

THE EFFECTIVENESS OF THE PROJECT-BASED LEARNING MODEL ON THE CIVIC EDUCATION LEARNING OUTCOMES OF FIFTH-GRADE STUDENTS AT SEJAHTERA ELEMENTARY SCHOOL

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ABSTRACT

This study aimed to measure the effectiveness of the Project-Based Learning Model in Civic Education (PKN) learning methods for fifth-grade students at SDS Sejahtera. The main objective of this research was to determine whether Project-Based Learning could improve students' learning outcomes. The methodology used in this study was a correlational analysis with a saturated sampling approach. The instruments consisted of 30 questionnaire items related to Project-Based Learning, 20 social studies essay questions, and 10 multiple-choice questions. Instrument validity was tested using the Pearson Product Moment correlation, while reliability was measured using the Cronbach's Alpha formula. The reliability coefficients obtained were 0.733 for the Project-Based Learning instrument and 0.674 for the social studies instrument. The results of the analysis showed an r-count value of 0.577 with a p-value of 0.000, indicating a significant correlation between Project-Based Learning and Civic Education learning methods. The t-test result showed $t = 4.900$ with a p-value of 0.000, meaning that H_0 was rejected and Project-Based Learning was proven to be effective. Furthermore, the analysis revealed an F-count value of 24.011 and an R^2 value of 33.3%, indicating a significant influence between the two variables. In conclusion, this study demonstrates that Project-Based Learning is an effective method for improving the Civic Education learning outcomes of fifth-grade students at SDS Sejahtera. This learning model has the potential to be implemented more broadly in other learning contexts.

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INTRODUCTION

Education is a process that plays a vital role in shaping the quality of human resources through the development of students' knowledge, skills, attitudes, and character. Education serves not only as a means of transferring knowledge but also as a process for fostering critical thinking skills, developing personal potential, and shaping character in accordance with the values of social life. In the context of school-based learning, educational

success is greatly influenced by educators' ability to design and implement learning processes that are effective, innovative, and tailored to students' needs. According to (Azzahra & Nurrohmatul Amaliyah, 2022), Education is a conscious effort undertaken by individuals or groups to help a person achieve maturity and improve their quality of life through a guided learning process. Therefore, the learning process must be optimally designed so that students can actively participate and gain meaningful learning experiences (Adiputra & Heryadi, 2021). From a global perspective, 21st-century education emphasizes the importance of developing critical thinking, creativity, collaboration, and communication as key competencies that students must possess to meet the challenges of the changing times. In line with this, a UNESCO report emphasizes that modern education must be able to create student-centered learning and provide contextual learning experiences relevant to real life (UNESCO, 2021)

In the teaching-learning process, the selection of a learning model is one of the key factors that determine the success of the process. The right learning model can help students gain a deeper understanding of the material, increase their active engagement in learning, and develop their critical thinking skills and creativity. (Thabroni, 2021) states that the use of appropriate instructional models can help enhance students' creativity in the learning process. This indicates that instructional models serve not only as strategies for delivering content but also as a means of developing students' abilities holistically. Therefore, educators need to select instructional models that can create an active, engaging, and student-centered learning environment (student-centered learning) (Khoerunnisa & Aqwal, 2020). In theory, the constructivist approach to learning emphasizes that students construct their own knowledge through direct experience, social interaction, and reflection on their learning experiences. Constructivist theory serves as a crucial foundation for the development of innovative learning models that position students as active participants in the learning process.

One learning model considered effective in increasing students' active engagement is Project-Based Learning (PjBL). This learning model places students at the center of the learning process through project-based activities related to real life (Fitri & Amnah, 2024). In practice, students are given the opportunity to collaborate, discuss, explore information, solve problems, and produce a product or piece of work as the outcome of their learning. According to (Dwijayanti et al., 2025) Project-Based Learning is a learning model that actively engages students in the learning process through project-based activities designed to develop critical thinking, creativity, collaboration, and communication skills. This

learning model provides students with the opportunity to learn independently and take responsibility for their own learning process. (Saifudin Zuhri et al., 2023). In an international study, research conducted by Kokotsaki et al. (2016) in a reputable Scopus-indexed journal shows that Project-Based Learning effectively enhances students' motivation to learn, problem-solving abilities, and collaborative skills at various educational levels. In addition, recent research by (Chen & Yang, 2023) shows that the implementation of PjBL can significantly improve students' critical thinking skills and engagement in competency-based learning.

