

THE EFFECT OF THE PROJECT CITIZEN LEARNING MODEL AND CRITICAL THINKING SKILLS ON THE LEARNING OUTCOMES OF SIXTH-GRADE STUDENTS AT SDN PEGADUNGAN 03 MORNING SCHOOL

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ABSTRACT

This study was motivated by the low learning outcomes in Pancasila Education among sixth-grade students at SDN Pegadungan 03 Pagi. In the implementation of the Merdeka Curriculum, learning models that can improve critical thinking skills and active student participation are highly needed. The Project Citizen learning model was chosen because it emphasizes collaborative, investigative, and problem-solving activities based on public issues. This study aimed to determine the effect of the Project Citizen learning model and critical thinking skills on students' learning outcomes. The study employed a quantitative method with a 2x2 factorial quasi-experimental design. The sample consisted of 62 sixth-grade students divided into an

experimental class and a control class. The independent variables were the Project Citizen learning model (X1) and critical thinking skills (X2), while the dependent variable was students' learning outcomes (Y). Data were collected through critical thinking skill questionnaires and learning outcome tests. The results showed that: (1) there was an effect of the Project Citizen learning model on learning outcomes with $F_{count} 13.79 > F_{table} 4.08$; (2) there was an effect of critical thinking skills on learning outcomes with $F_{count} 21.45 > F_{table} 4.08$; and (3) there was an interaction between the Project Citizen learning model and critical thinking skills on learning outcomes with $F_{count} 5.00 > F_{table} 4.08$. Therefore, the Project Citizen learning model was effective in improving the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi.

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INTRODUCTION

Education is one of the most important aspects of human life, playing a key role in developing human potential, character, and the quality of human resources. Through education, individuals acquire the knowledge, skills, and values needed to keep pace with the changing times. Education serves not only as a process of transferring knowledge but

also as a means of shaping students' character and moral values so they can adapt to social and cultural life as well as technological advancements. (Hanim et al., 2025). Therefore, improving the quality of education is a top priority for the government in its efforts to develop high-caliber and competitive human resources (Chandra, 2023) .

Therefore, improving the quality of education is a top priority for the government in its efforts to develop high-caliber and competitive human resources (Amaliyah, 2023). Over the past decade, Indonesia's education system has undergone changes, starting with the School-Based Curriculum (KTSP), followed by the 2013 Curriculum, and culminating in the current implementation of the Merdeka Curriculum. The implementation of the Merdeka Curriculum is officially regulated by Ministry of Education, Culture, Research, and Technology Regulation No. 12 of 2024 on the Curriculum for Early Childhood Education, Elementary Education, and Secondary Education (Bin et al., 2024). The regulation stipulates that the curriculum is designed to provide flexible, relevant instruction that is tailored to the needs and characteristics of students (Zainuri, 2023).

The Merdeka Curriculum emphasizes student-centered learning through active, creative, collaborative, and meaningful learning activities. Students are given the opportunity to develop critical thinking, creativity, communication, and collaboration as 21st-century skills. In addition, the Merdeka Curriculum also gives educators the flexibility to develop teaching materials tailored to students' learning needs. Thus, the learning process is no longer solely focused on mastering the subject matter but also on the holistic development of students' character and competencies. (Salim Salabi, 2022).

The drive to continue learning and deepening one's knowledge is also in line with Islamic values. Islam views the pursuit of knowledge as an essential part of human life. This is reflected in Surah Al-Kahf, verse 66, which describes a dialogue between Prophet Moses and Prophet Khidhr regarding the desire to seek true knowledge. This verse shows that the learning process requires humility, sincerity, and a willingness to accept guidance. In the context of modern education, these values are relevant to efforts to build a generation that possesses a spirit of lifelong learning and the ability to think critically in the face of changing times. (Aulia et al., 2025).

