

# 21ST CENTURY PPKN LEARNING INNOVATION: ANDROID-BASED TREASURE HUNT MEDIA TO IMPROVE STUDENT LITERACY AND ACTIVE PARTICIPATION

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## Abstract

Learning Pancasila and Citizenship Education (PPKn) in schools often faces challenges, especially in attracting students' attention. Students often feel that PPKn learning is boring because of the excessive focus on memorizing facts, names of figures, and historical events. To overcome this problem, interesting and interactive learning innovations are important. This article proposes the use of game-based learning media Treasure Hunt developed through an Android application, as a solution to increase student engagement and interest in PPKn lessons. This method combines technology, group competition, and fact-based learning to create a more active and enjoyable learning atmosphere. This learning model, which integrates the Teams Games Tournament (TGT) method, allows students to collaborate in groups while completing challenges based on PPKn material. By using an Android-based application, learning can be more focused on understanding concepts and developing critical thinking skills. The expected results are increased motivation and student learning outcomes through more innovative and enjoyable learning, in accordance with the demands of the 2013 Curriculum which emphasizes active student participation in the learning process.

## 1. Introduction

Learning Pancasila and Citizenship Education (PPKn) in the 21st century requires an innovative approach so that students are able to understand, appreciate, and apply national values in everyday life. As conveyed by Supriadi et al. (2024) education is a process that instills knowledge, values, and insights about the dynamics of change in society from the past to the present. Kurniawati & Najicha (2023) also emphasize that good education must be able to shape students' attitudes, knowledge, and character to understand the development of society critically and with national insight. In this modern era, the learning process is not only limited to the classroom, but can be done anywhere. Lifelong education is the key to success in forming a generation that cares about its environment and has a national spirit. Through innovative PPKn learning, it is hoped that students can be more active and participatory in understanding the nation's noble values, such as Pancasila, Bhinneka Tunggal Ika, and the spirit of mutual cooperation.

Putri (2024) stated that education allows humans to absorb the values of past civilizations and play an active role in shaping the future. The history and national values contained in the PPKn subject are an important foundation for students to contribute to building a civilized and democratic nation. Therefore, the use of technology-based learning media, such as the Android-based Treasure Hunt method, can be a creative solution to attract students' interest and improve their understanding of civic values in a more interactive and enjoyable way.

Learning in schools, including Pancasila and Citizenship Education (PPKn), has an important role in shaping the character and mindset of the younger generation. Through effective learning, students are invited to understand the relationship between personal life, society, and the nation. This helps them grow into a generation that has national awareness, is able to appreciate humanitarian values, and takes inspiration from the struggles of heroes and the experiences of the nation. As conveyed by (Adam et al.,

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2024), good learning encourages rational, critical and reflective thinking patterns, and forms an attitude of respect for humanity.

Unfortunately, pedagogical strategies in PPKn learning in schools still require a lot of improvement. The conventional approach that focuses too much on memorizing facts and theories still dominates, similar to Wahyudi & Jatun (2024) regarding history education which only emphasizes the chronology of events. As a result, students tend to be passive and have less opportunity to explore and analyze the material in depth. As stated by Furqan et al. (2022), the selection of inappropriate teaching strategies will hinder the achievement of learning objectives.

In the context of PPKn, innovative learning methods are needed so that students do not just listen and memorize, but can actively participate. One creative solution is the use of technology-based interactive learning media, such as Android-based Treasure Hunt. Through this method, students are invited to solve challenges, explore national values, and apply them in everyday life. This approach not only makes learning more interesting, but also gets students used to thinking critically, working together, and understanding the concept of citizenship more contextually.

With learning innovations like this, it is hoped that the PPKn learning process can form a young generation that is active, caring, and ready to become quality citizens in the 21st century. Since the implementation of the 2013 Curriculum in the 2013/2014 academic year, the government has paid more attention to subjects that shape national character, such as Indonesian History. Both at the high school and vocational school levels, this subject initially had the same portion (Nugroho, 2022). However, the revision of the 2013 Curriculum in 2017 reduced the allocation of time for learning Indonesian History in vocational schools to only for class X, with a total of 108 learning hours or 3 hours per week for two semesters (Pratycia et al., 2023).

As a result of these changes, opportunities to instill national values through formal education have become increasingly limited. In addition, the stigma that history or citizenship lessons are boring is still embedded in students' minds. Students often feel that learning only focuses on memorizing the names of figures, dates, and events, so they lose interest and tend to be passive in the learning process. The heavy memorization burden, long reading materials, and monotonous conventional teaching methods worsen this condition. As a result, national values that are important for building a young generation with character are not being absorbed well.

