

## Analysis of Fifth Grade Teachers Readiness In Pancasila Learning Using a Contextual Learning Approach

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### Abstract

*Pancasila learning requires instructional methods that actively engage students in discovering and independently connecting the material they learn with real-life situations. Therefore, teachers' readiness in understanding, planning, and implementing instruction greatly influences the quality of the learning process. This study aims to analyze the readiness of fifth-grade teachers in designing Pancasila learning using a Contextual Learning approach. This study employs a descriptive qualitative design, with fifth-grade teachers in Wonosari District, Klaten, as the research subjects. Data were collected through interviews, observations, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings indicate that teachers' readiness in understanding contextual learning is generally adequate, although not evenly distributed. However, teachers' readiness in planning and implementing contextual learning remains suboptimal. In conclusion, overall teachers' readiness in implementing Pancasila learning using a contextual learning approach is not yet optimal; therefore, stronger teacher commitment and continuous professional development are required.*

**Keywords:** *teacher readiness, contextual learning, Pancasila*

### Abstrak

Pembelajaran Pancasila memerlukan metode pengajaran yang secara aktif melibatkan siswa dalam menemukan dan menghubungkan secara mandiri materi yang dipelajari dengan situasi kehidupan nyata. Oleh karena itu, kesiapan guru dalam memahami, merencanakan, dan melaksanakan pembelajaran sangat memengaruhi kualitas proses pembelajaran. Penelitian ini bertujuan untuk menganalisis kesiapan guru kelas V dalam merancang pembelajaran Pancasila menggunakan pendekatan Pembelajaran Kontekstual. Penelitian ini menggunakan desain kualitatif deskriptif, dengan guru kelas V di Kecamatan Wonosari, Klaten, sebagai subjek penelitian. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, serta dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa kesiapan guru dalam memahami pembelajaran kontekstual secara umum memadai, meskipun tidak merata. Namun, kesiapan guru dalam merencanakan dan melaksanakan pembelajaran kontekstual masih belum optimal. Kesimpulannya, secara keseluruhan kesiapan guru dalam melaksanakan pembelajaran Pancasila menggunakan pendekatan pembelajaran kontekstual belum optimal; oleh karena itu, diperlukan komitmen guru yang lebih kuat dan pengembangan profesional yang berkelanjutan.

**Kata kunci:** *kesiapan guru, kontekstual learning, Pancasila*



## INTRODUCTION

Education plays a crucial role in developing the character and abilities of the nation's future generations, and this is closely related to the noble values of Pancasila, which form the philosophical basis of the state. Civic education offers an important framework in national education for students to understand the principles of nationality, internalize responsible civic values, and actively participate in social life (Sautereau & Faas, 2023; Sulimaly & Watloly, 2025). Young people's understanding of Pancasila and national insight is still low. According to the results of a study by LSI in 2018, around 6.2% of students were able to correctly answer questions about national insight. On the other hand, the results of a survey by Litbang Kompas and PSKI in 2022 stated that 28.6% of students understood Pancasila through classroom learning, while 21.7% of students gained this understanding from social media, which is often not educational. Therefore, in the context of basic education, it is hoped that the principles of Pancasila can be instilled through education that is not only theoretical but also practiced and related to students' daily lives. Elementary school students, especially those in fifth grade, are at a crucial stage in instilling these values, as their concrete thinking begins to shift toward more abstract thinking, requiring appropriate learning methods to ensure deep and contextual understanding. The learning approach used by teachers plays a central role in determining the success of Pancasila education at the elementary school level.

