

Analysis of Pancasila Education Books at Primary School Level

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Abstract

The Pancasila Education Book is a teaching material that supports the teaching and learning process and is a means of achieving learning goals. This research aims to analyze the Class 1 SD/MI Pancasila Education Book at the elementary school level. The research method used is a qualitative approach and descriptive method by conducting literature studies by authors from credible sources such as journals, books and articles that are credible and relevant. The results of the literature study show that the components of teaching materials such as title, learning objectives and/or main material, supporting information, exercises and assessments have been fulfilled. In the title section the font is very small, the order of learning outcomes and material in the student's book is not appropriate, the writing of the learning objectives does not include the elements A (Audience), B (Behaviour), C (Condition), D (Degree). Apart from that, the two components of 21st century skills, namely critical thinking and creativity, have not been maximized. In general, this book is suitable based on the completeness of the teaching material components but requires the development of 21st century skills activities by containing more contextual images and highlighting the local potential of the region.

Keywords: analysis, books, Pancasila, elementary school

Abstrak

Buku Pendidikan Pancasila merupakan bahan ajar yang menunjang proses belajar mengajar dan menjadi sarana dalam mencapai tujuan pembelajaran. Penelitian ini bertujuan untuk menganalisis Buku Pendidikan Pancasila SD/MI Kelas 1 pada jenjang sekolah dasar. Metode penelitian yang digunakan adalah pendekatan kualitatif serta metode deskriptif dengan melakukan studi literatur oleh penulis dari sumber-sumber kredibel seperti jurnal, buku, dan artikel yang kredibel serta relevan. Hasil studi literatur menunjukkan bahwa komponen – komponen bahan ajar seperti judul, tujuan pembelajaran dan/atau materi pokok, informasi pendukung, latihan, serta penilaian sudah terpenuhi. Pada bagian judul font tulisan sangat kecil, urutan capaian pembelajaran dan materi pada buku siswa kurang sesuai, penulisan tujuan pembelajaran tidak mencantumkan unsur C (Condition), D (Degree). Selain itu, dua komponen keterampilan abad 21 yaitu berpikir kritis dan kreativitas belum dimunculkan secara maksimal. Secara umum, buku ini sudah layak berdasarkan kelengkapan komponen bahan ajar tetapi memerlukan pengembangan aktivitas keterampilan abad 21 dengan cara memuat gambar yang lebih kontekstual dan mengangkat potensi lokal daerah.

Kata Kunci: analisis, buku, Pancasila, sekolah dasar



INTRODUCTION

Teaching materials are an important component in the teaching and learning process and are a means of achieving learning objectives. This is in accordance with the definition of teaching materials according to Widodo and Jasmasdi (in Khulsum et al., 2018). Teaching materials are a set of learning facilities or tools that contain learning materials, methods, limitations and ways of evaluating that are designed systematically and interestingly in order to achieve objectives. What is expected is to achieve competencies and subcompetencies with all their complexity.

Teaching materials have different functions between teachers and students. According to Ina Magdalena (2020), teaching materials have several functions, namely: being able to learn on your own without the presence of a teacher, being able to learn whenever and wherever you want, being able to learn at your own pace, being able to choose the order of the material according to your own interests, and helping the potential of students. become an independent learner.

Pancasila education is a mandatory subject in the Merdeka curriculum. According to Yudian W, 2023, the Pancasila Phase A Class 1 Education textbook is based on authentic facts and history to restore a correct understanding of Pancasila. It is hoped that the Pancasila Education textbook can encourage students to explore curiosity, creativity and an attitude of mutual cooperation in emulating Pancasila. It is said to be authentic because it touches all aspects such as school residents, family members at home, and the community environment.

Students' literacy abilities are highly emphasized in the Independent Curriculum. Increasing literacy skills must be accompanied by appropriate teaching materials in accordance with the applicable curriculum.

Teaching materials in the Independent Curriculum must also emphasize 21st century skills, namely critical thinking, communication, creativity and collaboration. One of the right ways is to highlight the local potential of the region in teaching materials. Generation Z is currently very easily influenced by social media. This is certainly not in accordance with the ideals of the Indonesian people to form a society with character.

21st century skills can be achieved if the teaching materials used can enable students to identify problems and find solutions, can listen and respect other people's opinions, can find and convey new ideas, and finally can work together and be responsible for achieving goals.