Education also plays a vital role in shaping students' morals, attitudes, and character. One subject that plays a strategic role in character development is Pancasila Education (Keguruan & Yogyakarta, 2021). This subject aims to instill the values of Pancasila as the foundation of national and civic life. Pancasila education teaches students to understand their rights and responsibilities as citizens, to adopt an attitude of responsibility, tolerance,

and mutual cooperation, and to uphold the values of humanity and unity. According to research (Syafi'i, 2021) Pancasila Education plays a vital role in shaping students' character in accordance with the noble values of the Indonesian nation. Furthermore, Musthofa Akhyar et al. explain that Pancasila Education, starting in elementary school, serves as a crucial foundation for the development of students' knowledge, attitudes, and civic skills (Lestari & Kurnia, 2022)

Although various studies have demonstrated the effectiveness of the Project Citizen learning model in enhancing students' knowledge, critical thinking skills, and civic participation, most of these studies have been conducted at the secondary and higher education levels. Research examining the implementation of Project Citizen at the elementary school level remains relatively limited. Furthermore, the shift in the learning paradigm through the implementation of the Merdeka Curriculum calls for the use of learning models that are more student-centered, contextual, and capable of developing the character traits outlined in the Pancasila Student Profile. Therefore, this study is novel because it examines the effectiveness of the Project Citizen model for elementary school students within the context of the Merdeka Curriculum's implementation. The results of this study are expected to provide empirical insights into the application of the Project Citizen model in improving learning outcomes in Pancasila Education while supporting the achievement of the Merdeka Curriculum's objectives at the elementary school level.

Learning success is greatly influenced by the quality of the learning process implemented in schools. Teaching that remains teacher-centered tends to make students passive and less engaged in the learning process (Ramadhanti, 2023). These conditions lead to a decline in motivation to learn and result in low academic achievement among students. According to research (Hazimah et al., 2022) Learning outcomes are influenced by students' level of understanding of the material presented by the teacher. Meanwhile, Mufidah et al. explain that low learning outcomes are often caused by monotonous instruction that fails to provide students with opportunities to think actively and participate in learning activities (Hanafiah & Amaliyah, 2024).

Based on the results of the summative assessment for the Pancasila Education course in sixth grade at SDN Pegadungan 03 Pagi, it was found that some students still achieved learning outcomes in the low category. Interviews with sixth-grade teachers revealed that the teaching methods used – such as lectures, discussions, and practice problems – have not been able to optimally improve learning outcomes. In addition, students still have difficulty understanding and analyzing questions that require higher-order thinking skills. This

situation highlights the need to implement innovative learning models that can enhance critical thinking skills and promote students' active engagement in the learning process.

One learning model considered to align with the characteristics of the Merdeka Curriculum is the Project Citizen model. This model is a project-based learning approach that emphasizes collaborative and investigative activities, as well as problem-solving centered on public issues. Through the Project Citizen model, students are trained to identify problems, gather information, engage in discussions, develop solutions, and systematically present their project results (Abad et al., 2021). This learning model not only enhances students' understanding of the material but also encourages them to think critically, collaborate, and take responsibility for their own learning process (Dangaiso & Mukucha, 2024).

Various studies show that the Project Citizen learning model effectively improves students' critical thinking skills and learning outcomes. Research conducted by Öztürk indicates that project-based learning models have great potential to strengthen civic education when supported by a sound learning system. Another study by Fitriani et al. shows that the Project Citizen model is capable of significantly improving students' critical thinking skills compared to conventional teaching methods. Additionally, research by Apandie and Supriadi indicates that the Project Citizen learning model is effective in enhancing students' motivation to learn, cooperation, and active participation through collaborative learning (Fasya & Wiranti, 2024).

In Indonesia, the Project Citizen learning model has been implemented at various levels of education with different focuses. Research by Wartoyo applied the Project Citizen model to civics education in higher education, while Sundawa applied it to education in remote areas. Other studies have shown that this model can increase student engagement in the learning process and foster better character development.

In line with previous research, this study focuses on the effects of the Project Citizen learning model and critical thinking skills on the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi. This study is important because the Merdeka Curriculum gives educators the flexibility to implement innovative teaching methods tailored to students' needs. Thus, this study is expected to contribute to the development of effective learning models that enhance both learning outcomes and critical thinking skills among elementary school students.