Modern curriculum requirements emphasize the importance of meaningful, relevant, and student-centered learning. A method that is relevant to learning needs in the 21st century is Contextual Teaching and Learning (CTL). This method focuses on the relationship between subject matter and real-life situations experienced by students, making it easier for them to understand and appreciate the values being conveyed. The CTL learning model, as stated by Nasution and Yusnaldi (2024), is an educational framework that integrates real-life content with the conditions of students and facilitates social interaction between students, teachers, and the environment (Sulimaly & Watloly, 2025). The contextual learning model aims to make it easier for students to understand the meaning of subject matter by relating it to events in everyday life, whether in the personal, social, or cultural spheres (Fatona & Winarno, 2018). By adopting CTL in Pancasila education, it is hoped that students will understand the noble values of Pancasila not only as theory but also as practical guidance in dealing with life issues. Thus, the contextual approach is very suitable for teaching the abstract values of Pancasila, which require understanding in the context of real life.

However, the implementation of CTL in Pancasila education in elementary schools is greatly influenced by the readiness of teachers as the main implementers of learning. The quality of learning will be proportional to the level of readiness and professionalism of teachers. Teachers must always think of various ways to foster creativity, critical thinking, collaboration, and communication in the classroom. Teachers must be able to create learning that enables students to become adaptive, analytical, and useful individuals so that they can succeed in a global environment (Baskaran & Abdullah, 2020). Teachers' views on their readiness involve a combination of attitude and experience, which are influenced by various personal characteristics as well as contextual and cultural circumstances. (Scherer & Howard, 2020). This readiness not only includes understanding Pancasila material and CTL methodology, but also psychological readiness, classroom management, and the use of relevant learning resources. Teachers' readiness includes understanding the CTL approach, the ability to design context-based teaching tools, and the skills to manage the classroom to create a meaningful learning environment. Therefore, it is important to analyze

teachers' readiness, especially in the context of implementing Pancasila education using the CTL approach.

Based on research conducted by Fadilatul Qaromah (2022) on the Analysis of Teacher Readiness in Teaching Based on the 2013 Curriculum, the results show that teachers are considered ready to teach if they have the mental, physical, skill, and knowledge readiness that supports the learning process. According to research conducted by Kartimi (2021) entitled *The Elementary Teacher Readiness toward STEM-Based Contextual Learning in the 21st Century Era*, it is known that elementary school teachers are ready to implement STEM-based contextual learning, but the main problem they face is the difficulty of integrating various subjects and presenting contextual aspects related to the real lives of students.

Based on the background described above, it is crucial to conduct an in-depth analysis of the current state of readiness among fifth-grade elementary school teachers. This study examines in depth the extent to which fifth-grade elementary school teachers are prepared to design and implement Pancasila instruction that is relevant to students' real-life experiences. The novelty of this study lies in its specific focus on analyzing the readiness of fifth-grade elementary school teachers as the primary actors in the implementation of context-based Pancasila instruction. This study highlights the professional, pedagogical, psychological, and cultural aspects that influence teachers' ability to integrate the principles of Pancasila with students' local, social, and cultural contexts through a contextual learning approach. This aligns with the view that teacher readiness is a multidimensional factor encompassing pedagogical competencies, content knowledge, and the ability to adapt to the learning context (Scherer et al., 2021). Furthermore, the contextual learning approach has been proven to enhance the meaningfulness of learning by linking content to students' real-life experiences, thereby supporting the development of character and 21st-century skills (Sulimaly et al., 2025). This study aims to identify the challenges faced by teachers, the strategies they use to connect the curriculum to everyday experiences, and the support needed to make Pancasila education more meaningful, practical, and effective in fostering students' holistic character development. This study also offers a contribution in the form of a holistic mapping of teacher readiness, an aspect rarely examined in depth in previous studies and opens opportunities for the development of teacher training policies that are more contextual and grounded in local wisdom..

