

Implementation of Pancasila and Civics Learning Using Video Media in Shaping the Profile of Pancasila Students in Merdeka Curriculum in Elementary School

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Abstract: Pancasila and Citizenship Education play an important role in shaping students' identities and pleasing personalities, especially in elementary schools. Civics teaches students how to be excellent and disciplined citizens. Civics learning is one of the subjects at school that teaches students about knowledge of Pancasila and Citizenship which will shape the profile of Pancasila students in the Merdeka curriculum at SDN 13 Parit Putus. This type of qualitative research with a case study approach aims to see the application of Civics learning using video media to form the Pancasila Student Profile in the Merdeka Curriculum in Elementary Schools. Data collection techniques were used in the form of interviews, observation, and documentation. The results showed that the implementation of Civics learning in the Merdeka curriculum had been conducted by teachers well, from preparing learning objectives based on the learning outcomes provided by the government to prepare the flow of learning objectives and developing teaching modules and media. However, teachers still have difficulties evaluating the Pancasila student profile and still need assistance focusing on its application at school. In addition, students still need guidance in linking the material and videos learned with the practice of the Pancasila Student Profile in everyday life.

1 INTRODUCTION

Education has an essential role in human life that helps them to survive and compete in the advanced era. Education strives to form qualified, intelligent, and forward-thinking human beings so that they can impact life. As written in Constitution, Number 20 of 2003 About the National Education System says, Education is a conscious and planned effort to create the study environment and learning process so that students can develop their potency actively for getting the strength of religious spirituality, self-control, personality, intelligence, good attitude, and the talents that needed by themselves, society, nation, and country. Achieving the educational goal needs an exact curriculum as a guide in the implementation of education itself.

One of the foundations of curriculum compiling is the sociological foundation (Khalim, 2019). The sociological foundation of the curriculum contains determining the roles of schools and teachers. As educated people involved in the curriculum, teachers must understand the condition and community personality in planning and compiling to evaluate the curriculum. Compiling the curriculum follows developments of social life and current economic condition. Furthermore, (Mubarok et al., 2021) state that the critical aspect of sociology is the values that rule community life. The teacher must see and determine the aspects that will be taught to students by looking at the social environment. The sociological foundation of curriculum shows the strategies that can stimulate students to adapt to the environment actively; cultures in the classroom that are considered passive will be suppressed so that

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learning in class becomes fun. Changes in community environment conditions certainly make the government try to adapt the education curriculum to the development of the advanced and global era, as done by Minister Nadiem Makarim, who began implementing Merdeka Curriculum to prepare students for the advanced digital era.

One of the efforts to create National education goals based on Pancasila is the Pancasila and Civics Learning subject. As a Republic Unity State of Indonesia, our nation maintains its identity and national personality with Pancasila. The nation and community personality are built from family and individual identity. Therefore, building a strong personality is necessary. This matter needs to be instilled in the young generation as the nation's next generation through Civics education that contains the moral values of Pancasila. Pancasila as the basis of the state formulated at the BPUPKI meeting on June 1, 1945. This formula was created by the founders of the Republic Unity State of Indonesia, who were involved in the meeting. The source of this formula is a noble cultural sense, the ancestor's cultural sense of the Indonesian nation in the colonialism era and before the colonialism era, like the era of the empire (Purwanta, 2018).

Pancasila and Civic learning is one of the subjects in today's newest curriculum, namely the Merdeka curriculum. The Merdeka curriculum has a design that provides opportunities for students to learn in a calm, pleasant, relaxed way, without pressure, without feeling stressed, and students can show and develop their interests and talents properly (Rahayu et al., 2022). The Merdeka curriculum is the government's effort to create a better education which can develop students' potential according to their talents and interests. The development of the Merdeka curriculum refers to the purpose of education to prepare students to live in society. Life is not just following the norms and values but also providing experiences so students can optimally develop their potential and abilities according to their talents and interests. The independent curriculum aims to answer the challenges of the current industrial revolution 4.0 education (Manalu et al., 2022). Merdeka curriculum also has a role in inheriting the nation's cultural values and preparing students to face changing times through the development of educational creativity and innovation. Besides that, the Merdeka curriculum also educates students to be critical and evaluative in choosing values that are considered beneficial to people's lives. Learning activities designed in the Merdeka curriculum are conducted in a fun, effective, recreational,

democratic, empathetic, creative and active (MERDEKA) way (Mulyasa, 2021).

