

Development of a pancasila values book based on coastal environmental management culture for pancasila education fifth grade elementary school students

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Abstract

The limited availability of relevant and varied learning materials that support Pancasila Education and are connected to students' environments has resulted in relatively low learning outcomes and weak learning motivation among fifth-grade students at SDN 032 Tarakan. This study aims to determine the feasibility and attractiveness of the Pancasila Values Book Based on Coastal Environmental Management Culture for Pancasila Education among fifth-grade elementary school students. This media was developed to help students achieve learning outcomes, namely exemplifying the attitudes of the founders of Pancasila and applying them in daily life, particularly through examples of implementing Pancasila values within coastal community environments. The development model used in this study was the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The trial subjects were fifth-grade students of SDN 032 Tarakan. The research instruments consisted of validation sheets from language experts and material experts, as well as student response questionnaires. The results of the material expert validation showed that the developed book was highly feasible for use, with a percentage score of 97%, while the language expert validation obtained a score of 96%, categorized as highly feasible. Student responses during the implementation stage obtained a percentage of 95.8%, categorized as very interesting. Therefore, the Pancasila Values Book Based on Coastal Environmental Management Culture is considered highly feasible and very attractive to be used as a learning material for Pancasila Education in elementary schools.

Keywords: Pancasila Values; Environmental Management; Coastal Area; Elementary School; Book.

INTRODUCTION

Pancasila serves as the philosophical foundation of the Indonesian state and as a system of values that guides the social, political, and cultural life of Indonesian society. In his speech at the BPUPKI session in 1945, Soekarno emphasized that Pancasila was not created individually, but was excavated from the values that had lived in the culture of Indonesian society (Piter dan Riyanto 2024). The statement emphasized that Pancasila is a crystallization of the nation's historical experience in building relationships with God, fellow humans, and their living environment.

From an anthropological perspective, culture cannot be understood as a static entity that is simply reflected in established social traditions or practices (Langton, Corn, dan Curkpatrick 2024). Culture is essentially a

dynamic process that is formed through human interaction with its natural and social environment (Ridwan dan Fibrila 2023). Culture is not something static or just a ready-made tradition. Culture is the result of the process of human interaction with nature and its environment (Ingold 2021; Majumdar dan Chatterjee 2021; Mazzocchi 2020). Indonesia's geographical condition as an archipelagic country rich in natural resources, as well as prone to disasters, has formed the character of a society that upholds togetherness, mutual cooperation, deliberation, and balance in utilizing nature (Hakim et al. 2025; Koopman 2021).

These values are then crystallized in the five precepts of Pancasila. The first precept, The One Godhead, reflects the spiritual awareness of the Indonesian people that humans and nature are part of God's creation

that must be protected and preserved for future generations (Apriani, Kania, dan Khoerudin 2025; Siahaan dan Ndona 2024). The second precept, a just and civilized humanity, demands fair treatment not only to fellow human beings, of course, also to people with disabilities (blind, deaf, mute, autistic, Down syndrome) and others, and in the use of natural resources so that it is fair and does not harm other parties (Umam 2018). The third precept, Indonesian Unity, was born from the awareness of the diversity of geographical and cultural conditions that require solidarity in maintaining a common living space. The fourth precept, Democracy led by wisdom in deliberation/representation, emphasizes the importance of deliberation in decision-making, including in the management of natural resources. The fifth precept, Social justice for all Indonesian people, contains the principle of equitable distribution of welfare which is closely related to the equitable distribution and management of natural resources.

Pancasila as the nation's ideology is taught in elementary schools in the subject of Pancasila Education. Pancasila education is very important and serves as a guideline so that the values contained in Pancasila can become the foundation and reference in education in Indonesia. This education has the function of shaping and changing the way of thinking and individual character through the practice of Pancasila values (Rizkiyah dan Fatonah 2024). The purpose of Pancasila Education is not only to teach the principles of state ideology, but also to foster important values such as cooperation, justice, unity, and compassion. In Pancasila Education, teachers have an important role in fostering creativity among students. Educators not only share knowledge, but also encourage and inspire learners to think critically and creatively, playing the role of facilitator in the process (Za'diyah et al. 2024). Pancasila education at the elementary school level requires a local context approach in its implementation.