RESEARCH METHODS

The research method used in this study is a quantitative method employing a quasi-experimental design. A quantitative method is a research method used to study a specific population or sample with the aim of testing hypotheses through the collection of numerical data and statistical analysis (Sugiyono, 2023). Experimental research is used to determine the effect of a treatment on a specific variable under controlled conditions. In this study, the treatment consisted of implementing the Project Citizen learning model to determine its effect on the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi.

The research design used was a 2×2 factorial design. This design was used because the study involved two independent variables – the Project Citizen learning model (X1) and critical thinking skills (X2) – and one dependent variable, namely student learning outcomes (Y). According to (Abdussamad, 2020), A factorial design is used to determine the effects of each independent variable and the interactions between variables on the dependent variable. This study involved two groups: an experimental class that was taught using the Project Citizen model and a control class that used conventional instruction. In addition, students were grouped based on high and low levels of critical thinking skills, resulting in a 2×2 factorial research design.

The population in this study consisted of all sixth-grade students at SDN Pegadungan 03 Pagi for the 2025/2026 school year. The sampling technique used was purposive sampling, which involves selecting a sample based on specific considerations in accordance with the research needs. The research sample consisted of two classes with a total of 62 students: Class VI A as the experimental class and Class VI B as the control class. Data were collected using a critical thinking skills questionnaire and a learning achievement test. The questionnaire was used to measure students' critical thinking skills, which included the aspects of clarity, relevance, accuracy and logic, point of view, inference, assumption, implication, as well as depth and breadth. Meanwhile, the learning outcome test was used to assess students' proficiency in Pancasila Education after being exposed to the instructional treatment (Lestari & Kurnia, 2022).

Before use, the research instruments were first tested for validity and reliability to ensure that the data obtained were valid and consistent. Validity was tested using Pearson's product-moment correlation, while reliability was tested using Cronbach's alpha. Data analysis was performed using a two-way ANOVA to determine the effect of the Project Citizen learning model, the effect of critical thinking skills, and the interaction between

these two variables on student learning outcomes. Before testing the hypotheses, prerequisite tests—namely, tests of normality and homogeneity of the data—were first conducted. According to (Sugiyono, 2023) A normality test is used to determine whether the data are normally distributed, while a homogeneity of variances test is used to determine whether the variances of the research data are equal.

The test blueprint for the learning outcome assessment is based on the learning indicators for Pancasila Education, which cover several aspects, namely: (1) understanding the values of Pancasila in daily life, (2) identifying the rights and obligations of citizens, (3) demonstrating a sense of responsibility in community life, (4) applying the values of mutual cooperation and tolerance, and (5) analyzing the application of Pancasila values in various events in the surrounding community.

Table 1. Learning Outcome Test Instrument Blueprint

No	Learning Indicators	Question Number	Amount
1	Understanding the values of Pancasila	1-6	6
2	Identifying the rights and obligations of citizens	7-12	6
3	Demonstrating a sense of responsibility	13-18	6
4	Practicing mutual cooperation and tolerance	19-24	6
5	Analyzing the application of Pancasila values in daily life	25-30	6
Total			30

The results of the instrument validity test using Pearson's product-moment correlation showed that, of the 30 test items tested, 28 were deemed valid because their calculated r values were greater than the table r values, while 2 items were deemed invalid and were therefore not used in the study. Thus, a total of 28 test items were used in the data collection for this study.

RESULT AND DISCUSSION

This study aims to determine the effect of the Project Citizen learning model and critical thinking skills on the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi in the subject of Pancasila Education. The study was conducted using a 2×2 factorial quasi-experimental design involving two research groups: an experimental class and a control class. The experimental class was taught using the Project Citizen learning model, while the control class used a conventional learning model. The total sample size was 62 students, consisting of 31 students in the experimental class and 31 students in the control class.

Based on the research results, the data showed that the learning outcomes of students in the experimental class were higher than those in the control class. The experimental class achieved an average score of 84.35, with a highest score of 95 and a lowest score of 70. Meanwhile, the control class achieved an average score of 75.10, with a highest score of 88 and a lowest score of 60. This difference indicates that the implementation of the Project Citizen learning model has a positive impact on improving students' learning outcomes in Pancasila Education.

