



The transformation of Pancasila education in elementary schools through deep learning focused on 21st century competencies

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Abstract

This study aims to analyze the implementation of deep learning in transforming Pancasila education in elementary schools, with a particular focus on enhancing 21st-century competencies among students. Pancasila education plays a crucial role in shaping national character, fostering critical thinking, creativity, and collaboration, all of which are essential skills for navigating the challenges of the modern world. The research adopts a qualitative approach with a case study design, conducted at State Elementary School 34 Kendari, selected as a representative example of elementary schools in Kendari City. Data collection methods include in-depth observation, semi-structured interviews, and document analysis. The findings indicate that Pancasila education at the school still predominantly follows a traditional, teacher-centered approach, where lectures dominate the learning process and do not actively involve students. Deep learning, which emphasizes the use of real-world experiences and the integration of various concepts, presents an opportunity to enhance students' understanding of Pancasila values while simultaneously developing critical thinking and collaborative skills. Although efforts to implement project-based learning and reflective discussions have been introduced, their application remains limited. Based on these findings, this study suggests the urgent need for a paradigm shift in Pancasila education—from traditional, lecture-based methods to more participatory, experience-based approaches. This transformation is essential for creating more meaningful and applicable learning experiences that better prepare students for the complex demands of the 21st century. The study concludes that deep learning can be an effective strategy for fostering 21st-century competencies while strengthening the core values of Pancasila in elementary school students.

Keywords: Pancasila Education; Deep Learning; 21st Century Competencies; Learning Transformation; Elementary School

INTRODUCTION

Pancasila education in elementary schools occupies a strategic position as the foundation for the development of national character and serves as a critical component in strengthening 21st-century competencies among students. The goal of Pancasila education is not merely to teach the values of Pancasila in their normative form, but also to internalize these values as part of a holistic educational experience. At the elementary school level, this internalization is not just a matter of rote memorization but involves a broader process of cultivating ethics, morality, social empathy, cooperation, and reflective thinking from an early age. The long-term objective is to create a generation that is not only proficient in cognitive skills but also equipped with the character and

mindset required to navigate the complexities of an increasingly interconnected world.

The 21st century presents numerous challenges, particularly those related to globalization, digitalization, and the rapid pace of technological advancements. In response to these challenges, the younger generation must possess not only academic competence but also the ability to engage with new literacy skills, critical thinking, creativity, and adaptive character. These skills are crucial in ensuring that students can contribute meaningfully to society while upholding the values of their nation. As such, Pancasila education must evolve to encompass not only the development of cognitive skills but also the cultivation of these essential 21st-century competencies, such as critical thinking, creativity, and collaboration, which are vital in preparing

students to face future global challenges (Sari & Putra, 2021; Amelia, 2023; Rahmawati, 2020; Hasan, 2021; Kurniawan, 2022).

The profile of Indonesian students, as envisioned by the Indonesian Ministry of Education and Culture, emphasizes the importance of these competencies, specifically the ability to make wise and informed decisions, appreciate diversity, and behave in ways that reflect the values of humanity and justice as outlined in Pancasila. It is essential that Pancasila education at the elementary level addresses these values while simultaneously fostering the higher-order thinking skills that are characteristic of 21st-century education. This dual focus—on character development and the enhancement of cognitive abilities—is essential to produce well-rounded individuals who can thrive in the rapidly changing world around them.

However, despite the critical importance of Pancasila education, empirical evidence shows that many elementary schools face fundamental challenges in effectively delivering this type of education. Various studies reveal that the prevailing educational methods often remain traditional, teacher-centered, and lecture-based, which limits student engagement and active participation. This method tends to position students as passive recipients of knowledge rather than active participants in the learning process. According to Rahmawati & Setiawan (2020), Putri (2022), and Wulandari (2021), these traditional methods are insufficient in fostering the development of critical thinking, creativity, and collaboration among students. In many cases, students are simply required to memorize normative concepts without developing a deeper understanding of their meaning or relevance to their lives. This approach fails to cultivate the reflective thinking and social empathy that are necessary for students to apply Pancasila values in meaningful ways.