The urgency of this study lies in the importance of strengthening Pancasila values since elementary education, especially for fifth-grade students who are in the transitional phase of cognitive development from concrete to abstract thinking. The low level of students' understanding of Pancasila indicates that theoretical learning has not been fully effective, thus requiring a contextual learning approach that relates the material to students' real lives. Teachers are expected to possess conceptual, pedagogical, and professional readiness in designing and implementing contextual learning. This readiness includes mastery of the subject matter, the ability to design meaningful learning experiences, and the skills to manage the classroom so that learning is effective and student-centered (Scherer et al., 2021). Furthermore, the implementation of a contextual learning approach requires teachers to be able to connect the material to students' real-life situations, thereby enhancing students' understanding, motivation, and learning outcomes (Sulimaly et al., 2025). Therefore, this study is crucial for identifying the readiness levels of fifth-grade teachers and serving as the foundation for formulating strategies to improve the quality of Pancasila education in elementary schools.

The teaching of Pancasila aims to equip students with the ability to think critically and rationally, as well as to develop relevant problem-solving skills. However, in practice, many teachers still rely heavily on lecture-based methods that tend to be teacher-centered. This lecture method contradicts the principles of active learning,

which emphasize students' direct involvement in the learning process (Freeman et al., 2014). This gap results in students becoming passive, less capable of expressing their opinions, collaborating, thinking critically, and solving the problems they face. Students' low understanding of Pancasila education is also influenced by the limited application of the contextual learning model, even though this approach has proven effective in enhancing conceptual understanding and problem-solving skills by linking the material to real-life situations (Sulimaly et al., 2025). Therefore, the use of the contextual approach is crucial in supporting more meaningful and practical learning for students.

Based on the above description of the problem, the purpose of this study is to analyze the level of readiness of fifth-grade elementary school teachers in developing, implementing, and assessing Pancasila learning activities by applying the Contextual Learning Approach. The results of this study are expected to provide practical suggestions and recommendations for schools, education agencies, and teacher professional development programs to ensure that Pancasila values can be taught effectively and meaningfully. This study is also expected to provide a comprehensive view of the obstacles and opportunities in applying this approach, as well as a reference for the development of training programs and education policies that support the improvement of teacher competence.

### RESEARCH METHODS

The research method used in this study is qualitative descriptive research, which aims to describe phenomena or conditions in a systematic, factual, and accurate manner based on data collected in the field (Sugiyono, 2015; Moleong, 2017). The aim was to determine the readiness of teachers and the supporting and inhibiting factors in implementing Pancasila education using the contextual learning approach. This study was conducted in the first semester of the 2025/2026 academic year, with the main target being fifth-grade teachers at elementary schools in Wonosari District. The research subjects were selected using purposive sampling. The research subjects were fifth-grade teachers from SDN Bolali, SDN Pandanan, SDN 3 Jelobo, and SDN 3 Gunting. The data collection techniques used in this study were interviews, observation, and documentation study. The instruments used in this study were questionnaires, structured interview guides, observation sheets, and documentation. The indicators used to collect data according to Slameto (2021) are teacher readiness, which includes physical, mental, knowledge, and teaching skills readiness. Meanwhile, according to Uno (2024), teacher readiness includes mastery of material, lesson planning, implementation, and evaluation.

**Table 1. Teacher Readiness Indicators in Pancasila Learning using the CTL Approach**

<b>Aspect</b>	<b>Teacher Readiness Indicators</b>
Conceptual Understanding	<ul style="list-style-type: none"> <li>• Understanding of Pancasila Values</li> <li>• Understanding of the Concept of Contextual Learning</li> </ul>
Lesson Planning	<ul style="list-style-type: none"> <li>• Integration of real contexts</li> <li>• Development of Contextual Learning scenarios</li> <li>• Design of Authentic Assessment</li> </ul>
Learning Implementation	<ul style="list-style-type: none"> <li>• Clear and relevant learning objectives</li> <li>• Teaching skills and content mastery</li> <li>• Reflection and feedback to students</li> </ul>

Teacher readiness indicators data were obtained from interviews, teacher observations, and documentation studies. After the data were collected, they were

analyzed using the Miles and Huberman model (Komara et al., 2024) with the steps of data reduction, data display, and conclusion drawing. Source triangulation was conducted to test the credibility and validity of the research.