To overcome this challenge, PPKn learning needs to be designed creatively and innovatively. One solution that is relevant to the current digital era is the use of the Android-based Treasure Hunt method. This method turns the learning process into an interactive and fun educational adventure. Through challenge-based games, students are invited to explore citizenship concepts, complete tasks, and find solutions to various national problems actively.

By implementing technology in PPKn learning, students not only learn in an interesting way but also train critical thinking skills, teamwork, and problem solving. This innovation makes learning more relevant to the needs of the 21st century and helps students realize the importance of national values in everyday life. Thus, the learning process does not only focus on memorization, but also on developing character and awareness as active and responsible citizens.

problems in learning history and PPKn show that many students have negative views of these subjects. This is influenced by teaching methods that are still dominated by teacher lectures, long reading materials, and boring memorization demands. As a result, students tend to feel bored, unmotivated, and lazy to actively participate in the learning process. The stigma that learning history and PPKn is boring must be overcome with a more creative approach that is relevant to the needs of 21st century students. Students need learning experiences that are not only informative but also engaging, interactive, and provide space for exploration and problem solving.

Therefore, the solution that can be applied is to integrate technology into the learning process. One effective method that can be used is Android-based Treasure Hunt. Through this method, students are invited to learn while playing, solving challenges, and exploring citizenship concepts in a fun way. Game-based learning like this not only increases students' interest but also encourages them to think critically, work together, and be active in the learning process. With the application of this innovative learning media, the PPKn learning process can be more dynamic, interesting, and meaningful. Students no longer feel burdened by memorization or monotonous lectures, but are more motivated to understand and apply national values in their lives. Innovations like this are an important step in forming a young generation that cares, is active, and is ready to face future challenges.

## 2. Method

This study uses a qualitative approach with a descriptive method to analyze the implementation of game-based learning media Treasure Hunt in the subject of Pancasila and Citizenship Education (PPKn). This study aims to explore how the use of game-based Android applications can increase student engagement and the effectiveness of classroom learning. The type of research used is an experiment with a quasi-experimental design, which tests the effect of implementing game-based learning media Treasure Hunt in improving student motivation and learning outcomes. This study was conducted in several high schools that implement the 2013 Curriculum, with research subjects being grade X students who take PPKn lessons. Sampling was carried out by purposive sampling, selecting two groups of students as the experimental group using the Treasure Hunt learning media and the control group following conventional learning.

In the preparation stage, the researcher prepared the Android-based Treasure Hunt application that will be used in learning. This application is equipped with relevant PPKn materials and game features that make it easy for students to interact and learn while playing. After that, the implementation stage begins with learning using the Treasure Hunt application in the experimental group, while the control group follows conventional learning without using game media. Learning is done by grouping students into teams that compete to answer questions based on PPKn material. Data are collected through several instruments, namely observations to observe student interactions during learning activities, questionnaires to assess student perceptions of the use of game-based learning media, and learning outcome tests to measure student understanding of the material before and after the application of the media. Interviews are also conducted with teachers and students to gain deeper insight into their experiences and responses to the use of media in learning.

## 3. Result and Discussion

PPKn learning process requires dynamic interaction between students and the learning environment designed to achieve educational goals. One of the key factors for success is the active involvement of students during the learning process. According to Supriadi et al. (2024), learning methods and media should not only focus on teacher teaching activities, but emphasize student learning activities. In this context, learning facilities and infrastructure play an important role in supporting smooth learning. Facilities and infrastructure, such as technology, interactive media, conducive classrooms, and interesting source books, can help create an effective and enjoyable learning process. Jamil et al (2023) states that learning facilities are all elements needed in the teaching and learning process, both physical and non-physical, so that educational goals can be achieved effectively and efficiently.

PPKn learning currently still faces challenges from conventional teaching methods that are monotonous and do not make sufficient use of technology and interactive media. Limited facilities that support innovative learning often cause students to become passive and less motivated. In addition, the material presented tends to be rote, so that students lose the opportunity to think critically and actively explore the concept of citizenship. To overcome this challenge, utilizing modern technology such as Android-based Treasure Hunt media can be an effective solution. With this method, students can interact with the material actively through challenges, games, and problem-solving activities. The technological tools that support this method not only make learning more interesting, but also help students understand national values in real contexts.