The Pancasila Education textbook is composed of several specific components. According to Prastowo (2012:172) textbooks consist of five components, namely title, learning objectives and/or main material, supporting information, exercises and assessment. Apart from that, the content must also refer to the learning outcomes that have been determined based on the Merdeka curriculum. Therefore, this article aims to analyze the textbook components in the Pancasila Education Phase A Class 1 student books according to the five components according to Prastowo (2012) as well as analysis of teaching materials according to 21st century skills.

METHOD

This article was written using a qualitative approach and descriptive method. The strategy used is content analysis, according to Budd and Thope, content analysis is a research technique that systematically aims to analyze the meaning, message and way of expressing the message of a particular content. Content analysis technique is a method that is operationally used to draw conclusions by identifying the special characteristics contained in a particular message in the form of a form of communication, written information in a text, book, magazine, newspaper, television advertisement, radio news, or anything else. other documented objects carried out objectively, generally and systematically.

The number of books to be analyzed is 1 and entitled Pancasila SD/MI Class 1 Education, authored by Canny Ilmiati, Etika Indah Febriani, and Elisa Seftriyana in 2023. Publisher of the Ministry of Education, Culture, Research and Technology. This analysis was carried out because the author wanted to develop teaching materials for Class 1 Pancasila Education, so that from the analysis several findings were obtained that should be improved. The data collection technique uses document study and the tool used is a document study sheet. The document study method is a data collection technique that is carried out by collecting and analyzing documents that are relevant to the research.

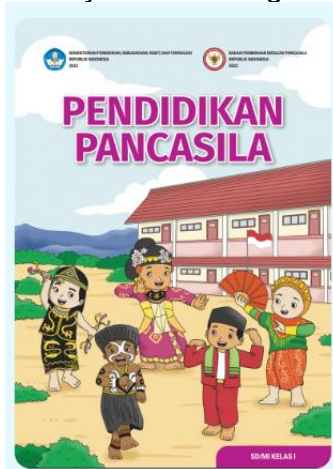
RESULTS AND DISCUSSION

A. Book Component Analysis

Component Analysis 1: Title

The Pancasila Education Phase A Class 1 student book has the title "SD/MI PANCASILA EDUCATION Class 1". The title components have been fulfilled, written in capital letters, large font, and a striking color, namely purple. The weakness of the title of this book is that the SD/MI class 1 level writing is located at the bottom and the font size is small, making it difficult for students to find the book when it is on the library shelf.

On a book cover, the uniqueness of the title becomes the center of attention and the object that is first seen. Fonts are not just a visual element, they also have a significant impact on readability, comprehension, and the overall impression they give the reader. According to Puskomedia (2024), a font size that is too small can make it difficult for readers, especially if they have visual impairments. Set the font size large enough, at least 14 -16 points. Make sure the distance between the lines is wide enough, so that your eyes don't get tired easily when reading.



Component Analysis 2: Learning Objectives and/or Main Material

The main material in the Pancasila Education Student Book Phase A Class 1 has been fulfilled. It is explained systematically, arranged from chapter I – chapter IV with each chapter consisting of three subchapters. The material in the student books used is still basic and limited. The main material for Pancasila Phase A Class 1 education can be seen below:

CHAPTER 1 Me and My Friends

- A. I Know Myself
- B. I Know My Friends
- C. I know the rules of playing with friends

CHAPTER II I Obey the Rules

- A. Rules in my family
- B. I Obey the Rules at Home
- C. I Care About Where I Live

CHAPTER III I Know Indonesia

- A. I know the Indonesian flag
- B. I know the Indonesian National Anthem
- C. I know the Garuda Pancasila symbol

CHAPTER 4 Me and My Environment

- A. I know the environment where I live
- B. I like working together
- C. I know the school environment
- D. I care about the school environment

The learning objectives for each chapter have also been listed, as described below:

Table 1. Learning objectives for each chapter

No	CHAPTER	Learning objectives
1	I	In this chapter you will learn to know yourself, recognize the differences between friends based on gender, and the importance of rules when playing with friends.
2	II	In this chapter, you will learn about rules, obeying the rules, and caring about the environment where you live.
3	III	In this chapter, you will learn to know the national flag, the national anthem of Indonesia Raya and the symbols of Pancasila.
4	IV	In this chapter, you will learn to get to know your living environment, apply an attitude of mutual cooperation, get to know the school environment, and care about the school environment.