The interpretation of local contexts in learning is not only symbolic and artifactual representations, such as traditional dances, folklore, traditional crafts or other forms of

cultural expression, it needs to be accompanied by the integration of the socio-ecological praxis dimension that underlies it (Hernandez Gonzalez 2023; Sihombing et al. 2025). Ontologically, culture is a social construct formed through the dialectical relationship between humans and their environment. Cultural practices do not exist as autonomous symbolic entities, but are born from the historical process of adaptation, negotiation of meaning, and the collective experience of society in responding to certain social and ecological conditions. Thus, before manifesting in artifactual forms such as dances or ceremonies, culture is first rooted in the practice of human interaction with the environment that is contextual and functional. Ignoring this dimension has the potential to produce superficial learning, apart from the socio-ecological reality that is the authentic source of value formation. (Wahdati dan Putro 2025). This kind of approach has the potential to weaken the affective and praxial dimensions of value education. Meanwhile, international studies show that the integration of local context and visual representation can improve learning engagement, conceptual understanding, and internalization of values in elementary school students (Kristjánsson 2015). Contextual learning has a significant influence on citizenship skills because it is natural for students and develops meaningful democratic learning to develop students' critical and participatory thinking skills in daily life (Komalasari 2012).

The results of the *needs analysis* conducted at SDN 032 Tarakan City showed that 72% of grade V students had not reached the Minimum Completeness Criteria (KKM) in the previous semester PPKn subjects. The average grade of the class is at 63 out of KKM 75. Students stated that the PPKn material was difficult to understand because it was abstract and less related to daily life. From the teacher's side, he stated that he did not have contextual teaching materials based on the coastal environment, stating that visual learning media was needed that was more representative of students' social reality.

Tarakan City is a city surrounded by the sea. In the context of coastal areas, contextual

approaches are becoming increasingly relevant. Research on region-based education shows that coastal communities have a strong socio-ecological character, characterized by collective solidarity, cooperation in resource management, and responsibility for environmental sustainability (Bennett et al., 2019; Fabinyi et al., 2018). These values are in harmony with the dimensions of divinity, humanity, unity, deliberation, and social justice in Pancasila. However, studies on the integration of coastal socio-ecological characteristics into the design of Pancasila Education teaching materials are still very limited.

The data indicates a gap between the contextual philosophical character of Pancasila and learning practices that are still generic and abstract. Although several studies have developed character-based or innovative model-based PPKn learning media, no research has been found that systematically integrates Pancasila values with the *place-based civic education*, and the socio-ecological characteristics of coastal communities. The characteristics of 5th graders according to the results of McComb and Bonnie Jean's research were that learning that integrated pictures and text was found to be more effective in 5th graders. The 5th grade group that learned using a combination of illustration and text had higher memory outcomes, both immediately after learning and after two weeks, compared to conventional text-only learning. This shows that the use of pictures helps 5th graders understand and remember Social Science material better (McComb 1987). One of the right learning media for elementary school students is picture storybooks (Ningsih, Mulia, dan Lubis 2023).

Thus, there are three main research gaps, namely the lack of integration of *environmental citizenship* perspectives in Pancasila Education, the limited design of coastal context-based teaching materials at the elementary school level, and the lack of development of narrative visual media that is in line with the stages of cognitive development of concrete operational students. Based on this, this study aims to develop and

validate a picture book based on the context of the coastal community of Tarakan City as a learning medium for Pancasila Education for grade V elementary school students. This research systematically integrates Pancasila values, *place-based civic education approaches*, and socio-ecological character of coastal communities into an empirically validated picture book design to internalize Pancasila values in elementary school students. Theoretically, this study expands the study of civic education by including the local ecological dimension as a construction space for the meaning of national values. Practically, this study offers a model for the development of contextual teaching materials that are adaptive to the character of coastal areas and the cognitive development needs of elementary school students.