The guide to Merdeka curriculum development explains that the school's operational curriculum must make the profile of Pancasila students as a foundation. Schools may add student competencies according to school characteristics but may not conflict with the profile of Pancasila students covering all dimensions along with their elements and sub-elements. This profile of Pancasila students is also used to reflect and analyze all learning programs in academic units. The profile of Pancasila students is built and enlivened in their daily life through school culture, intracurricular learning, projects that reinforce the Pancasila student profiles, and extracurricular activities. One of the efforts to form a profile of Pancasila students in intracurricular learning is through Pancasila and Civics subjects.

In the Merdeka Curriculum teacher's book published by the curriculum centre and bookkeeping of the Ministry of Education, Culture, Research, and Technology (Kemendikbud, 2021) is clearly stated that the main focus of Pancasila and Citizenship Education (PPKn) subjects is to prepare students to become behave, intelligent, skilled and character and always loyal to the nation and state by consistently implementing the habits of thought and action that reflect the values of Pancasila and the 1945 Constitution. In addition, Civics learning can also develop the ability of students to think critically, rationally and creatively in dealing with various problems as citizens, able to participate actively and responsibly in life, able to develop positively and form themselves democratically following the character of Indonesian society who can live together and side by side, and can interact in the world either directly or indirectly by utilizing technological advances.

The characteristics of Civics learning at the elementary school level are oriented toward reinforcing the national character and insight (Lubaba & Alfiansyah, 2022). Pancasila values contained in Civics learning will form the profile of Pancasila students. The profile of Pancasila students is some characteristics and competencies expected to be achieved by students based on Pancasila's noble values. The profile of Pancasila students embodies Indonesian students who are lifelong learners with global competence and reflect behavior following Pancasila values which have six dimensions as shown in the following figure (Kemendikbud, 2021).

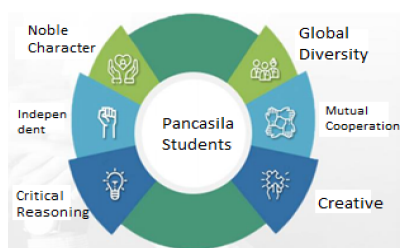


Figure 1: Ministry of Education and Culture, 2020.

Pancasila and Citizenship Education play an important role in shaping students' identities and pleasing personalities, especially in elementary schools. Civics teaches students how to be excellent and orderly citizens. Even this learning is still taught up to the college level considering the importance of this learning to shape the character of good citizens. Civics subjects in elementary schools have a critical role in preparing students to become intelligent, sound, and competent citizens following the values of Pancasila. Not only mastering knowledge but also having good attitudes and values, mastering various skills, and understanding and realizing their rights and obligations as citizens of society, nation and state (Kemendikbud, 2021).

In learning, teachers play an essential role in delivering subject matter to students. A professional teacher is a teacher who can use and utilize various types of learning media following the times and technology (Arywiantari et al., 2015) and apply it in social life. In addition, the progress of this digitalization era allows teachers to develop information and communication technology and apply it in learning (Iskandar et al., 2022).

Several things that show the importance of learning Civics for elementary school students are: 1) Reinforcing them to love God Almighty and fellow beings following Pancasila values so that they can be implemented in life; 2) Pancasila and Citizenship Education teaches students to be able to understand and carry out rights and obligations in an honest, responsible and democratic manner; 3) Pancasila and Citizenship Education provides learning to students to understand each other among citizens and instills them about *Bhinneka Tunggal Ika*; 4) Provide knowledge to students about the government system and applicable state regulations, both written and unwritten.

2 METHODOLOGY

This research discusses the Implementation of Pancasila and Civics Learning using video media to

Form Pancasila Student Profiles in Merdeka Curriculum at SDN 13 Parit Putus. This research uses a qualitative research method with a case study approach. Qualitative research aims to understand the phenomena experienced by research subjects, understanding reality through a thinking process (Adlini et al., 2022). The data collection technique in this research used interviews, observations, and documentation techniques related to implementing Civics learning using video media. According to (Arikunto, 2010), case study research is qualitative research that produces descriptive data in written or spoken words from people or observed behaviours conducted in detail, intensively, and deeply.

The sample in this study was the Civics subject teacher at SDN 13 Parit Putus. Research data were collected using observations made during the teaching and learning process. Observation is an activity conducted carefully on an object (Yusuf, 2006).