Learning Objectives Chapters I - IV are written briefly and clearly. The weakness of the learning objectives for each chapter is that the sequence of material in chapters I - chapter IV is not ordered based on learning elements and outcomes, for example the Pancasila elements and the first Learning Outcomes are not for chapter 1 material in semester 1 but for chapter III material in semester 2. Based on the results of interviews with fellow grade 1 teachers in the KKG community, this causes confusion. There are those who have taught CP elements of Pancasila in semester 1, but there are also those who think that this material is taught in semester 2. Apart from that, the learning objectives are only written about the main material without any *C (Condition)*, *D (Degree)* elements. As a comparison, below are detailed elements, learning outcomes and learning objectives.

Abdi B (2021) revealed that learning without clear objectives, including without conditions and degree elements, can result in activities that are ineffective, unfocused and without direction.

Table 2. Element, learning outcome, learning objective, and chapter

Element	Learning outcomes	Learning objectives	Reached in
Pancasila	Students are able to recognize the country's flag, national anthem, symbols and the principles of Pancasila the national symbol of Garuda Pancasila, and implementing Pancasila values in the family environment. Participant	<ol style="list-style-type: none"> 1. Recognize the country's flag and national anthem. 2. Mention the symbols in the Garuda Pancasila Symbol. 3. Identify the symbols and principles of Pancasila in the national symbol of Garuda Pancasila. 	Chapter III

	students are able to recognize people formulator of Pancasila.	<ol style="list-style-type: none"> 4. Arrange the symbols and principles of Pancasila according to the order of the Pancasila principles. 5. Apply Pancasila values in the family environment. 6. Get to know the formulators of Pancasila. 	
Undang - Undang Dasar Negara Republik Indonesia Tahun 1945	Students are able to recognize the rules in the family environment; give examples of attitudes obey the rules in the family environment; and demonstrate behavior that obeys rules in the family environment.	<ol style="list-style-type: none"> 1. Get to know the rules in the family environment. 2. Know and apply the rules in the playing environment. 3. Tell about experiences of obeying rules in the family environment and play environment. 4. Demonstrate behavior that obeys the rules in the family environment. 5. Identify various rules in the family environment. 6. Tell an example of obeying the rules in the family environment. 	Chapter II
Bhinneka Tunggal Ika	Students are able to identify and appreciate their own identity according to gender, hobbies, language, as well as religion and beliefs in the home and school environment.	<ol style="list-style-type: none"> 1. Recognize and accept your identity. 2. Recognize differences in identity according to gender. 3. State your identity according to your preferences or hobbies at home and school. 4. Recognize symbols of diversity between religions and beliefs in the home and school environment. 5. Appreciate the different symbols of diversity between religions and beliefs in the home and school environment. 6. Accept differences between oneself and others according to physical characteristics, hobbies, and religion and beliefs at home and school. 	Chapter 1
Negara Kesatuan Republik Indonesia	Students are able to recognize the characteristics of the environment where they live and the school, as part of from the territory of the Unitary State of the Republic of Indonesia; show	<ol style="list-style-type: none"> 1. Recognize the characteristics of the living environment. 2. Recognize the characteristics of the school environment. 	Chapter IV

	<p>examples of attitudes and behavior that protect the surrounding environment and practice them in the residential and school environment. Students are able to describe forms of cooperation in diversity in their residential and school environments.</p>	<ol style="list-style-type: none"> 3. Show a caring attitude towards the environment where you live. 4. Demonstrate a caring attitude towards the school environment. 5. Identify attitudes and behavior to protect the surrounding environment. 6. Practice attitudes and behavior to protect the surrounding environment. 7. Identify forms of cooperation in the residential and school environment. 8. Demonstrate forms of cooperation in the residential and school environment. 	
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Component Analysis 3: Supporting Information

The Pancasila Education Class 1 SD/MI student book has fulfilled the supporting information aspect by displaying an info corner and a barcode (YouTube link) which contains additional information or knowledge related to the material. Below are some examples of supporting information in the book.



Picture 1. Supporting information

Info corner and scan me which contains YouTube links aims to convey information. YouTube is the most popular site in the internet world, practically used by students and teachers to provide educational information, facilitate discussions (Musarofah, 2019). In learning via YouTube, students can be more active and creative, able to express ideas freely while learning is more interesting and fun (Yusriani, Masriyanti, and Edi, 2022)

Component Analysis 4: Practice Questions

The fourth component aspect has also been fulfilled with practice questions in various forms. For example, Let's Connect (connect material boxes with pictures), Let's Practice and Test My Skills (contains multiple choice questions), Let's Discuss, Let's Create, Let's Do, Let's Play, Let's Read, as well as enrichment questions.

