase students' motivation, participation and understanding. However, this study also highlighted the need for further development in differentiating learning products and identifying challenges faced by teachers in their implementation. Further training for teachers on product differentiation design and strengthening character-based formative assessment is needed. By continuing to develop a variety of learning products and enriching interactive media, Pancasila Education learning in the lower grades can be more contextualized, enjoyable, and have a long-term impact in shaping student character as the profile of Pancasila Students.

Author Contributions

All authors have equal contributions to the paper. The first author, Aura Kaysa Kamila was responsible for the conceptualization, methodology, data collection, data analysis, and writing of the original manuscript. The second author, Candra Utama was contributed to supervision, academic guidance, reviewing and editing process. Both authors approved the final version of this manuscript.

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