



Application of the Project Citizen Learning Model in Pancasila Education in Improving the Critical Thinking Skills of SMAN 1 Sawan Students

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Abstrak

Penelitian ini bertujuan untuk mengkaji lebih dalam terkait pelaksanaan model pembelajaran Project Citizen pada pendidikan pancasila dalam meningkatkan kemampuan berpikir kritis peserta didik SMA Negeri 1 Sawan. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan datanya menggunakan observasi partisipatif dan studi dokumentasi. Hasil penelitian menunjukkan bahwa kajian sosio-filosofis terhadap pembelajaran Project Citizen dalam konteks Pendidikan Pancasila menyoroti bagaimana model ini mendukung pembentukan warga negara yang aktif, kritis, dan bertanggung jawab. Di SMA Negeri 1 Sawan model pembelajaran project citizen dalam meningkatkan kemampuan berpikir kritis diterapkan dengan beberapa tahap, tahap pendahuluan, inti dan penutup. Model pembelajaran project citizen yang diimplementasikan di SMA Negeri 1 Sawan terbukti bahwa dapat meningkatkan kemampuan berpikir kritis peserta didik di SMA Negeri 1 Sawan. Kemampuan berpikir kritis penting untuk peserta didik melalui pendekatan pembelajaran yang menekankan pada analisis isu-isu kebangsaan, perumusan pendapat logis, dan pemecahan masalah berbasis nilai-nilai Pancasila, peserta didik mampu mengembangkan cara berpikir yang reflektif, rasional, dan bertanggung jawab.

Kata kunci: Model Pembelajaran Project Citizen, Pendidikan Pancasila, Berpikir Kritis

Abstract

This study aims to examine more deeply the implementation of the Project Citizen learning model in Pancasila education in improving the critical thinking skills of SMA Negeri 1 Sawan students. This study uses a qualitative approach with a descriptive method. The data collection technique uses participatory observation and documentation studies. The results of the study show that a socio-philosophical study of Project Citizen learning in the context of Pancasila Education highlights how this model supports the formation of active, critical, and responsible citizens. At SMA Negeri 1 Sawan the project citizen learning model in improving critical thinking skills is applied in several stages, preliminary stages, core and conclusion. The project citizen learning model implemented at SMA Negeri 1 Sawan has been proven to improve the critical thinking skills of students at SMA Negeri 1 Sawan. Critical thinking skills are important for students through a learning approach that emphasizes the analysis of national issues, the formulation of logical opinions, and problem solving based on Pancasila values, students are able to develop a reflective, rational, and responsible way of thinking

Keywords: Project Citizen Learning Model, Pancasila Education, Critical Thinking

1. INTRODUCTION

Education plays an important role in shaping individuals who not only excel academically, but also possess spiritual values, self-control, emotional maturity, intelligence, and noble morality. Therefore, education functions as a strategic forum in creating a generation with strong character and ethics. Education is able to shape previous generations and current generations are exemplary (Pristiwanti et al., 2023). Meanwhile, the ideal education is one that prepares students to face the future with mental readiness, quality of life, and a positive contribution to an ever-evolving world. In line with that, in one of the national policies

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regarding education, it is stated that the main goal of education is to develop individual self-capacity, foster noble character, and build a dignified national civilization.

In the 21st century, education has become increasingly important to ensure that students have learning and innovation skills, skills in utilizing technology and the use of information media as well as life *skills* that they have so that they can work and survive. The main skills to have in the context of the 21st century are learning and innovation skills, skills related to various skills such as critical thinking and problem-solving skills, communication and collaboration skills, and creativity and innovation skills. In addition, higher *order thinking skills* (HOTS) are essential in the world of education in the 21st century because they are essential to prepare students to compete globally and face global challenges. In other words, education can form an educated society in the future that can compete with other countries (Sanjaya et al., 2021:993).

One of the efforts to improve 21st century skills is through the learning process. However, the implementation of effective learning still faces obstacles, mainly due to the lack of active participation in learning activities. This causes the learning process and outcomes, especially in the school environment, to be less than optimal. The success rate of learning Pancasila Education in students is influenced by various factors, both internal and external. Internal factors include learning motivation, intelligence level, learning habits and student confidence. Meanwhile, external factors include aspects outside of students, such as the role of teachers in teaching, learning strategies applied, availability of facilities and infrastructure, general policies, and learning environment conditions.