RESEARCH METHODS

This research was conducted using the research and development method by following the ADDIE (Analyze, Design, Development, Implementation, Evaluation) model. ADDIE's development model is effective in product development because it provides a framework to respond to the complexity of the learning environment by responding to a variety of situations and contexts (Branch dan Varank 2009). This research will produce digital teaching materials that are suitable for use that are tested for feasibility by language experts, material experts and tested for attractiveness by students. According to Borg and Gall (1983), Educational Research and Development is a process used to develop and validate educational products. The location of this research is at SDN 032 Tarakan, Tarakan, North Kalimantan. The types of data obtained are qualitative and quantitative data. Qualitative data was obtained from the results of observations and interviews with teachers as well as suggestions and inputs from both experts and students. Meanwhile, quantitative data was obtained from the validation questionnaire of material and language experts and the results of the student response questionnaire. The instruments used to obtain the above data were observation sheets,

interview guidelines, validation questionnaires for subject matter and language experts and student response questionnaires. Observation sheet used

Table 1
Student Response Indicators

Indicator	Rating				
	SS (5)	S (4)	KS (3)	TS (2)	STS (1)
I enjoyed reading this book					
This book made it easier for me to understand the values of Pancasila					
The pictures in this book are interesting					
This book helped me learn Pancasila					
The writing in the book is clearly readable					
The pictures and explanations in this book are appropriate to my environment					
I feel that this book is suitable for PPKN lessons					
I easily understand the example of the application of Pancasila in this book					
After reading this book, my knowledge about Pancasila increased					
After reading this book, I became more aware of Pancasila					

Student response formula

$$P = (f/N) \times 100\%$$

Table 2
Student Response Percentage

Percentage	Criteria
81-100%	Very Interested
61-80%	Interested
41-60%	Less Interested
21-40%	Not Interested
0-20%	Very Not Interested

Source: Modification (Riduwan, 2022)

RESULTS AND DISCUSSION

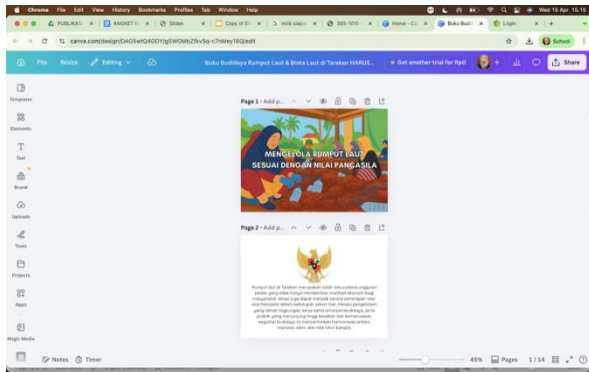
Analysis

The analysis stage is the initial stage carried out before developing a picture book based on local wisdom to instill Pancasila values which consists of needs analysis, curriculum analysis, student characteristics analysis and content analysis. Based on the results of interviews with grade V teachers that students have low learning ability in the subject of Pancasila Education, not all students can achieve KKM scores, the teacher revealed that students really like picture

books and agree with the development of this book. The curriculum currently used at SDN 032 is the Merdeka curriculum, with learning outcomes identifying and presenting the meaning of Pancasila values as a view of life as a nation and state, in this case in the coastal area of the city of Tarakan. Grade V students of SDN 032 Tarakan on average live in the coastal area of Amal Beach, Tarakan city, which is obtained from the school profile document in the age range, which is 9 to 11 years old. The stage of development of students in this age range is at the concrete operational stage (cognitive development stage), the transition period of heteronomous morality to autonomous morality (moral development stage), the stage of craftsmanship and intelligence of the version of feelings of inferiority (stage of emotional and personal development), and the stage of grammar towards adulthood (stage of language development).

Design

At this stage, product design is carried out based on the results of the analysis stage that was carried out previously. This design stage consists of the selection of coastal content that will be displayed in the book, and the creation of illustrations and book layouts. The coastal content chosen is how to manage coastal resources in accordance with Pancasila values, including how to manage shrimp in accordance with Pancasila values, how to manage milkfish in accordance with Pancasila values, how to manage coconuts in accordance with Pancasila values, how to manage seaweed in accordance with Pancasila values, and how to manage kapah in accordance with Pancasila values. The first step is to develop material on the management of natural resources in coastal areas in accordance with the values of Pancasila, then illustrate it in the form of pictures. Creating illustrations using the Canva Pro application. The first step is to search for relevant images in the google and then convert them into cartoons.