In addition to increasing student engagement, the Project-Based Learning model also creates a more meaningful learning experience because students are directly involved in the process of identifying and solving problems related to everyday life. (Bachtiar et al., 2022) explains that through project-based learning, students can discuss the material, explore information, interpret data, and present their learning outcomes actively and creatively. Thus, students do not merely receive the material passively, but are also directly involved in the thinking and problem-solving processes. In addition, research conducted by (Dudung, 2018) shows that the implementation of the Project-Based Learning model can enhance students' self-confidence, sense of responsibility, ability to collaborate, and critical thinking skills during the learning process. Theoretically, the success of PjBL can be explained through Kolb's theory of experiential learning, which emphasizes that knowledge is acquired through concrete experiences and reflection on those experiences (Kolb, 1984). Thus, students have the opportunity to develop a deep understanding through real-world and contextual learning experiences.

In the context of Civic Education (PKN) instruction, the implementation of innovative teaching models is essential because the PKN subject plays a crucial role in shaping students' character, democratic attitudes, and understanding of the values of national and civic life (Keguruan & Yogyakarta, 2021) Civics education not only teaches theoretical concepts, but also instills moral values, social norms, and a sense of responsibility as citizens. (Resmana & Dewi, 2021) state that Civic Education (PKN) is a subject that teaches the values and norms applicable in society, so that students are expected to be able to apply these values in their daily lives. Therefore, Civic Education should be taught in an active and contextual manner so that students can understand and implement civic values in practice (Kariadi, 2016). The urgency of applying PjBL in Civic Education lies in its ability to connect learning materials with students' real lives through project activities that require collaboration, responsibility, communication, and the resolution of social problems. This

aligns with the objectives of Civic Education, which are not only oriented toward cognitive aspects but also toward the development of students' attitudes and social skills as democratic and responsible citizens. International research by (Guo et al., 2020) It also shows that PjBL can enhance students' civic engagement and reflective thinking skills in social studies and civics education.

However, in reality, the civics education learning process in elementary schools still faces various challenges. Based on the results of initial observations at SDS Sejahtera, it was found that some students were not very active in the learning process, got bored easily, and were unable to understand the material in depth. In addition, learning evaluation results showed that there were still students who scored below the Learning Objective Achievement Criteria (KKTP) (Zainuri, 2023). This situation is due to the fact that the learning process is still dominated by lectures and assignments, so students are not yet fully engaged in learning activities. This situation is consistent with the view that (Rasyid & Wihda, 2024) which states that students' low interest and participation in Civic Education (PKN) lessons are influenced by the use of teaching methods that lack variety and fail to provide engaging learning experiences for students. As a result, PKN lessons are often perceived as boring and irrelevant to students' lives. This situation highlights the need for instructional innovations capable of enhancing students' active participation and creativity so that the learning objectives of PKN can be optimally achieved.

Several previous studies have shown that the Project-Based Learning model is effective in improving students' learning outcomes and creativity. A study conducted by (Dwijayanti et al., 2025) shows that the implementation of the Project-Based Learning model can increase students' active engagement and have a positive impact on learning outcomes. Another study conducted by Wells (2009) also shows that the project-based learning model can improve students' critical thinking and collaboration skills. Additionally, research by Kokotsaki et al. (2016) found that the success of PjBL is influenced by student engagement, teacher support, and the relevance of the project to real life. Recent research by (Chen & Yang, 2023) also show that PjBL is effective in enhancing students' creativity, communication skills, and motivation to learn in 21st-century education. Based on a synthesis of these studies, it can be concluded that PjBL makes a positive contribution to the development of students' cognitive, affective, and social skills. However, these studies have largely focused on improving overall learning outcomes and have not specifically examined the effectiveness of the Project-Based Learning model in Civic Education (PKN) instruction at the elementary school level, particularly regarding the