By paying attention to this context, schools have an important role as a forum for students to improve developing *soft and hard skills* and shaping students' character which will later affect students' learning outcomes. The importance of developing students' character in the school environment because character is the basis for moral values owned by students. Schools are not only a place where people exchange knowledge, but they are formal educational institutions that systematically carry out programs, teaching, guidance, and exercises to help students reach their potentials in moral, intellectual, emotional, and social terms

To achieve competitive quality of human resources, mastery of technical skills (*hard skills*) and non-technical skills (*soft skills*) is needed (Ronny & Mahendra, 2024). In this era, education has a strategic role in ensuring that students are equipped with various essential skills consisting of skills to learn independently and creatively, the ability to manage information and communication technology, and life skills needed to survive and contribute in the world of work. In the context of facing the challenges of the times, the ability to think critically, communicate effectively, collaborate well, and innovate creatively, often referred to as the 4Cs, is the main key to success in achieving the essence of life goals.

Higher Order Thinking Skills (HOTS) are increasingly becoming an important need in the modern world of education. *Higher Order Thinking Skills* (HOTS) are increasingly becoming an important need in the modern world of education. This ability not only allows learners to understand information in depth, but it also teaches them to process, evaluate, and apply it in real-world contexts critically and creatively. With these skills, the younger generation can be prepared to face global dynamics and actively contribute to nation building (Sanjaya et al., 2021). To answer these challenges, it is necessary to improve critical thinking which is also seen as one of the elements that shape the character of the Indonesian nation is very urgent to be done.

In shaping the nation's character based on Pancasila, it can be through Pancasila Education which has become one of the subjects in schools. Pancasila education has a significant contribution in instilling civic awareness in students. Through value-oriented learning, students are encouraged to understand their rights and obligations as citizens, hone

critical thinking skills, strengthen social empathy, foster a spirit of peace, and expand national horizons that span local to global scales (Nurmalisa et al., 2020). As a curricular subject in schools, Pancasila education can help students become Indonesian citizens who have noble character, intelligence, active participation, and responsibility (Rifai et al., 2021)

It is very important to educate individuals to have traits that are in accordance with the values of Pancasila. However, understanding, insight into a person's attitudes, beliefs, commitments, and behaviors in the life of the nation, state, and society are not enough to determine the quality of good and reliable citizenship in Indonesia (Abdulkarim et al., 2020). This is one of the main weaknesses of education in Indonesia. Increasing theoretical knowledge that is not accompanied by improving students' life skills can have an impact on student learning outcomes (Sanjaya et al., 2021). In addition, the increasing flow of globalization causes obstacles in creating students who have Pancasila characteristics or civic character.

One of the learning model innovations that can improve students' critical thinking is the *Project Citizen* learning model. The *Project Citizen* learning model is an innovative approach that aims to develop active citizenship skills among learners through their direct involvement in addressing social issues relevant to the lives of the surrounding community.

This model is considered to be in accordance with the learning needs of the 21st century because it is able to foster critical thinking skills while fostering the spirit of collaboration between students. By focusing on contextual problems, students are required to not only understand important concepts in Pancasila Education, but also develop creative and applicable solutions. In the context of applying this model, presentations are an important component that students use to convey the results of their discussions (Fajri et al., 2021). Based on the above background, several formulations of problems that will be discussed in this study are formulated, namely: 1) How is the Socio-philosophical Study of the *Project Citizen* Model in Pancasila Education learning?, 2) What are the stages of *Project Citizen* as an effort to improve critical thinking skills? and 3) Why is it important for SMA Negeri 1 Sawan students to have critical thinking skills in Pancasila Education?.

2. METODE

The type of research conducted by the researcher is qualitative research. Qualitative research is a type of research in which findings are not obtained through quantification procedures, statistical calculations, or other forms of methods that use numbers, but through interviews, observations, and documentation. Qualitative research is in principle to understand the object studied in depth. The data in the study came from an in-depth interview with Mrs. Ni Luh Made Wahyunita, S.Pd as a teacher of Pancasila Education class XI SMA Negeri 1 Sawan regarding the Project Citizen learning model which was applied in improving the critical thinking skills of grade XI students of SMA Negeri 1 Sawan.