Furthermore, activities such as discussions, critical question-and-answer sessions, or collaborative tasks that could stimulate creativity and promote active learning are still rarely implemented in many schools. These activities, which are vital for fostering higher-

order thinking and promoting active engagement, are often overlooked in favor of more traditional forms of instruction. Additionally, the integration of innovative learning media, digital technologies, and contextual learning resources into the classroom remains limited. The lack of these resources makes it difficult to create a learning environment that is dynamic, engaging, and relevant to students' real-life experiences. According to Hakim (2021), Subakti (2023), and Suryani & Gunawan (2022), the failure to incorporate modern teaching tools and methods limits the effectiveness of Pancasila education, making it less meaningful and less capable of fostering value reflection in students. This situation results in a failure to equip students with the deeper, more applicable understanding of Pancasila that is required for them to engage with the social issues and challenges of the contemporary world.

Given these challenges, the concept of deep learning becomes crucial in the context of Pancasila education at the elementary school level. Deep learning is an approach that emphasizes the internalization of knowledge through complex cognitive processes, where students are encouraged to make connections between concepts and apply them to real-world situations. According to Briggs (2019) and Salame & Thompson (2020), deep learning involves higher-order thinking activities that encourage students to engage actively with the material and develop a deeper understanding of its meaning and application. In the context of Pancasila education, deep learning offers an effective framework for fostering not only cognitive skills but also the values of Pancasila, such as divinity, humanity, diversity, and justice.

Deep learning aligns with the demands of HOTS (higher-order thinking skills), which are central to the 21st-century competencies framework. The development of critical thinking, creativity, collaboration, and communication—collectively known as the 4Cs—forms the foundation of deep learning. These competencies are necessary for students to become active, informed citizens

who can contribute meaningfully to society. Moreover, the goal of the Pancasila Student Profile, which includes promoting faith, critical thinking, mutual cooperation, and creativity, aligns well with the principles of deep learning. By fostering an environment in which students engage with ideas in a more meaningful and reflective manner, deep learning helps to strengthen these values while simultaneously developing students' ability to navigate complex societal issues (Kemendikbudristek, 2021).

Indicators of deep learning in Pancasila education include the emergence of critical thinking skills, the ability to reflect on the meaning of values, a richer conceptual understanding, and the capacity to connect material to real-life experiences. Students who engage in deep learning are better able to internalize and apply the values of Pancasila in their everyday lives, moving beyond the mere memorization of the precepts. They are encouraged to investigate, question, and discuss the meaning of these values in the context of their own experiences, thereby developing a more nuanced and practical understanding of Pancasila (Widodo & Wardani, 2022). This approach enables students to explore issues related to justice, cooperation, and humanity in a more contextualized and relevant way, empowering them to apply Pancasila values to the social dynamics around them.

Given the significance of these findings, the transformation of Pancasila education becomes an urgent need. Educators must transition from traditional, lecture-based approaches to more participatory and experience-based methods. Teaching values through deep learning requires more than the mere transfer of information—it involves creating learning environments where students actively engage in discussions, reflect on their experiences, and connect academic concepts with their personal lives. The shift to a deep learning approach will foster a more participatory, exploratory, and meaningful learning environment, where students develop an understanding of Pancasila values that is not only conceptual but also practical and applicable.

This transformation is particularly important in the context of 21st-century competencies. As students are required to confront increasingly complex social, economic, and political challenges, it is essential that they develop the skills necessary to think critically, collaborate effectively, and make ethical decisions. The application of deep learning within Pancasila education is an essential step in preparing students for these challenges. Deep learning promotes the development of the skills needed to engage with social issues, collaborate with others, and contribute positively to society. By emphasizing the development of critical thinking, creativity, collaboration, and communication, deep learning ensures that students are not only equipped with the knowledge they need but also with the skills and values necessary to navigate an increasingly complex world.

Numerous studies reinforce the importance of using deep learning to enhance character education and strengthen 21st-century competencies. Research shows that deep learning can improve students' moral reflection, creativity, curiosity, and collaborative skills (Yuliani & Malik, 2020; Alawiyah, 2021). Studies on Pancasila education also highlight the effectiveness of integrating activities that encourage value exploration, critical dialogue, and contextual problem-solving (Lestari & Prasetyo, 2022; Ningsih, 2023). Furthermore, innovative learning models, such as project-based learning, problem-based learning, and the integration of technology, have proven effective in promoting the development of social-emotional character and citizenship literacy in elementary school students (Farida & Abdulrahman, 2021; Rahmadi, 2023). These findings emphasize that deep learning has the potential to transform how students understand and practice Pancasila values, thereby fostering a more engaged and proactive citizenry.