enhancement of students' creativity. Furthermore, research on the application of the project-based learning model in Civic Education (PKN) instruction at the elementary school level remains relatively limited; therefore, further research is needed to strengthen previous findings. (Aulia et al., 2025) Based on the above discussion, there is a research gap regarding the application of the Project-Based Learning model in Civic Education (PKN) instruction in elementary schools, particularly in enhancing students' creativity and learning outcomes.

The novelty of this study lies in the application of the Project-Based Learning model to the Civic Education (PKN) curriculum for fifth-grade elementary school students, with a focus on enhancing students' creativity and active engagement in the learning process (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). This study not only measures students' learning outcomes but also examines how the Project-Based Learning model can foster more contextual, collaborative, and meaningful learning in Civic Education classes (Lestari & Ilhami, 2022). Therefore, this study aims to determine the effectiveness of the Project-Based Learning model on students' creativity and learning outcomes in the Civic Education (PKN) course for fifth-grade students at SDS Sejahtera. This study is expected to make theoretical and practical contributions to the development of innovative learning models capable of improving the quality of Civic Education instruction in elementary schools.

RESEARCH METHODE

This study employs a quantitative approach using a quasi-experimental design. A quantitative method was chosen because the study aims to determine the effect of implementing the Project-Based Learning (PjBL) model on students' learning outcomes in the Civic Education (PKN) subject. According to (P. D. (2020) Sugiyono, 2020) Quantitative research is a research method used to test hypotheses by collecting numerical data and analyzing it using statistics. The experimental design used in this study was the Non-Equivalent Control Group Design, which involves two groups – an experimental class and a control class – without fully randomizing the research subjects. In this design, both groups were given pretests and posttests to determine differences in learning outcomes before and after the treatment was administered. The study was conducted at SDS Sejahtera with a population of all fifth-grade students, totaling 50 students, consisting of Class VA and Class VB. The sampling technique used was saturation sampling, in which all members of the population were included in the study sample. (Hardani & others, 2020). Class VA

was designated as the experimental class, which was taught using the Project-Based Learning (PjBL) model, while Class VB served as the control class, which used a conventional teaching model consisting of lectures and assignments. The research design can be illustrated as follows.

Table 1. Research Design

Group	Pretest	Treatment	Posttest
Experimental Group	O1	X (Project-Based Learning)	O2
Control Group	O3	C (Conventional Learning)	O4

In the experimental class, the learning process was conducted using the Project-Based Learning model through several stages: identifying the fundamental question, developing a project plan, creating an activity schedule, monitoring project implementation, testing project outcomes, and evaluating students' learning experiences. Meanwhile, in the control class, instruction was conducted using a conventional, teacher-centered method through lectures, question-and-answer sessions, and individual assignments. Given these differences in treatment, the researcher was able to determine the effectiveness of the Project-Based Learning model on students' learning outcomes.

The data collection methods used in this study included tests and questionnaires. The test instrument was used to measure students' learning outcomes in the Civic Education (PKN) subject. The test consisted of multiple-choice questions designed based on learning competency indicators. The learning outcome indicators measured include the ability to understand concepts, explain civic values, analyze social issues, and apply the values of Pancasila in daily life. In addition, questionnaires were used to measure students' engagement and creativity during the learning process. Indicators of student creativity include the ability to express ideas, the ability to collaborate, problem-solving skills, self-confidence, and active participation in group discussions. Before being used in the study, the instruments were first tested for validity and reliability to ensure that the data obtained were valid and consistent. The validity test was conducted using Pearson's product-moment correlation, while the reliability test used Cronbach's alpha. According to (P. D. Sugiyono, 2023) A good research instrument must be valid and reliable in order to accurately measure the research variables.