Through an innovative approach and supported by adequate facilities, PPKn learning can be more dynamic and relevant to the needs of the 21st century. Thus, students not only learn the concept of citizenship theoretically, but also develop critical thinking skills, teamwork, and a sense of responsibility as citizens. PPKn learning has a strategic role in instilling national values and building a sense of love for the homeland among students. However, the classic challenge faced in the learning process is the view that PPKn and history materials are rote, boring, and less relevant to everyday life. This often makes students passive and less motivated to learn (Widiyanti & Pramudiani, 2021). Although normatively many students are able to exceed the KKM (Minimum Completion Criteria) score, this achievement does not reflect a true deep understanding and critical thinking ability. Conventional learning practices that are still dominated by lecture methods and long reading materials worsen this situation. Students tend to feel burdened by the amount of information they have to memorize, so their interest in this subject decreases. In fact, learning

PPKn and history has an important role in building national identity, understanding the nation's struggle, and developing an attitude of love for the homeland and humanitarian values.

To overcome this challenge, learning innovations are needed that are more creative, interactive, and relevant to current technological developments. One effective solution is the use of technology-based learning media, such as the Android-based Treasure Hunt method. This method not only makes learning more fun, but also encourages students to actively participate, think critically, and work together in solving challenges. Through this educational game, students can explore PPKn material in a more interesting and contextual way. Wati & Hudawi (2023), an effective learning process emphasizes active student involvement. The use of innovative learning media can be a bridge that connects students with the material more effectively. This media helps simplify complex concepts and makes the learning process more dynamic and meaningful. In addition, with the support of adequate facilities and infrastructure, such as technological devices and conducive learning spaces, the learning process will run more efficiently and interestingly (Supriadi et al., 2024).

By implementing innovative technology-based methods, PPKn learning can answer the challenges of conventional learning. Students not only understand the material theoretically, but also experience a fun and applicable learning experience. This is expected to increase student motivation, foster national awareness, and form a young generation that cares, is active, and is ready to contribute to the nation and state. One effective solution to increase students' interest in PPKn subjects is to utilize innovative and interactive learning media. The use of media in the learning process not only increases the effectiveness and efficiency of learning, but also overcomes the weaknesses of conventional methods that tend to be monotonous and boring. Learning media helps make students more active, enthusiastic, and motivated in understanding the subject matter.

As expressed by Triansyah et al. (2023), students' level of thinking develops from the concrete to the abstract, from the simple to the complex. Learning media plays an important role in bridging this development of thinking. By using interesting media, abstract concepts in PPKn can be made more concrete and easier to understand. In addition, innovative media allows students to learn while playing, making learning more fun and meaningful. According to Bujuri et al. (2023), the success of the learning process is highly dependent on the role of media, because media can help facilitate student understanding. Without the support of learning media, students may have difficulty understanding the material, especially on concepts that require analytical and critical thinking. Therefore, the development of creative and relevant learning media for the digital era is very necessary to overcome this challenge.

One of the media that can be applied in PPKn learning is a game-based Treasure Hunt using maps. This media is a modification of board games such as Monopoly which are loved by many students. Through this game, PPKn material is packaged in the form of an adventure to find "treasure" by solving various challenges related to national values, the rights and obligations of citizens, and the principles of democracy. In this game, students are invited to think critically, work together, and actively participate in the learning process. They not only listen to the teacher's explanation, but also interact directly with the material through problem-solving activities and concept exploration. Additionally, map-based Treasure Hunts help students understand the relationships between locations, events, and civic values in a more visual and concrete way.

With the implementation of this learning media, the PPKn learning process can be more dynamic, creative, and enjoyable. Students will feel more challenged and involved in the learning process, so that learning objectives, such as fostering a sense of love for the homeland, awareness of rights and obligations, and a caring attitude towards the nation and state, can be achieved optimally. Innovations like this are an important step in forming a young generation that is not only intelligent, but also has a strong national character and is ready to face future challenges. Treasure Hunt game-based learning media can be an effective solution in PPKn learning to increase students' active participation and interest in learning. This approach not only attracts students' attention, but also encourages direct interaction with the learning material. In this game, citizenship concepts such as rights and obligations, national values, and democratic principles are conveyed through challenges that students must actively solve.

The advantage of Treasure Hunt media lies in its ability to display information in a visual and interactive way. Instead of presenting long texts that tend to be boring, this media integrates visual elements such as images, maps, and situation simulations that make students more enthusiastic. Students are invited to think critically and explore the material in a fun way, as if they were on an adventure to find "treasure" in the form of understanding and national values. In practice, the use of Treasure Hunt media based on Android applications utilizes the smartphone devices owned by students. This technology allows PPKn learning to be more flexible, dynamic, and in accordance with the learning styles of 21st century

students who are familiar with digital technology. With this application, students can explore virtual maps that contain various challenges and puzzles related to PPKn material.