In the Merdeka curriculum, students are required to think critically, one way is to work on HOTS (High Order Thinking Skill) based questions but in the book the HOTS questions are not yet visible. The success of an educational institution can now also be seen from the results of the Computer - Based National Assessment (ANBK), so that

students are familiar with ANBK questions. It is better for student books to be equipped with practice questions similar to ANBK, but in this book, there are no examples of ANBK literacy-based questions.

HOTS questions are considered important because students will get used to thinking creatively and require a high level of understanding. In addition, the era of global competition demands quality learning to be able to provide facilities for students to develop skills, abilities and abilities as capital to face the challenges of current globalization (Sofyan, 2019).

Component Analysis 5: Assessment

The assessment components in the student book are not listed in detail. What is shown in the book is only non-cognitive assessment with emoticons. Apart from that, in the Pancasila Education book students have trained in understanding knowledge, skills and attitudes including strengthening the character profile of Pancasila students as well as portfolio assessment. Non-cognitive assessments and some cognitive assessments are not written in student books but special assessment rubrics are available in teacher books.

Assessment is the final conclusion of the learning process. There are three domains of assessment in the Merdeka Curriculum, namely diagnostic assessment, formative assessment and summative assessment. These three assessment domains have important benefits in the learning process in the Merdeka Curriculum. Diagnostic assessment emphasizes diagnosing students' basic abilities and knowing students' initial conditions. Diagnostic assessments diagnose students' talents and competencies, with diagnostic assessments it can make it easier for teachers to find media or models that suit students' wishes and abilities so that they can be applied in the learning process. Diagnostic assessment is divided into two types of assessment, non-cognitive diagnostic assessment and cognitive diagnostic assessment. In line with what was conveyed by Hati (2021), non-cognitive assessment, which aims to determine students' readiness, both emotionally and psychologically, in receiving learning, is different from cognitive diagnostic assessment.

Formative assessment is included in the realm of assessment in the Merdeka curriculum which has important benefits for teachers in the learning process stage up to the final stage of the learning process, where teachers must evaluate students' understanding process during the learning process, learning needs, and academic progress during learning. This formative assessment also monitor student learning by providing regular and continuous feedback. What is meant by providing regular feedback is to help students identify learning so that students can develop aspects of learning that are students' weaknesses in understanding the subject matter provided by the teacher. In accordance with what Sutikno (2019: 46) said, formative assessment monitors student learning progress during the learning process to provide feedback for improving the learning program, as well as to identify weaknesses that require improvement, so that student learning outcomes and the teacher's learning process to be better.

Summative assessment plays a role in carrying out evaluations carried out at the end of learning. Feedback from this summative assessment can be used to measure student development. Summative assessment really influences a student's final grade so it is often prioritized by students, because it relates to whether or not the student advances to the next stage and whether or not the student passes to a higher level. According to Ediyanto (2016) the implementation of summative evaluation in the teaching and learning process is carried out to record student achievements and as an educator report at the end of the student's study period.

B. Component Analysis of 21st Century Skills

1. Critical Thinking Skills

In the Pancasila Education Student Book for SD/MI grade 1, critical thinking content is not yet visible.

The ability to think critically and solve problems aims for students to have the ability to think well in making accountable decisions (Marlina & Jayanti, 2019). Critical thinking skills have several indicators, namely: first, compiling and expressing, analyzing a problem. Second, being able to analyze in assessing facts or truth. Third, draw several conclusions from the analysis results (Kurniawan, 2020; Setiyawati et al., 2017). Based on the results of the analysis of the ability to compose and express, analysis through facts is not yet visible in the Class 1 Pancasila Education book.

2. Communication

Students' communication skills have begun to be empowered by the Let's discuss activities.

Communication skills can be improved by providing opportunities for students to express their opinions or thoughts during teaching and learning activities, both in teams and as educators (Nahdi, 2019). Communication indicators, namely first, communicating thoughts or ideas verbally, written or non-verbally. Second, using communication for different purposes (eg to inform, instruct, motivate or invite). Third, understanding and appreciating other people's opinions, apart from listening to the content of the interlocutor's conversation (Kurniawan, 2020; Setiyawati et al., 2017).