Data analysis was conducted systematically through several stages. The first stage involved conducting prerequisite tests, consisting of a normality test and a homogeneity of variances test. The normality test was conducted to determine whether the research data followed a normal distribution, while the homogeneity of variances test aimed to assess the

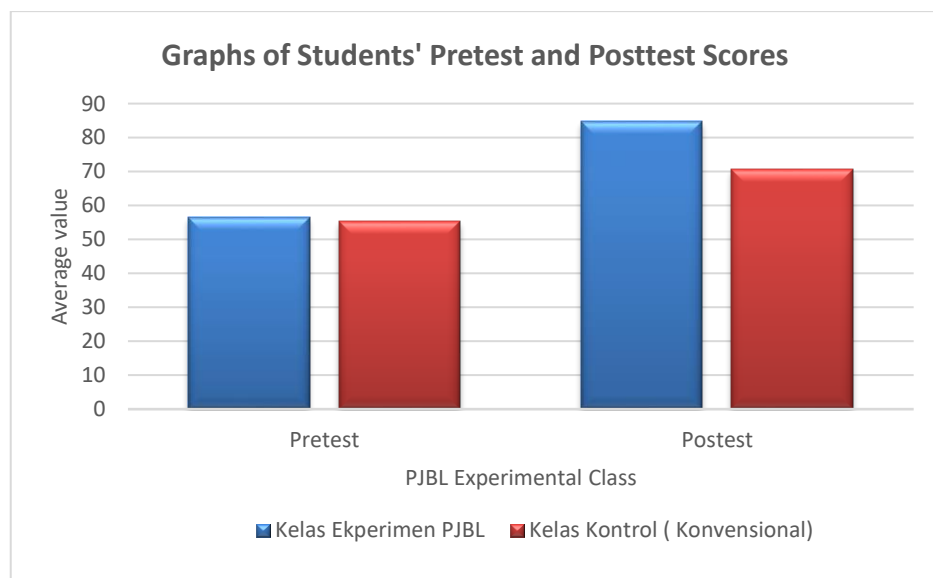
equality of variances across the research groups. The second stage involved analyzing the data using an independent samples t-test to determine differences in learning outcomes between the experimental and control classes. Next, the researcher tested the hypothesis to determine the effect of the Project-Based Learning model on students' learning outcomes. The entire data analysis process was conducted using statistical software with a significance level of 0.05. Through this analytical procedure, the research results are expected to provide an objective picture of the effectiveness of the Project-Based Learning model in Civic Education (PKN) instruction.

RESULTS AND DISCUSSION

Results

The data obtained from this study—specifically, the results of questionnaires and tests administered to the experimental and control classes—examine students' disregard for and boredom with the Civic Education learning process, as well as how teachers create an engaging classroom atmosphere during the learning process.

The following graphs present the results of the study, including a comparison of pretest and posttest scores, a comparison of learning outcomes between the experimental and control classes, and a graph showing the improvement in student learning outcomes following the implementation of the Project-Based Learning (PjBL) model.



Gambar 1. Graphs of Students' Pretest and Posttest Scores

The improvement in students' scores indicates that the implementation of the PjBL model is effective in encouraging students to become more active, creative, and directly engaged in Civic Education learning activities. Thus, the interpretation of the research

findings focuses not only on statistical figures but also on the pedagogical impact on students' learning activities and motivation.

Table 2. Project-Based Learning Questionnaire Score Data (X)

No	Range/Value Group	Score Data	Number of Students	Ideal Score
1	Category 1	72, 68, 82, 87, 98, 74, 96, 80, 84, 85, 78, 68, 83, 70, 97	15	100
2	Category 2	76, 92, 79, 88, 77, 95	6	100
3	Category 3	89, 90, 95, 91	4	100
4	Category 4	93, 81	2	100

Based on the data in the table, the highest score obtained from student responses was 99, and the lowest score was 68. The score of 84.90, based on the interpretation of the interval table, falls within the "very good" category, which corresponds to the 84–100% range. Thus, it can be concluded that students responded well to Project-Based Learning in the Civic Education (PKN) learning process. The table below presents the test results for students in the Civic Education (PKN) course.