**Figure 1**

Creating illustrations using the Canva app

Development

The step taken at the development stage is to print the book first. The specifications for book printing are presented in table 3 as follows.

Table 3
Product Specifications

Criteria	Product Specifications
Paper Size	A5 (14.8 cm x 21 cm)
Paper type	Art Paper 190 grams (Book cover) and HVS 80 grams (book content)
Number of Pages	16 pages of the book
Color	Full Colour

After it is printed, the next step is that the book is validated by a material and language expert. Validation is carried out by providing an assessment of the product using an expert validation questionnaire in the form of a Google form consisting of 10 questions. Book validation by linguist lecturer of Elementary School Teacher Education, Faculty of Teacher Training and Education, University of Borneo Tarakan. The results of Linguist Validation are presented in table 4.

Table 4
The results of Linguist Validation

Aspects	Score
Accuracy in the use of EYD	5
Language Accuracy and sentence structure	5
Clarity of sentences (unambiguous)	5
Language level appropriateness to the age of the reader (elementary school students)	4
Readability of the text (easy to read and understand)	5
Consistency of language style	5
Sentence effectiveness (short, concise, communicative)	5
Accuracy of vocabulary usage	4
Language conformity with character values/Pancasila (if relevant)	5
Language compatibility with the context of the image	5
Total Score	48
Percentage	96%
Categories	Highly Feasible

Based on table 4, the book assessment by linguists obtained a score of 48 with a percentage of 96% and the category of "very feasible". This shows that picture books based on local wisdom to instill Pancasila values can be tested with suggestions that need to be reviewed on the use of word selection that can be more familiar to elementary school students, improve some word writing that is in accordance with KBBI, left and right alignments need to be adjusted in the explanation writing section. The validation of the material expert book was carried out by Mrs. Desy Irsalina, M.Pd, a lecturer in Elementary School Teacher Education, Faculty of Teacher Training and Education, University of Borneo Tarakan. Validation is carried out by assessing the book material that has been developed using a material expert validation questionnaire in the form of a Google form. The results of book validation by subject matter experts are summarized in the following table

Table 5
Material Validation

Aspects	Score
The conformity of the concept of Pancasila values with scientific facts	5
Accuracy of terms and definitions	5
The material does not contain misconceptions	5
Materials support elementary school learning outcomes	4
Materials according to the characteristics of elementary school students)	4
The material adequately covers important content	5
Gradual presentation of material from easy to difficult	4
Material illustrates the value of the Godhead	4
The material depicts the value of Humanity	5
The material illustrates the values of the Association	5
The material describes the values of the People	5
The material illustrates the value of Social Justice	4
Examples and content according to the coastal environment	5
The material is easy to understand for students in coastal areas	5
The flow of explanation is coherent and systematic	5
Drawings/illustrations according to the content of the material	4
Materials support student learning activities	4
Useful material to improve students' understanding of the ocean and the environment	5
Materials that are easy for teachers to use in learning	5
Total Score	88
Percentage	97%
Categories	Highly Feasible

Based on the table above, it can be explained that the assessment of books by material experts obtained a score of 88 with a percentage of 97% and the category is very feasible. This shows that the book can be tested with the suggestion that it needs to describe less of the sea in the city of Tarak, North Kalimantan.



KETUHANAN YANG MAHA ESA

Menyadari bahwa pohon kelapa adalah ciptaan Tuhan yang harus dijaga dan dimanfaatkan dengan penuh rasa syukur, tidak menebang pohon kelapa secara sembarangan, melainkan menanam kembali sebagai bentuk tanggung jawab kepada Tuhan, berdoa sebelum bekerja dan bersyukur atas hasil panen yang diberikan.