The data sources of this study include primary data and secondary data. Primary data sources, i.e. data collected directly by researchers from the first source. The primary data sources in this study are the Principal of SMA Negeri 1 Sawan, Pancasila Education teacher in grade XI and grade XI students who have participated in Pancasila Education learning using the project citizen learning model. Secondary data sources, i.e. data collected directly by researchers as support from the first source. It can also be said that data is compiled in the form of documents, and in this study documentation is a secondary source of data. Data is analyzed in the following stages: data collection, data reduction, data presentation, and conclusion drawing and verification; Then the validity was tested through data triangulation.

3. RESULTS AND DISCUSSION

RESULTS

Project Citizen is a project-based pedagogical approach that aims to form active, critical, and responsible citizens. In the context of Pancasila Education, this approach has strong relevance because it is in line with the basic values of Pancasila which emphasizes democracy, social justice, and active participation in the life of the nation and state (Trisiana & Wartoyo, 2020). The citizen project model is a learning model with a problem-based instructional treatment approach to develop knowledge, skills and democratic citizenship that enable and encourage participation in various government and civil society activities.

The goal of the citizen project learning model is to motivate and empower students to exercise democratic citizenship rights and responsibilities through an intensive portfolio of public policy issues in the school or community in which they interact. The project citizen learning model strategy uses an instructional strategy based on discovery learning strategies, problem-based learning and also research-oriented learning. The project citizen learning model has several learning steps which include identifying problems, selecting problems, collecting information, developing portfolios, presenting portfolios and reflecting on students' learning experiences. This project citizen learning model is actually implemented in the learning of social sciences, especially PKn, because in accordance with the name of the learning model, the citizen project or citizenship project.

Sociologically, the *Project Citizen Model* encourages students to be directly involved in identifying and solving real problems in their environment, strengthening democratic values and social participation in line with the principles of Pancasila. This approach is in line with the educational philosophy of progressivism which emphasizes learning through hands-on experience and the development of critical thinking skills. Progressive education encourages students to be active in the learning process through real experiences, which in the context of *Project Citizen* is realized through direct involvement in social projects. This also reflects the values of Pancasila which emphasizes deliberation and democracy in decision-making (Nanggala & Suryadi, 2021).

Philosophically, this approach is rooted in constructivism and humanism, positioning students as active subjects in the learning process that emphasizes the development of critical thinking, reflection, and ethical decision-making skills (Mukhlisotin, 2022). The implementation of *Project Citizen* in Pancasila Education also strengthens the values of democracy and active participation, in accordance with the 4th precept of Pancasila, namely Leadership Led by Wisdom in Deliberation/Representation. Through this project, students learn to discuss, debate, and make decisions collectively, which are important skills in democratic life.

Thus, *the Project Citizen approach* not only enriches the learning method of Pancasila Education, but also strengthens the internalization of Pancasila values through contextual and meaningful learning experiences. This is in line with the goal of national education to form intelligent, characterful, and responsible citizens.

From the results of an interview with the teacher of Pancasila Education, Mrs. Ni Luh Made Wahyunita, S.Pd. in its implementation at SMA Negeri 1 Sawan, this Project Citizen learning model is applied to train grade XI students in their skills to analyze problems in the student environment. This is done with 3 stages of implementation, introduction, core and closing.

From the stages carried out by grade XI teachers at SMA Negeri 1 Sawan in teaching Pancasila education with *the Project Citizen learning model*, it is proven to improve the critical thinking skills of students at SMA Negeri 1 Sawan. This is in line with the statement conveyed

by Mrs. Ni Luh Made Wahyunita, S.Pd who is one of the teachers of Pancasila education at SMA Negeri 1 Sawan, saying that (interview, July 13, 2025):

"Before implementing this Project Citizen learning model, Pancasila Education teachers applied the lecture method so that students in the classroom did not actively participate in Pancasila Education learning activities, coupled with gadgets that caused students to not focus on learning. And it results in the low critical thinking ability of SMA Negeri 1 Sawan students who are in class XI. This model helps us as educators to improve the quality of students, especially in Pancasila Education courses" (Wahyunita, 2025).