3. Creativity

The students' creativity is already there, in Mari's facilitation activities, they are working, but for class 1 it is still limited to coloring pictures, they have not yet reached the stage of finding new ideas. Creative thinking skills need to be applied to students so that they can have behavior and be responsive in responding and expressing ideas to other people (Yusliani et al., 2019). Creative and innovative indicators, namely first, generating new ideas. Second, enlarge the idea by maximizing the creativity contained in the concept (Kurniawan, 2020; Setiyawati et al., 2017).

4. Collaboration

Student collaboration activities are also available in the book, some materials require playing games such as the game of moving the flag with a team. Collaboration skills are skills that help students develop social relationships with other people and take responsibility for themselves and others (Yusliani et al., 2019). Collaboration indicators, namely: first, providing feedback and showing mutual respect to other team members. Second, have the ability to work together with team members (Kurniawan, 2020; Setiyawati et al., 2017).

In general, this book does not show the local potential of the region and is less contextual.

Table 3. Results of Analysis of Pancasila Education Books for Elementary/MI Class 1

No	Component	Findings	Analysis	Suggestion	Consequence
1	Title	The font size of some letters is too small.	On the book cover, the writing for SD/MI class 1 is at the bottom and the font size is too small.	It would be best to enlarge the font size on the cover to make it easier to search on	Students have difficulty finding the Pancasila Education book if it is lined up with other books.

No	Component	Findings	Analysis	Suggestion	Consequence
				the library bookshelf.	
2	Learning Objectives and/or Main Material	In terms of learning objectives, the degree aspect has not yet appeared. Learning materials are still basic and limited. Elements, CP, TP and materials are arranged in no order.	Elements of Pancasila, Chapter I Get to Know Indonesia is located in first place (chapter i) semester 1, but in the book the material is actually located in chapter III semester 2. The material is less contextual and does not reveal local wisdom.	It is recommended that learning objectives be adjusted to elements A (Audience), B (Behaviour), C (Condition), D (Degree). Learning materials are made more contextual. Material is ordered by elements.	There was confusion in making End of Semester Assessment questions because the questions were usually made in groups using the KKG, while some schools had not used the latest revision books.
3	Supporting Information	There is already supporting information.	It's in the info corner and scan me barcode content (in the form of a YouTube link)	-	Increase students' insight and knowledge.
4	Exercises	The HOTS question and the ANBK model question have not yet appeared	HOTS questions and ANBK questions need to be added to practice questions to increase literacy and improve students' critical thinking.	It would be better to raise HOTS questions and ANBK model questions.	Students literacy and critical thinking abilities are not fully developed.
5	Evaluation	It is not stated in detail in the student book.	What is shown in the book is only non-cognitive assessment with emoticons.	Briefly present the criteria for assessing knowledge, skills and attitudes.	The resulting assessment may be invalid
6	21st century skills				

No	Component	Findings	Analysis	Suggestion	Consequence
	a. Critical thinking	Critical thinking content is not yet visible.	There are no comparing, identifying and analyzing activities yet.	It is best to add activities that encourage students to think critically.	Students' critical thinking abilities are not maximized.
	b. Communication	Students' communication skills have begun to be empowered by the Let's discuss activities.	-	-	Develop insight, explore new ideas, build mutual respect, develop communication, problem solving & decision making skills.
	c. Creativity	Students' creativity already exists, facilitated by Mari's activities, work.	But for class 1 they are still just coloring pictures, they haven't reached the stage of finding new ideas.	It would be best if there were observation activities in the surrounding environment	Students' self-confidence, curiosity and courage are not fully developed.
	d. Collaboration	Student collaboration activities are available.	Some materials require playing games such as moving the flag with the team.	More fun activities that encourage students to be active in learning.	Builds character, develops leadership skills, corrects mistakes, & is a critical thinker.

CONCLUSION

Based on the results of the analysis, it was concluded that the components of the title, learning objectives/main material, supporting information, practice questions, assessment and 21st century skills had been fulfilled. It's just that in the title component, the font size for SD/MI class 1 writing is too small, the learning objectives do not yet include the condition and degree aspects, the Pancasila elements and main material are not in sequence because the Pancasila elements are the first elements but the material to achieve these elements is located in chapter III, not chapter I, practice questions are not yet accompanied by HOTS questions and ANBK model questions, the assessment components shown in the book are only non-cognitive assessments with emoticons, while from the 21st century skills component, aspects of critical thinking and creativity are not shown optimally. In general, this book is very suitable based on the completeness of the teaching material components but requires the development of 21st century skills activities by containing more contextual images and highlighting local regional potential.

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