KEMANUSIAAN YANG ADIL DAN BERADAB

Dalam mengelola kebun kelapa para petani perlu bekerja sama dan saling membantu tanpa merugikan satu sama lain, memberikan upah yang adil kepada pekerja pemetik kelapa dan menggunakan hasil kelapa untuk hal-hal yang bermanfaat bagi sesama, seperti membuat produk olahan untuk meningkatkan ekonomi masyarakat.

Figure 2
Cover and contents of the Book Managing Coconuts in accordance with Pancasila Values



PERSATUAN INDONESIA

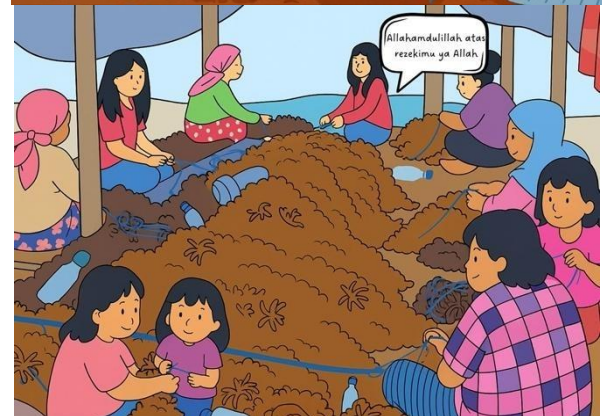
Budidaya udang melibatkan berbagai pihak: petani tambak, kelompok nelayan, koperasi, UMKM pengolahan, perguruan tinggi, dan pemerintah daerah. Kerja sama ini memperkuat persatuan masyarakat pesisir. Kegiatan gotong royong seperti perbaikan saluran air, pembersihan lingkungan tambak, atau mitigasi penyakit udang menjadi wujud konkret nilai persatu



KEADILAN SOSIAL BAGI SELURUH RAKYAT INDONESIA

Budidaya udang yang berkelanjutan memberi manfaat merata: membuka lapangan kerja bagi masyarakat lokal, memberi ruang usaha bagi perempuan dan pemuda pesisir, menjaga ekosistem mangrove dan kualitas perairan, menghasilkan produk yang aman dan berkualitas bagi konsumen.

Figure 3
Cover and contents of the Book Managing Shrimp in accordance with Pancasila Values



KERAKYATAN YANG DIPIMPIN OLEH HIKMAT KEBIJAKSANAAN DALAM PERMUSYAWARATAN/PERWAKILAN

Budidaya rumput laut perlu melibatkan tokoh masyarakat, pemerintah daerah (Gubernur/Walikota), dan peneliti (dosen) dalam pengambilan keputusan pengelolaan rumput laut.

Figure 4
Cover and Contents of the Book Managing Seaweed in accordance with Pancasila Values



KETUHANAN YANG MAHA ESA

Nelayan dan pengelola kapah berdoa sebelum melaut, memohon keselamatan dan rezeki yang halal. Menjaga kelestarian laut agar generasi berikutnya juga bisa menikmati hasilnya (keadilan antar generasi). Misalnya dengan tidak membuang sampah ke laut. Tidak serakah dalam mengambil sumber daya laut, mengambil secukupnya dan tetap menjaga keseimbangan ekosistem Ciptaan Tuhan.



KEADILAN SOSIAL BAGI SELURUH RAKYAT INDONESIA

Pembagian hasil tangkapan dilakukan secara adil, sesuai peran dan kerja setiap anggota pemungut kapah, membuka usaha resto laut, oleh-oleh atau pernak-pernik dari kapah. Menjaga agar seluruh rakyat Indonesia mendapatkan kesejahteraan yang adil. Serta memastikan nelayan atau petani kerang kapah dapat hidup layak.

Figure 5
Cover and contents of the Book Managing Kapah in accordance with Pancasila Values



Budidaya ikan bandeng tidak hanya merupakan kegiatan pemanfaatan sumber daya alam, tetapi juga dapat menjadi sarana untuk menerapkan nilai-nilai Pancasila dalam kehidupan sehari-hari. Melalui pengelolaan tambak yang bijaksana, penuh gotong royong, serta memperhatikan aspek kemanusiaan dan kelestarian lingkungan, masyarakat dapat menjadikan kegiatan budidaya ini sebagai contoh nyata pengamalan Pancasila.