Picture 1. Interviews

### RESULTS AND DISCUSSION

The results of the study on the readiness of fifth-grade teachers in teaching Pancasila using a contextual approach, conducted in Wonosari District, show that teachers' readiness in applying contextual learning, especially in teaching Pancasila, includes readiness in terms of understanding concepts, planning, implementation, and evaluation of learning. In terms of conceptual understanding, based on interviews conducted by the researcher with fifth-grade teachers, teachers generally understand Pancasila education in the National Curriculum, which is oriented towards the formation of the Pancasila Student Profile or, in newer terms, the 8 Dimensions of the Graduate Profile. However, this understanding is still normative and has not been fully accompanied by an in-depth understanding of the subject matter, so that learning risks being merely a delivery of material without reinforcing the meaning of Pancasila values. Teachers also understand the basic concept of Contextual Teaching and Learning (CTL) as an approach that links learning material to the real-life context of students, in line with the principle of constructivism that places students as subjects in building knowledge. A summary of the analysis of the understanding of Pancasila learning concepts using the CTL approach is shown in Table 2.

**Tabel 2. Understanding Analysis of Pancasila Learning Concepts using the CTL Approach**

<b>Understanding Indicators</b>	<b>Findings</b>	<b>Description</b>
Understanding of Pancasila Values	Adequate	Understanding of the material is adequate, but not yet in-depth analysis.
Understanding of CTL Principles	High	The concept of CTL learning has been mastered.
Understanding of CTL Implementation in Pancasila Learning	Good	Implementation of Pancasila Values in Everyday Life.

In terms of lesson planning, the researchers observed fifth-grade teachers and found that most teachers had attempted to integrate real-world contexts by utilizing textbooks and learning media available at their respective schools. However, the relevance of these contexts was still heavily dependent on textbooks or workbooks and had not been fully developed in an original manner in accordance with the conditions and environment of the students. The preparation of Contextual Teaching and Learning (CTL) lesson plans or teaching modules has generally been carried out, but in practice,

it still tends to be administrative and technical in nature. Teachers have not yet fully conducted an in-depth analysis of learning outcomes, teaching materials, and the contextual learning scenarios that have been designed. A summary of the results of the analysis of Pancasila learning planning using the CTL approach is presented in Table 3.

**Table 3. Results of the Analysis of Pancasila Learning Planning using the CTL Approach**

Aspects Analyzed	Findings	Description
Formulation of learning objectives	In accordance to CP and TP	Leads to the development of higher-order thinking
Development of Contextual Learning scenarios	Present	Issues are taken from the daily lives of students
Integration of Pancasila with real contexts	Quite evident	Still tends to be just administrative and technical
Design of Authentic Assessment	Present	Not yet fully analyzed in depth analysis



Picture 2. Observations

Based on observations of teaching and learning, teachers have directed learning to achieve 21st-century competencies, such as critical, creative, collaborative, and communicative thinking, and have sought to relate the material to students' daily lives. Teachers use various learning methods, such as discussions, quizzes, presentations, and the use of learning media. In this context, the role of teachers has shifted from being conveyors of information to facilitators of learning. However, teachers still face challenges in mastering content, especially when learning requires a contextual approach that is in line with learning syntax. In terms of evaluation, the application of contextual learning accompanied by authentic assessment can increase student activity, motivation, and learning outcomes compared to conventional learning methods. A summary of the results of the analysis of Pancasila learning planning with the CTL approach is presented in Table 4.