3 RESEARCH RESULTS AND DISCUSSION

Subject planning is the initial step in Pancasila and Civics learning at SDN 13 Parit Putus. The plan of learning is a thinking process that produces decisions about learning objectives. The results of these decisions are rational and well implemented and use the available learning resources such as video media (Riadin, 2019). The Pancasila and Civics learning plan requires a curriculum as a guide in its preparation. The curriculum used in Pancasila and Civics learning is the Merdeka curriculum. Merdeka curriculum is a new policy established by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud, 2021). The concept of "Merdeka" is the ability to improve the economy, creating a learning atmosphere for students to study freely (Marisa, 2021).

Based on an interview with the head of SDN 13 Parit Putus, Mr Fauzi, S.Pd, he said 2022 would be the first year of SDN 13 Parit Putus implementing the Merdeka curriculum. For this first year, the new Merdeka curriculum was implemented in classes I and IV, each consisting of two classes, class IA and IB, which belong to group A, and IVA and IVB, which are group B. In 2022 SDN 13 Parit Putus implemented the Merdeka curriculum, namely self-changing. Independent change is an option that gives flexibility to academic units when implementing a Merdeka curriculum by using teaching tools provided in academic units.

Documentation and interviews conducted with grade IV teachers, researchers obtained information that, following the independent guidance on changing these teachers, did utilize the teaching materials and tools contained in the independent teaching platform and adapted the content to the SDN 13 Parit Putus conditions.

Pancasila and Civics learning outcomes in class IV contain four elements, each containing several learning achievement points. These elements are (1) Pancasila; (2) the Constitution of the Republic of Indonesia 1945; (3) Bhinneka Tunggal Ika; (4) The Republic Unity State of Indonesia. In the independent curriculum guide, learning outcomes should be developed by the teacher into learning objectives described in the learning objectives flow and then developed into teaching modules and video media that will be used in the learning process in class. The teaching modules developed by teachers contain profiles of Pancasila students for each element consisting of Faith and piety to God Almighty and noble character, diversity, cooperation, creativity, independence, and critical thinking.

The teacher's subject plan is quite good even though it adopts the independent teaching platform, but the teacher has revised it according to the needs of the students in the class. Implementing learning to form a profile of Pancasila students in Civics learning in the Merdeka curriculum at SDN 13 Parit Putus refers to the teaching modules and video media the teacher has previously prepared. The teaching module contains general information on teaching devices, learning activities, teaching materials, assessment, and reflection. Learning activities include initial activities, core activities, and closing activities. 1) The initial activity was conducted for 15 minutes, and the teacher started by inviting students to sing the national anthem Indonesia Raya and yelling at the Pancasila student profile. Furthermore, the teacher checked student attendance, did literacy activities and conveyed learning objectives. 2) The core activities are conducted for one hour and fifty minutes. The teacher starts the activity by dividing students into five groups, each consisting of 4 people. Furthermore, the teacher invites students in each group to play a game of compiling the Pancasila principles and their symbols. Each group competes to compose the picture in the fastest time. This activity is quite time-consuming because for fourth graders working in groups is still quite difficult because the teacher has to control students so that they work effectively in their groups. After this activity was completed, group members were asked by the teacher to come to the front of the class to show the results of their group's

work to other groups.

Furthermore, the teacher will show a teaching video containing various practices of Pancasila. This activity aims to provide direct examples to students about the practice of Pancasila values. After that, the teacher will explain in more detail the precepts of Pancasila and its values. The material discussed is Pancasila's first principle, including its meaning and practice at home, school, and the community environment. Furthermore, students are asked to work on Student Worksheets (SW) individually. The work on this SW is an assessment process in learning activities, so the teacher no longer gives practice questions as an evaluation at the end of the lesson. In the end, the teacher invites students to submit the results of their work and then provides feedback regarding the results they have submitted. 3) Closing activities were conducted for approximately 15 minutes. The closing activity concludes the student's joint learning through question and answer. Furthermore, the teacher provides motivation and conveys values that refer to the profile of Pancasila students, and finally invites students to pray to close the lesson.

Observations from the implementation of Civics learning using video media to form a profile of Pancasila students in the Merdeka curriculum at SDN 13 Parit Putus show that the teaching and learning process in the classroom has been going well. This process has been running optimally. Students are actively involved during learning because the teacher uses a variety of media, such as pictures pasted on cardboard and display material using a projector to attract students' attention.