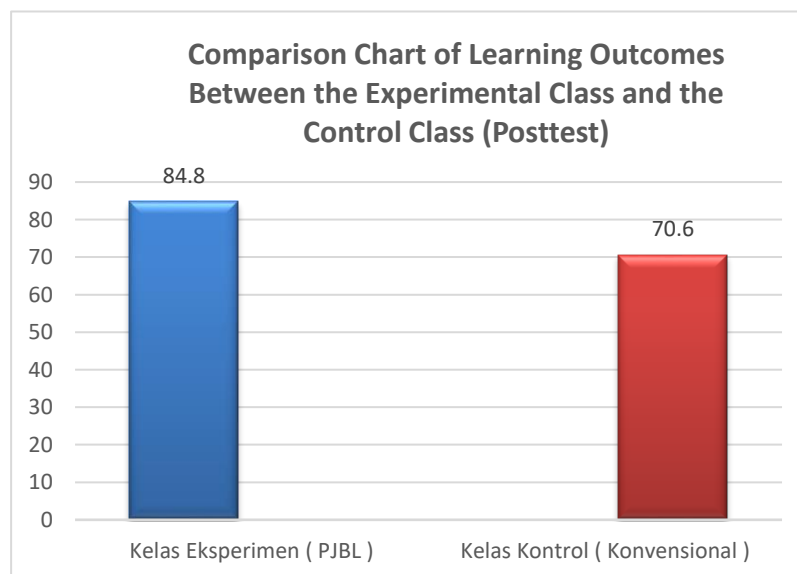


Figure 2. Graph Comparing Learning Outcomes Between the Experimental Class and the Control Class

Based on the data in the table above, it can be seen that the highest score obtained by a student was 97, while the lowest score was 65. The mean of the students' scores was 85.80. Correlation Analysis Test The results of the above study showed a correlation coefficient between Project-Based Learning and Civic Education (PKN) of 0.577, with a p-value of $0.000 < 0.05$. Therefore, the correlation coefficient between X and Y is significant, and based on the Product-Moment Correlation Classification table, the correlation between Project-Based Learning and Civic Education (PKN) falls into the "moderately strong" category.

Uji Hipotesis

Tabel 3. Hasil Uji Koefisien Regresi Pengaruh Model Project Based Learning terhadap Hasil Belajar PKN

Variable	B Coefficient	Std. Error	Beta	t-value	Sig.	Notes
Significant	42,425	8,894	-	4,770	0,000	Significantly Influential
Project-Based Learning (PjBL)	0,511	0,104	0,577	4,900	0,000	

Based on the results of the regression analysis in the table above, a constant value of 42.425 was obtained. This value indicates that if the Project-Based Learning (PjBL) model variable remains unchanged or constant, students' Civic Education (PKN) learning outcomes will be 42.425. This constant represents the baseline value of students' learning outcomes before they are influenced by the implementation of the Project-Based Learning model.

The analysis results also show that the Project-Based Learning variable has a regression coefficient (B) of 0.511 with a significance value of 0.000. This significance value is less than 0.05 ($0.000 < 0.05$), so it can be concluded that the Project-Based Learning model has a significant effect on students' Civic Education learning outcomes. The positive regression coefficient indicates that the better the implementation of the Project-Based Learning model, the greater the improvement in students' learning outcomes. A one-unit increase in the implementation of the Project-Based Learning model will increase PKN learning outcomes by 0.511.

In addition, the standardized beta coefficient of 0.577 indicates that the Project-Based Learning model has a fairly strong influence on student learning outcomes. This is supported by the calculated t-value of 4.900, which is greater than the critical t-value, thus leading to the acceptance of the research hypothesis. Consequently, the implementation of the Project-Based Learning model has been proven effective in improving student learning outcomes in the subject of Civic Education (PKN).