**Table 4. Results of Pancasila Learning Observation using the CTL Approach**

Aspects Analyzed	Findings	Category
Student activity and involvement	Active & Involved	Good
Ability to relate to real-life contexts	Moderate	Fair
Teacher's role as facilitator	Optimal	Baik
Evaluation and reflection	Fair	Good

According to Slameto (2021), teacher readiness encompasses not only knowledge and skills but also physical and mental readiness, which form the foundation for teaching practice. The findings of this study indicate that, in general, teachers feel physically and mentally prepared to implement contextual learning, as evidenced by their ability to prepare materials and encourage student engagement. However, there is a gap between teachers' perceptions of their readiness and actual practice in the classroom. This phenomenon aligns with the findings of Scherer et al. (2021), who state that teachers' readiness is often conceptual in nature and has not been fully implemented in teaching practice due to limitations in experience and systemic support. Furthermore, the low consistency in the application of the contextual approach indicates the existence of what is known as an "implementation gap"—the discrepancy between instructional planning and execution. Kim et al. (2017) emphasize that in qualitative educational research, this gap frequently arises due to a lack of deep understanding of implementation strategies and insufficient practical training for teachers.

Variations in readiness levels among educational institutions in this study also indicate that individual and contextual factors significantly influence teachers' ability to adopt learning innovations. The finding that younger teachers are more adaptable than senior teachers aligns with the research by Tondeur et al. (2017), which states that the ability to adapt to learning innovations is strongly influenced by experience, attitudes toward technology, and a willingness to change. These differences may be attributed to higher levels of digital literacy and openness to new learning among younger teachers. Consequently, this imbalance in readiness has the potential to create a gap in learning quality between schools, necessitating interventions in the form of continuous, needs-based teacher training.

Furthermore, the results of this study indicate that although teachers understand the concept of Contextual Teaching and Learning (CTL), they still face difficulties in developing instructional modules, implementing instruction consistently, and designing authentic assessments. This finding aligns with the research by Sulimaly et al. (2025), which states that the success of contextual learning heavily depends on teachers' ability to integrate real-world contexts into lesson planning and evaluation. A lack of this ability can lead to low learning effectiveness, where students are not yet fully capable of developing critical thinking and problem-solving skills optimally.

Supporting factors in this study, such as technological proficiency, the availability of facilities and infrastructure, as well as training support and professional communities like KKG, highlight the importance of a conducive learning environment for teachers. This is supported by research by Darling-Hammond et al. (2017), which emphasizes that continuous and collaborative professional development for teachers can significantly improve the quality of learning. Conversely, inhibiting factors such as time constraints, limited facilities, low student engagement, and difficulties in finding contextual learning resources pose major challenges in the implementation of contextual learning. Consequently, teaching tends to revert to conventional methods that are less effective in developing 21st-century competencies.

To overcome these various obstacles, adaptive strategies employed by teachers—such as self-directed learning through digital platforms, collaborating with colleagues, and utilizing the surrounding environment as a learning resource—are appropriate steps. This aligns with the concept of teacher professional learning, which emphasizes the importance of lifelong learning and collaboration as keys to improving teacher competence (Darling-Hammond et al., 2017). Thus, the results of this study confirm that improving teacher readiness is not sufficient in conceptual aspects alone but must be supported by practical training, ongoing mentoring, and educational policies responsive to real-world needs in the field.

### CONCLUSSION

Based on the results of the study, it can be concluded that the readiness of fifth-grade elementary school teachers in Pancasila learning using the Contextual Teaching and Learning (CTL) approach varies across the aspects analyzed. In terms of understanding, teachers generally demonstrate a fairly good comprehension of Pancasila learning concepts and the contextual learning approach, although it is not evenly distributed and remains largely normative. In the planning aspect, teachers are able to develop contextual-based instructional tools, such as teaching modules and the integration of real-life contexts; however, their implementation tends to be administrative in nature and has not been fully developed in depth according to students' characteristics. Meanwhile, in the implementation and evaluation aspects, teachers have attempted to apply CTL principles through active and contextual learning activities, but the implementation is not yet consistent and does not fully align with the proper syntax of contextual learning.

Therefore, it can be concluded that teachers' readiness in designing, implementing, and evaluating Pancasila learning using a contextual approach is not yet optimal. Accordingly, efforts are needed to improve this readiness through continuous professional development, sustained mentoring, and strengthening teachers' capacity to design contextual, reflective, and student-centered learning.

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