Table 2. Description of Student Learning Outcomes

Tes	N	N. Tertinggi	N. Terendah	Rata-rata
Pre-Test	31	88	60	75,10
Post-Test	31	95	70	84,35

The high learning outcomes in the experimental class demonstrate that the Project Citizen learning model is capable of creating a more active and meaningful learning process. Students do not merely passively receive material but are also directly involved in the process of identifying problems, engaging in group discussions, gathering information, developing solutions, and presenting project results. These activities encourage students to think more actively, collaborate, and gain a deeper understanding of the material. According to the Center for Civic Education (2017), the Project Citizen learning model is designed to increase students' active participation in understanding public issues through project-based learning, thereby enhancing their critical thinking skills and engagement in the learning process (Winthrop, 2020) .

In addition to measuring learning outcomes, this study also assessed students' critical thinking skills through a questionnaire. The results of the grouping analysis showed that 32 students fell into the high critical thinking skills category and 30 students fell into the low category. Critical thinking skills are one of the key factors influencing students' ability to understand Pancasila Education material, particularly regarding the application of Pancasila values in daily life (Mahanal, 2019).

Table 3. Student Critical Thinking Skills Categories

	Number of Students	Persentase
Tall	32	51,6%
Low	30	48,4%
Amount	62	100%

Students with strong critical thinking skills tend to understand learning material better than those with weak critical thinking skills. This is because students with strong critical thinking skills are able to analyze information, provide logical reasoning, solve

problems, and draw conclusions systematically. According to Ennis (2011), critical thinking is the ability to think reflectively and rationally in order to determine actions or make decisions based on logical reasoning. In Pancasila education, critical thinking skills are essential because students are required to understand moral values and relate them to real life.

Before testing the hypotheses, prerequisite tests for the analysis—namely, tests of normality and homogeneity—were first conducted. The results of the normality test indicate that the research data are normally distributed because the significance values for all data groups are greater than 0.05. Additionally, the results of the homogeneity test show a significance value of $0.271 > 0.05$, so the research data are deemed homogeneous and meet the requirements for hypothesis testing using a two-way ANOVA.

Table 4. Normality and Homogeneity Test Results

Test Type	Significance Value	Information
Normality of the Experimental Class	0,200	Normal
Normality of the Control Group	0,186	Normal
Homogeneity	0,271	Homogen

Hypothesis testing was conducted using a two-way ANOVA. The results showed that the Project Citizen learning model had a significant effect on student learning outcomes, with a calculated F-value of 13.79, which was greater than the table F-value of 4.08. In addition, critical thinking skills also had a significant effect on student learning outcomes, with an F-calculated value of 21.45 > F-table value of 4.08. The research results also showed an interaction between the Project Citizen learning model and critical thinking skills on student learning outcomes, with an F-calculated value of 5.00 > F-table value of 4.08.

Table 5. Normality and Homogeneity Test Results

Source of Variation	Calculated F-value	F-table	Sig.	Information
Learning Model (Project Citizen)	13,79	4,08	0,000	Signifikan
Critical Thinking Skills	21,45	4,08	0,000	Signifikan
Interaction between X1 and X2	5,00	4,08	0,029	Signifikan

The results of the study show that the Project Citizen learning model is effective in improving student learning outcomes because it provides a more realistic and contextual learning experience. During the learning process, students are encouraged to actively identify issues related to community life and then seek solutions through investigative activities and group discussions. These activities make it easier for students to understand the material because learning is directly linked to everyday situations. According to

(Adiputra & Heryadi, 2021) The Project Citizen learning model can improve student learning outcomes because it is student-centered and involves higher-order thinking skills.