In addition, the implementation of this media will be more effective if combined with the Teams Games Tournament (TGT) learning model. This model, developed by Fauzi & Masrupah (2024), places students at the center of learning by dividing them into small groups to compete. Each group works together to complete challenges in the Treasure Hunt game, which allows students to learn while playing and competing healthily.

This approach provides many benefits for students, including:

1. **Enhancing Active Participation:** Students are encouraged to collaborate and think critically in solving challenges, so they become more active in the learning process.
2. **Making Learning Fun:** Game-based learning eliminates boredom and makes the classroom atmosphere more lively and interesting.
3. **Facilitating Concept Understanding:** Abstract and complex material can be understood more easily through map visualizations and interactive challenges.
4. **Developing Healthy Teamwork and Competition:** Through the TGT model, students learn to work in teams and compete in a positive way.

By combining Android-based Treasure Hunt media and the TGT learning model, the PPKn learning process can be more innovative and relevant to the needs of today's students. Through this method, it is hoped that students will not only understand PPKn material in depth, but also grow into a generation that has a national spirit, critical thinking, and is ready to face future challenges. Use of Android-based Treasure Hunt learning media in PPKn learning will be more effective if combined with the Teams Games Tournament (TGT) cooperative learning model. According to Fauzi & Masrupah (2024), the TGT model is a type of cooperative learning that is easy to implement and can actively involve all students regardless of status differences. In addition, this method encourages students' roles as peer tutors, contains game elements, and provides reinforcement.

The TGT model has many similarities with the Student Team Achievement Division (STAD) method developed by Ariningsih et al. (2023), where students are divided into small heterogeneous groups. These groups work together to complete the tasks or challenges given, either individually or in teams. The combination of the TGT model with Android-based Treasure Hunt media can make the PPKn learning process more dynamic and enjoyable. Advantages of the TGT Model in PPKn Learning with Treasure Hunt Media.

According to Ariningsih et al. (2023) the TGT model has a number of advantages that support the success of technology and game-based learning, including:

1. **Giving Students the Opportunity to be More Active**  
The TGT model allows students to move, interact, and actively participate in completing challenges in the Treasure Hunt game. This activity makes learning not only teacher-centered, but fully involves students.
2. **Training the Ability to Accept Differences**  
By working in heterogeneous groups, students learn to accept and appreciate differences in opinions, backgrounds, and individual abilities. This is in line with the objectives of PPKn learning to instill an attitude of tolerance and unity.
3. **Simplifying Understanding of Material**  
Through the combination of interactive Treasure Hunt media and team-based TGT models, abstract concepts in PPKn can be delivered more simply and interestingly. Students can understand the material faster and more effectively compared to conventional methods.
4. **Improving Student Learning Activities**  
Learning that involves games makes students more enthusiastic and active in the learning process. They not only listen to the teacher's explanation, but also participate directly in solving the challenges.
5. **Developing Socialization Skills**  
Students are encouraged to work together and communicate with their group members. This improves their social and teamwork skills, which are important competencies in social life.
6. **Improving Learning Motivation**

The elements of competition and games in the TGT model can motivate students to learn. They feel challenged to complete tasks and get rewards from their teamwork .

7. Improving Learning Outcomes

Active learning involving teamwork and the use of innovative media can improve student understanding and learning outcomes compared to traditional lecture methods.

8. Encouraging Cooperation and Healthy Competition

Through the Treasure Hunt game, students learn to build good cooperation while competing healthily with other groups. This forms positive characters such as sportsmanship, responsibility, and honesty.

### **Android-Based Treasure Hunt Media Integration with TGT Model**

In classroom implementation, teachers can divide students into several heterogeneous teams . Each team is given access to the Treasure Hunt game through an Android application that displays various challenges related to PPKn material , such as the rights and obligations of citizens, democratic principles, or national values. Students work together to complete each challenge, solve puzzles, and find "treasure" in the form of understanding important concepts. The results of each challenge are assessed, and the team with the highest score is awarded as a form of motivation. With this approach, PPKn learning is not only more interesting and fun, but also more effective in forming students who think critically, are active, and have a sense of nation and state. In addition to the advantages that have been mentioned, the Teams Games Tournament (TGT) model also has several disadvantages that need to be considered in its implementation, including:

1. Difficulties in Dividing Heterogeneous Groups

One of the challenges in implementing the TGT model is dividing students into academically heterogeneous groups. Teachers must know the intellectual abilities of each student well so that group division can take place fairly. Without a deep understanding of student abilities, there is a risk that groups will become unbalanced in terms of knowledge and skills.