PERSATUAN INDONESIA

Mengelola tambak bandeng harus dilakukan dengan gotong royong, seperti pembersihan kolam, panen, atau perbaikan tanggul. Membentuk kelompok pembudidaya bandeng agar lebih kuat dalam pemasaran dan permodalan. Mengadakan pelatihan bersama untuk meningkatkan hasil dan menjaga persatuan antar pembudidaya.

Figure 6.
Cover and contents of the Book Managing Shrimp in accordance with Pancasila Values

Implementation

After the picture book goes through the validation stage and is declared feasible, then implementation is carried out to find out the students' response to picture books based on local wisdom to instill Pancasila values.



The implementation stage was carried out for grade V students of SDN 032 Tarakan. The first step is to introduce the book, then students are given 30 minutes to read the book. Furthermore, students were directed to fill out a questionnaire of student responses to picture books based on local wisdom to instill Pancasila values.

Table 6
The results of the questionnaire.

Respondents	Total Score	Percentage
Student A	46	92%
Student B	49	98%
Students C	50	100%
Student D	50	100%
Students E	44	88%
Student F	45	90%
Student G	49	98%
Student H	44	88%
Student I	49	98%
Student J	46	92%
Students K	50	100%
Student L	43	86%
Students M	43	86%
Student N	48	96%
Students O	49	98%
Students P	48	98%
Student Q	50	100%
Students R	50	100%
Students S	50	100%
Students T	49	98%
Students U	49	98%
Student V	50	100%
Students W	50	100%
Overall Percentage		95,8%
Categories		Very Interested

Based on the table, the assessment of contextual-based picture books in coastal areas to instill Pancasila values obtained a percentage of 95.8%, which shows that students' responses to books reached the category of being very interested.

Evaluation

In this study, only formative evaluation was carried out which consisted of three stages, namely: one-to-one evaluation. This evaluation was carried out at the validation test stage of linguists and material experts. The linguist assessment obtained a 96% feasibility percentage, and the subject matter expert obtained a 97% feasibility percentage. The suggestions for improvement from linguists are the need to review the use of word selection that can be more familiar to elementary school students, improve some

word writing that is in accordance with KBBI, left and right alignments need to be adjusted in the explanation writing section. Meanwhile, material experts gave suggestions on the need to describe the sea less in the city of Tarak, North Kalimantan. Based on student assessments, picture books obtained a percentage of 95.8% with the category strongly agreeing with the suggestion of adding a table of contents and pages and students stated that they liked the book developed. The following is the appearance of the final product after the revision.

Discussion

Picture books based on the contextual culture of environmental management in coastal areas are learning books that are able to provide a more interesting, interactive and familiar learning experience with students' lives. So that it contributes positively to the motivation of students to learn more about Pancasila values that are relevant to their lives. Students not only find it easier to understand the abstract concept of Pancasila values, but also feel directly involved in the learning process. This approach makes learning more meaningful because students can directly connect the values of Pancasila with the cultural traditions inherited in their surrounding environment. The development of this book shows that integrating the culture of coastal environment management in learning materials not only enriches teaching resources, but also strengthens students' cultural identity. In addition, the development of picture books based on the culture of coastal environmental management is expected to be a reference and inspiration for teachers and other book developers in designing innovative textbooks that are relevant to the needs and characteristics of students at the elementary school level. Thus, picture books with the nuances of environmental management in coastal areas answer the problem of low values of Pancasila Education by providing reading books that are interesting, meaningful, close to students' cultural experiences, while at the same time being able to strengthen cultural

literacy in the learning process of Pancasila Education.

CONCLUSION

Based on the results of research and development of picture books based on the culture of environmental management of coastal communities, it can be concluded that the results of the validation of material experts show that the books developed are very suitable for use with a percentage of 97% and from linguists obtained a percentage of 96% of the category is very feasible. The students' response in the implementation obtained a percentage of 95.8% of the category was very interested. Therefore, the developed book can be considered a feasible and attractive learning resource for Pancasila Education in elementary schools.

THANK-YOU NOTE

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