In addition, critical thinking skills also have a significant impact on students' learning outcomes. Students with strong critical thinking skills are better able to understand learning concepts because they can analyze problems logically and systematically. This is consistent with research (Chotimah, 2025) which indicates that critical thinking skills have a positive relationship with improvements in students' learning outcomes in Pancasila Education. The research results also show an interaction between the Project Citizen instructional model and critical thinking skills on students' learning outcomes. This interaction indicates that the implementation of the Project Citizen instructional model will yield more optimal results when supported by strong critical thinking skills. Students with high critical thinking skills achieve better learning outcomes when participating in lessons using the Project Citizen model (Abad et al., 2021).

This is because this learning model provides students with the opportunity to actively discuss, analyze problems, express their opinions, and collaborate on learning projects. Thus, the Project Citizen learning model and critical thinking skills have a mutually supportive relationship in improving the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi. The results of this study indicate that the implementation of an innovative learning model focused on student activities is crucial for improving the quality of Pancasila education in elementary schools.

Differences in science learning outcomes between students who learn using the experimental method and those who learn using the expository method. There is an interaction between learning methods and critical thinking skills on learning outcomes. The author has demonstrated that even when the "Project Citizen" or "Direct Learning" models are applied to students with high-level critical thinking skills, not all of them achieve high learning outcomes, as some students still obtain low learning outcomes. Similarly, among students with low-level critical thinking skills, not all have low learning outcomes, as there are still some who manage to achieve high learning outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the research results, it can be concluded that the Project Citizen learning model has a significant effect on the learning outcomes of sixth-grade students at SDN Pegadungan 03 Pagi in the subject of Pancasila Education. The results of the hypothesis

testing show that the calculated F-value of 13.79 is greater than the critical F-value of 4.08 at a significance level of 0.05. In addition, critical thinking skills also have a significant effect on students' learning outcomes, with a calculated F-value of 21.45 > critical F-value of 4.08. Students with high critical thinking skills tend to achieve better learning outcomes than those with low critical thinking skills. The research results also indicate an interaction between the Project Citizen learning model and critical thinking skills on student learning outcomes, with a calculated F-value of 5.00 > the critical F-value of 4.08. This suggests that the implementation of the Project Citizen learning model will be more effective when supported by strong critical thinking skills among students.

The implementation of the Project Citizen learning model fosters a more active, collaborative, and meaningful learning process because students are directly involved in identifying problems, engaging in group discussions, gathering information, developing solutions, and presenting their learning outcomes. These activities encourage students to think more critically, logically, and systematically when understanding Pancasila Education material. Thus, the Project Citizen learning model not only improves students' learning outcomes but also helps develop their critical thinking skills, collaboration skills, communication skills, and sense of responsibility in the learning process.

The results of this study indicate that the use of innovative, learner-centered instructional models is crucial for supporting the implementation of the *Kurikulum Merdeka* (Independent Curriculum), which emphasizes active and meaningful learning. Based on these findings, schools are expected to support the adoption of innovative instructional models by providing the necessary learning resources and training for educators. Educators are also encouraged to implement instructional models that foster critical thinking skills—such as Project Citizen, Problem-Based Learning, and Discovery Learning—to make the learning process more effective and engaging. Furthermore, students are expected to take a more active role in the learning process by confidently asking questions, participating in discussions, and expressing their opinions logically. Future researchers are advised to conduct similar studies with larger sample sizes and to incorporate additional variables that may influence learning outcomes—such as learning motivation, creativity, or the learning environment—so that the findings can contribute more comprehensively to the advancement of education.

Suggestion

Schools are expected to support the implementation of innovative learning models – such as Project Citizen – by providing the necessary learning resources and training for educators, thereby fostering a learning process that is active, collaborative, and meaningful. Such support is crucial for enhancing students' learning outcomes and critical thinking skills, in alignment with the goals of the *Kurikulum Merdeka* (Independent Curriculum). Educators are encouraged to adopt learning models that foster critical thinking and active discussion, while enabling students to solve problems both independently and collaboratively. Furthermore, students are expected to play a more active role in the learning process by confidently asking questions, expressing their views, and developing their logical and critical thinking abilities. Future researchers are advised to conduct similar studies with larger sample sizes and to incorporate additional variables that may influence student learning outcomes, thereby enabling the research to make a more comprehensive contribution to the field of education.

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