2. Difficulties for Students with Lower Academic Ability

Some students with lower intellectual abilities may find it difficult to explain the material to their group mates. This can affect group dynamics and reduce the effectiveness of cooperation between students. However, despite these weaknesses, the TGT model is still very much in line with the 2013 Curriculum which emphasizes the active involvement of students in the learning process. This curriculum encourages students to be more active than teachers, by providing equal opportunities for all students to be involved in learning. This model is very effective in encouraging teamwork , where each member of the group works together to achieve a common goal, and the results are valued collectively.

3. The Role of Teachers as Facilitators

In the TGT model, the teacher acts as a facilitator, not as an information center. The teacher only directs and provides support to students, while the students themselves are active in learning activities. The teacher helps create an environment that is conducive to interaction and collaboration between students, and provides opportunities for them to learn through experience. Thus, the TGT model is very much in line with the cooperative learning approach expected by the 2013 Curriculum.

Implementation of the TGT Model in History Learning with Treasure Hunt Media. This TGT model can be effectively applied in history learning, especially when combined with Android-based media such as Treasure Hunt. This learning media provides an opportunity for students to play while learning, creating a more enjoyable and interactive learning atmosphere . In the early stages of learning, the teacher will divide students into small groups. Each group will be given learning materials that have been integrated into the Treasure Hunt application. Students are given about 10 minutes to study the material before entering the game session. Next, each group will take turns to answer questions presented in the form of cards.

If a group cannot answer a question, then the question will be thrown to another group that can try to answer it. The group that successfully answers correctly will get points. At the end of the game, the score of each group will be calculated and the group with the highest score will be awarded a prize. This award aims to provide positive stimulation to students, so that they are more motivated to actively participate in the next learning activities. The use of the TGT model combined with Android-based Treasure Hunt learning media is very effective in creating an active, fun, and enthusiastic learning atmosphere. Although there are some shortcomings in its implementation , especially related to the division of heterogeneous

groups and the difficulties of students with low abilities, this model still provides many advantages, such as increasing motivation, student engagement, and better learning outcomes. In addition, healthy prizes and competitions in TGT can increase students' enthusiasm in learning history, making learning more meaningful and enjoyable.

The implementation of the Teams Games Tournament (TGT) model combined with Android-based Treasure Hunt media can increase students' curiosity about historical material, making them more interested in learning it. With the competitive nature of this method, students are not only encouraged to understand the material, but also feel responsible for the success of their group. This encourages students to be more actively involved in the learning process, as well as honing their ability to work together with their group mates. The implementation of this method is also in line with the objectives of the Revised 2013 Curriculum, which requires teachers to utilize developments in science and technology (IPTEK) in learning. The use of technology in the form of Android-based applications and elements such as barcodes in learning media is a real example of the application of science and technology that supports more innovative and interesting learning. By using technology, students can access materials and interact directly with learning media, making the learning experience more enjoyable and relevant to current developments.

## 4. Conclusion

In learning Pancasila and Citizenship Education (PPKn), various problems often arise that hinder student interest and involvement. One of the main challenges is the negative image of this subject, which is often seen as a boring lesson and more memorization than understanding the meaning. This causes students to feel lazy and uninterested in studying PPKn material. In addition, the large amount of material that must be read and memorized in PPKn books also makes the situation worse, making students even less interested.

As a solution to this problem, the application of game-based learning media, such as Android-based Treasure Hunt, can be an effective innovation in PPKn learning. With this learning media, students are not only actively involved in learning, but can also learn in a fun and interactive way. This map-based game allows students to more easily understand the concepts of citizenship, Pancasila values, and the rights and obligations of citizens through direct experience, which is certainly more interesting than reading long and boring texts.

However, although the use of this media has many benefits, not all materials can be delivered with the same media. Therefore, teachers must be creative and observant in choosing media that are appropriate to the material to be taught, so that learning can take place effectively and interestingly for students. In conclusion, the use of Android-based Treasure Hunt game-based learning media is an innovation that can increase student interest and involvement in 21st century PPKn learning. With this approach, students not only gain PPKn knowledge in a more enjoyable way, but can also develop critical, collaborative, and creative thinking skills. In addition, the selection of the right learning media by teachers will greatly affect the success of the learning process, so it is important for teachers to continue to innovate in choosing media that are appropriate to the goals and needs of learning.

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