This was also conveyed by the principal of SMA Negeri 1 Sawan, Mr. I Made Sutawa Redina, S.Pd., M.Pd that (interview, July 13, 2025):

"In my personal opinion, the application of the Project Citizen learning model applied at SMA Negeri 1 Sawan is very helpful in improving the quality of students and students, especially in solving problems in the community. During the lesson, I observed that the students had begun to focus on learning and had begun to be interested in Pancasila Education courses because previously students were very bored and not interested in learning Pancasila Education, this was because of the lecture or storytelling method that was applied previously. The opinion I conveyed is also in line with the views of students as well as the improvement of critical thinking skills and behavior changes in grade XI students".

From the views and opinions of grade XI students, namely I Komang Tri Eka Sugiantara said that the Project Citizen learning model improves critical thinking skills and fosters a sense of responsibility in becoming an active and democratic citizen in class XI, A SMA Negeri 1 Sawan which previously the Pancasila Education course was only taught through stories from teachers or conventional methods such as lectures.

Critical thinking is the ability to analyze, solve, and express problems in a rational way. In other words, critical thinking can be interpreted as the ability to draw conclusions and find rational solutions after analyzing a problem (Saputri, 2020). The importance of critical thinking skills for students' lives (Ariani, 2020). Therefore, the purpose of learning critical thinking skills is so that students can master these skills. In this context, skilled means that students have the ability to recognize, choose, and solve problems effectively with the right approach in learning Pancasila Education.

Through a learning approach that emphasizes the analysis of national issues, the formulation of logical opinions, and problem solving based on the values of Pancasila, students are able to develop a reflective, rational, and responsible way of thinking. Learning that encourages critical thinking allows students to not only understand Pancasila as a set of normative values, but also as a life guide in facing the challenges of complex social life. This ability is particularly relevant in the context of a multicultural and dynamic society, where students are expected to be able to filter information, evaluate various views, and make fair and civilized decisions. Thus, strengthening critical thinking in Pancasila Education not only improves the intellectual quality of students, but also shapes their character as active, democratic, and upholds human values.

This was also conveyed by Mrs. Ni Luh Made Wahyunita, S.Pd that (interview, July 13, 2025):

"With the implementation of the *Project Citizen* learning model, the stages can improve communication skills, student literacy in digging up information, solve citizenship problems so that they can form the character of active citizens and improve the character of cooperation or cooperation in doing tasks from this *Project Citizen* learning model which encourages students to do it in groups" (Wahyunita, 2025).

Considerations regarding citizen project learning serve to underline the importance of Civic Education now Good Pancasila Education even from an early age. If learners are accustomed to discussing their differences in a rational way, they will be more receptive to them when they are adults. Pancasila education helps young people to face conflict and controversial situations widely and tolerantly in campus life and later in real life.

The citizen project model is needed to form the ability to participate in solving problems in a democratic society through discussion. Through discussion, instruments were developed in the form of developing values, certainty and enhancing understanding of the content of the study in the hope that it could help students develop an understanding and commitment to democratic values, increase their willingness to participate in political life, and positively influence the content of understanding, critical thinking skills, and interpersonal skills. Therefore, through the citizen project, students can develop their critical thinking skills from the beginning of the implementation of the citizen project model, students are free to develop their critical thinking skills by looking for problems that exist around them, which of course this will produce different problems for each student.