The results of this study indicate that project-based learning can create a more active, collaborative, and meaningful learning process. Students do not merely passively receive material but are also directly involved in discussions, problem-solving, information gathering, and the completion of learning projects. These conditions encourage students to think more actively, collaborate, and gain a deeper understanding of the learning material, thereby positively impacting their learning outcomes. Based on the results of the t-test for the Project-Based Learning variable, the calculated t-value was 4.900 with a significance level of $0.000 < 0.05$; therefore, H_0 was rejected and H_1 was accepted. This proves that Project-Based Learning has a significant positive effect on Civic Education learning.

Discussion

The results of the correlation test between the quantity variable and the other variable indicate a strong relationship. The correlation coefficient between Project-Based Learning and Civic Education is 0.577, with a p-value of $0.000 < 0.05$. Therefore, the correlation coefficient between X and Y is highly significant. The level of relationship between Project-Based Learning and social studies learning falls into the “moderately strong” category in the Product-Moment correlation table (P. D. (2020) Sugiyono, 2020).

Based on the results of the t-test for the Project-Based Learning variable, the calculated t-value was 4.900 with a significance level of $0.000 < 0.05$; therefore, H_0 was rejected and H_1 was accepted. This indicates that Project-Based Learning has a significant positive effect on Civic Education learning. Similarly, the significance test for the correlation coefficient was obtained from the Model Summary table. As seen in the first row, the correlation coefficient (r_{xy}) = 0.577, F-calculated (F_{change}) = 24.011, and p-value = $0.000 < 0.05$. This means that H_0 is rejected. Thus, the correlation coefficient between X and Y is significant. Meanwhile, the coefficient of determination is indicated by $R\text{-squared} = 0.333 \times 100\% = 33.3\%$. This means that 33.3% of the variation in the Civic Education (Y) variable can be explained by Project-Based Learning (X). Therefore, it can be concluded that the effectiveness of Project-Based Learning on students' Civic Education learning is 33.3%.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the research and discussion, it can be concluded that the implementation of the Project-Based Learning (PjBL) model has a positive and significant effect on the Civic Education (PKn) learning process of fifth-grade students at SDS Sejahtera. The results of the correlation analysis show that the calculated r value of 0.577 is greater than the table r value of 0.2353, with a significance level of $0.000 < 0.05$. Additionally, the results of the simultaneous test (F-test) show a calculated F value of 24.011 with a significance level of $0.000 < 0.05$, thus accepting the alternative hypothesis (H_a). These results prove that the Project-Based Learning model has a significant effect on improving the quality of students' Civic Education learning process. The better the implementation of the project-based learning model, the greater the students' engagement and understanding in the learning process.

The implementation of the Project-Based Learning model creates a learning environment that is more active, collaborative, and student-centered. During the learning

process, students do not merely passively receive material; they are also directly involved in discussions, group work, information gathering, problem-solving, and completing projects related to Civics education. Through these activities, students become more enthusiastic, actively express their opinions, and are able to work well together in groups. In addition to improving their understanding of the subject matter, the Project-Based Learning model also helps develop students' critical thinking, creativity, communication, and responsibility skills throughout the learning process.

Overall, the results of this study indicate that the Project-Based Learning model can serve as an effective alternative learning model for improving the quality of the Civic Education learning process in elementary schools. This learning model provides a more meaningful learning experience because students are directly involved in the learning process and in solving problems related to daily life. Therefore, the implementation of the Project-Based Learning model is expected to help educators create learning experiences that are more innovative, engaging, and aligned with the demands of 21st-century learning, while also supporting the implementation of the Merdeka Curriculum, which is oriented toward the optimal development of students' potential and skills.

Recommendations

Based on the research findings, the following recommendations can be made. First, teachers are advised to implement the Project-Based Learning model more effectively in Civic Education classes to enhance student engagement and understanding. Second, schools are encouraged to provide support in the form of facilities and training for teachers so that the implementation of this innovative learning model can be effective. Third, for future researchers, it is recommended to expand the scope of this study – in terms of sample size, research variables, and educational levels – to yield more comprehensive results.

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