Civics learning materials contain Pancasila as the basis of the State, with Pancasila points serving as life guidelines. In Civics learning, the teacher provides material and examples of practice directly related to real life in a social, national and state environment. This learning forms students who have faith and fear of God Almighty, have global diversity, work together, are independent, have critical reasoning, and are creative.

3.1 The Observation Outcomes of Teachers in the Implementation of Civics Learning Using Video Media to Form the Profile of Pancasila Student in Merdeka Curriculum at SDN 13 Parit Putus

The observations and outcomes of teachers who conducted Civics learning using video media at SDN

SDN 13 Parit Putus showed promising results. The teacher has conducted the teaching and learning process well. The Merdeka curriculum guides the teacher by following the teaching modules and media that have been made.

SDN 13 Parit Putus teachers held Civics learning activities as theory-based concrete actions. Theory or learning material is taught in the classroom, and students are invited to carry out activities outside the classroom for concrete actions. The teacher teaches students about the first principle of Pancasila, which reads Belief in One Almighty God, including the values of the first principle, such as carrying out worship according to religious belief.

The teacher also provides examples of activities that reflect the first principle of Pancasila, commonly applied in schools, such as praying, preaching every Friday, and reading the Qur'an every morning before starting lessons. So students are not only shown examples of the behavior of practising the Pancasila precepts but also brought to see real examples and apply them in everyday life. This activity can form student profiles following Pancasila students as described in Civics Learning. The difficulties experienced by teachers from the results of the researcher's observations were that in managing time, teachers were still not effective at managing time, so there were activity schedules that were not following the time allocation in the teaching modules.

3.2 The Observation Outcomes of Students in the Implementation of Civics Learning Using Video Media to Form the Profile of Pancasila Student in Merdeka Curriculum at SDN 13 Parit Putus

Based on students' point of view as recipients of learning, it was also found that not all students could understand the material provided by directly seeing real-life examples. Students need guidance and direction in linking these two things. It is where the role of the teacher is needed.

In Civics learning using teaching modules and video media, students are taught about Pancasila and its values. These behaviors form the basis for forming a profile of Pancasila students. At SDN 13 Parit Putus, students learn about Pancasila-based behavior in Civics learning in class and immediately see the application of this behavior in life inside and outside of school.

3.3 The Implementation of Pancasila Students Profile in Pancasila and Civics Learning Using Video Media in Fourth Grade at SDN 13 Parit Putus

The outcomes of forming Pancasila student profiles in Civics learning using video media at SDN 13 Parit Putus were quite good. It is just that the researchers found several deficiencies in implementing the teacher's learning. The method teachers use in shaping Pancasila students' profiles is only by using video media about the practice of Pancasila precepts shown to students. The teacher conveys to students what attitudes should implement in life following the Pancasila student profile. The teacher also gives directions to students about the importance of these values they have in life. However, according to researchers, this method and media are insufficient to instill a Pancasila student profile in students.

The students are supposed to be able to implement the values of the Pancasila student profile. Teachers can use various methods, such as providing examples, role-playing, and compiling local wisdom-based learning, so that in learning activities, it will direct students to expected character values. Pancasila and Civics Learning material taught by teachers in class should be focused on cultivating and applying Pancasila student profile values. The formation of a Pancasila student profile is the estuary of Civics learning in the independent curriculum, not just being a complement to the material being studied. However, from the observations, because the teacher focuses on the material, the teacher pays little attention to the character values of the Pancasila student profile, which should be achieved by students listed in the flow of learning objectives and teaching modules.

Implementing Pancasila student profiles in learning in the Merdeka curriculum should be the responsibility of all elements of education, including the government. Because from the observations, the teachers still did not understand the implementation, for example from the interviews the researchers conducted with class IV teachers, the researchers asked when the Pancasila student profile was implemented, and the teacher answered only in conducting the project to reinforce the Pancasila student profile known as P5 only, so the teacher does not implement the Pancasila student profile in other activities at school. Even though in concept, the implementation of Pancasila student profiles is not only conducted in project activities to reinforce the Pancasila student profiles but also conducted through school culture, extracurriculars, and intracurricular

learning, especially Pancasila and Civics Learning which contains Pancasila values.

The Pancasila profile must be built into students' daily lives both in and outside the classroom, not only when conducting the projects to reinforce Pancasila student profiles (P5). The teacher's lack of understanding is because the Merdeka curriculum has just been implemented in the last few months. The implementation of the Merdeka curriculum is also not accompanied by adequate outreach by the relevant agencies, so teachers still have a hard time understanding the Merdeka curriculum and its implementation in schools. Another obstacle teachers encounter is the lack of adequate infrastructure, teachers' lack of reading sources and the renewal of various learning media. Although this can be overcome with teacher creativity, with a lack of training, teachers still find it challenging to find the latest creative learning resources and media independently.