DISCUSSION

From the results of an interview with the teacher of Pancasila Education, Mrs. Ni Luh Made Wahyunita, S.Pd. in its implementation at SMA Negeri 1 Sawan, this Project Citizen learning model is applied to train grade XI students in their skills to analyze problems in the student environment. This is done with 3 stages of implementation, introduction, core and conclusion which can be seen in the following table:

Table 1. Stages of the Project Citizen Learning Model

Yes	Implementation Stage	
	Learning Stage	Types of Activities
I	Introduction	<ol style="list-style-type: none"> 1.Starting the learning activities by opening greetings and praying in class together 2.Preparing the class by looking at the condition of the classroom both in terms of the neatness of the room, the cleanliness of the classroom and the completeness of student learning. 3.Focusing students' attention which is followed by conveying the learning achievements and objectives that students must achieve during the learning process activities 4.Provide perception and remember the learning that has been learned before. 5. Delivering the Learning stage with <i>the Project Citizen model</i>
II	Core	<p>Implement the Project Citizen learning model with several activities.</p> <ol style="list-style-type: none"> 1.The teacher gives directions to students to identify problems or topics of problems that exist in the surrounding environment. 2.Then a vote is carried out to determine the topic of the problem to be discussed, after which the teacher divides the students into four groups.

		3.The teacher directs students to find as much accurate information as possible that is in accordance with the problem with the most votes. 4.The teacher asks students to look for alternative problem-solving. 5.After that, students make proposals or public policies that can help overcome the problems studied 6.Next, before students create a portfolio 7.Furthermore, students were asked to present the portfolios of each group. 8.In the learning process, students are directed by the teacher to evaluate the activities that have been carried out
III	Cover	1.Summing up the learning process 2.Appreciate the learning activities carried out 3.Follow-up efforts "adjust to students' learning needs 4.End of learning

Each group in *Project Citizen* learning has different tasks and activities, which can be seen in the

The critical thinking indicators used by Pancasila Education Teachers at SMAN 1 Sawan, namely the critical thinking ability indicator from Facione can be observed in the following table:

Table 2. Portfolio Group Task Breakdown

Portfolio Group	Job Description
1. Portfolio Group One (Explaining the Problem).	Group one is responsible for explaining the issues included in the class study materials. Other groups identify problems, provide explanations of problems, and explain that the problem is important to discuss and convey to teachers and students in attendance
2. Portfolio Group Two (Examining Alternative Policies to Address Issues).	For this second group, it is assigned to explain the problem and assess the policies that are currently used to deal with class study problems. The results of this group will be presented in both the impression and the class portfolio documentation.

3. Portfolio Group Three (Proposing Alternative Policies to Address Problems).	One of the tasks of this third group is to develop public policies that can be used to deal with classroom study problems. The chosen policy can be approved by the majority of class members. This policy must also not contradict Pancasila and the existing Constitution, namely the 1945 Constitution. To create alternative policies that are beneficial to the general public and school residents.
4. Portfolio Group Four (Developing a Work Plan).	Every student recorded in this group must be involved in making this group work plan. This plan should explore what can be done for the government to accept and implement the proposed policy.

Table 3. Critical Thinking Indicators

Yes	Indicator	Indicator Description
1.	Interpretasi	a. Can describe the problem given. b. Be able to write the meaning/meaning of the problem clearly and precisely. c. Be able to write down what is asked about the question clearly and precisely.
2.	Analysis	a. Be able to write down the relationships of the concepts used in solving the problem b. Can write down what to do in solving the problem.
3.	Evaluation	a. Be able to write the solution of the problem.
4.	Inference	a. Can draw conclusions from what is asked logically b. You can guess other alternatives.
5.	Explanation	a. Can write down the final result.

	b. Can give reasons for the conclusions drawn
6. <i>Self-regulation</i>	a. Can review the answers given/written

4. CONCLUSION

Based on the socio-philosophical study and implementation of the Project Citizen learning model in Pancasila Education at SMA Negeri 1 Sawan, it can be concluded that this approach is effective in forming students who think critically, participate responsibly, and are active in community life. Sociologically, this model fosters social awareness and democratic values through students' direct involvement in identifying and solving real problems in their environment. Philosophically, this learning is based on constructivism and humanism which positions students as active subjects in building knowledge and ethical decision-making. The systematic learning stages from the introduction, core activities, to the conclusion provide space for students to explore problems, formulate solutions, and communicate their ideas logically and creatively. From the results of interviews with Pancasila Education teachers, this model has been proven to help students in analyzing issues and formulating relevant policies. Thus, *Project Citizen* learning not only improves students' learning outcomes and critical thinking skills, but also strengthens their character as intelligent, reflective, and upholding Pancasila values in daily life.

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