Likewise with the evaluation, within a few months of implementing the Merdeka curriculum in grade IV, the teacher admitted that they still had difficulty conducting a written evaluation or assessment of the character values of the Pancasila student profile. The teacher only observes and then directs the behavior of students deemed unsuitable with Pancasila values. Evaluating the implementation of the Pancasila student profile can be done in various ways, such as reflection through the observation process and the experience of educators whose results are shown in a written format in a portfolio or journal. Even though the teacher has conducted this reflection process in the ongoing learning process, to put it in written form, the teacher is still experiencing difficulties due to the teacher's lack of understanding of the evaluation. The role of the relevant education agency is significant in providing assistance and training to teachers regarding the implementation of appropriate evaluations for the implementation of this Pancasila student profile so that it can be used as reflecting material for improvement in the following year.

3.4 The Influencing Factors of the Implementation of Pancasila Students Profile in Pancasila and Civics Learning Using Video Media in Fourth Grade at SDN 13 Parit Putus

The data researchers obtained from interviews with school principals and fourth-grade teachers at SDN 13 Parit Putus regarding the factors that influence the formation of a Pancasila student profile: a) Factors

habits/teacher's teaching style. The teacher's teaching style focuses on the teacher center and using simple media so that the students do not involve in the learning process, causing students to have still difficulty implementing several dimensions of the Pancasila student profile, for example, critical and creative reasoning. This aspect is still not visible to some students because, in learning activities, students are rarely given activities that will make students able to think critically and creatively, such as project-based learning. Project-based activities are only conducted in projects to reinforce the Pancasila student profiles but are not implemented in intra-curricular activities in class. b) Environmental factor. The habits of students in daily life and their association with the family and community environment are the difference between one student and another in implementing the Pancasila student profile. For example, in the profile of Pancasila students with noble character, there are still students who are used to saying dirty words in social situations, sometimes, they are carried away in learning activities, so in learning, students speak in an impolite style. c) Student ability factor. The ability of students to understand the material and video presented by the teacher and implement Pancasila student profile values will differ from one student to another.

4 CONCLUSION

Based on research on the implementation of Pancasila and Civics Learning Using Video Media to Form Pancasila Student Profiles in Merdeka Curriculum at SDN 13 Parit Putus, the researchers conclude as follows:

- a. The Pancasila and Civics learning modules designed by the teacher are pretty good. The teaching modules have been prepared according to the learning outcomes, which are then developed into learning objectives and the flow of learning objectives. The learning objectives flow contains the expected Pancasila student profile of each competency and learning achievement.
- b. The use of video media in learning is good enough. Teachers use videos to show examples of Pancasila practising behavior to students. By seeing examples of this behavior, students will automatically be able to form a Pancasila students profile within themselves, which requires actual practice in everyday life for its application.
- c. Implementing Pancasila and Civics learning to form a student profile is quite good. The teachers

conducted learning activities according to the steps in the teaching modules prepared beforehand. However, the drawback is that the dimensions of the Pancasila student profile are less focused on learning. Teachers are still focused on the material, and only a few learning activities lead to forming a Pancasila student profile. It is better because Pancasila and Civics Learning material already contain Pancasila material, so the character values that will form the profile of Pancasila students are increased even more.

- d. Pancasila and Civics learning is evaluated following the Merdeka curriculum's evaluation. However, the evaluation for the profile of Pancasila students is only conducted by the teacher in project activities, namely the project to reinforce the profile of Pancasila students, which is conducted separately from learning in class.
- e. The factors influencing the implementation of Pancasila and Civics learning using video media to form the profile of Pancasila students at SDN 13 Parit Putus are as follows: teachers' teaching habits/styles, teaching media, environmental factors, and student ability factors.

Implementing Pancasila and Civics using video media learning to form Pancasila Student Profiles using Merdeka Curriculum at SDN 13 Parit Putus is generally reasonable. According to the teaching module, the teacher has conducted Pancasila and Civics learning, which contains citizenship material and Pancasila values. However, the teacher is still experiencing difficulties regarding the evaluation profile of Pancasila students and still needs assistance to focus on its implementation in schools.

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