Despite the promising potential of deep learning, studies examining its application within the context of Pancasila education in elementary schools remain limited. Most research focuses on character education in

general, project-based learning, or citizenship literacy, with few studies specifically exploring the transformation of Pancasila education through deep learning and its integration with 21st-century competencies (Lestari, 2021). Furthermore, there is a lack of comprehensive research that provides a holistic view of how deep learning practices can be implemented in elementary classrooms, including teaching strategies, learning activities, student interactions, and value-reflection mechanisms. This gap in the literature highlights the need for further research to develop a relevant, contextual, and replicable model for implementing deep learning in Pancasila education.

Given this context, the current study seeks to describe and analyze the application of deep learning in the transformation of Pancasila education in elementary schools. The aim is to provide a comprehensive understanding of how Pancasila education can be developed to become more contextual, transformative, and oriented toward 21st-century competencies. This research will contribute to the ongoing efforts to enhance the effectiveness of Pancasila education, ensuring that it prepares students not only to understand the values of Pancasila but also to apply them meaningfully in their everyday lives. Ultimately, this study aims to provide insights that will help educators transform Pancasila education into a more engaging, relevant, and impactful experience for students, aligning it with the demands of the 21st century.

RESEARCH METHODS

Research Approach and Design

This study employs a qualitative approach to examine the transformation of Pancasila education in elementary schools through the implementation of deep learning that focuses on 21st-century competencies. A qualitative approach was chosen because it offers a deeper understanding of the social phenomena occurring in the field, particularly in the context of Pancasila education, which goes beyond mere knowledge transfer to include the internalization of values that are applicable to students' lives. According to

Creswell (2018), qualitative approaches are highly effective for exploring the subjective views, attitudes, and experiences of students and teachers regarding the transformation process of learning. This study aims to holistically and in-depth explore the changes occurring in the practice of Pancasila education that focus on strengthening character and 21st-century skills, as well as how deep learning can facilitate these goals.

The research design used in this study is a case study. This design was chosen because the research focuses on a specific context: the implementation of Pancasila education at State Elementary School 34 Kendari, which is considered representative of other elementary schools in the region in terms of teaching values and character education. According to Stake (1995), case studies allow researchers to deeply investigate a single case or phenomenon in its natural environment and gain more detailed insights into the practices and dynamics involved. Through this case study, the researcher aims to understand the factors influencing the transformation of Pancasila education in the broader learning context and how this is related to the 21st-century competencies expected to be achieved by students.

Research Location and Subjects

This research was conducted at State Elementary School 34 Kendari, which was selected based on the relevance and characteristics of the school that reflect the challenges and potential in implementing Pancasila education with a deep learning approach. The school is committed to the development of student character through the implementation of the Merdeka Curriculum, which emphasizes competency-based learning and the empowerment of local potential. The selection of this location is also driven by the need to examine the transformation of Pancasila education in a context that is more tangible and applicable for elementary school students, particularly in Kendari City, which is located in a region with diverse social and educational dynamics.

The subjects of this research include several parties directly involved in the process

of Pancasila education at State Elementary School 34 Kendari, namely the Pancasila education teachers, school principal, students, and the educational documents used at the school. Pancasila education teachers were selected because they are the primary implementers of the curriculum and an important source of information regarding the implementation of the curriculum and classroom practices. The school principal was chosen to provide a perspective on policies and support for the implementation of 21st-century competency-based education. The students, representing various classes, were selected as subjects because they are directly involved in Pancasila education. Educational documents, such as lesson plans (RPP), teaching modules, and competency assessments, will be analyzed to assess how the curriculum supports the transformation of Pancasila education.

Purposive sampling was used to select the research subjects to ensure that the respondents had the necessary knowledge, experience, and relevance to the topic being studied. This purposive sampling approach enables the researcher to obtain richer and deeper data from subjects who are truly relevant to the research objectives (Patton, 2015).

Data Collection Techniques

The data collection in this study employed three primary techniques: in-depth observation, semi-structured interviews, and document study. Each of these techniques was designed to gather diverse information regarding the transformation of Pancasila education at State Elementary School 34 Kendari through the implementation of deep learning. (1) In-depth Observation was carried out to observe the practice of Pancasila education focused on deep learning within the classroom. This technique provides the researcher with the opportunity to see how teachers implement the curriculum and how students engage in the learning process. The in-depth observation will cover aspects such as teacher-student interactions, the use of media and educational technology, and activities that encourage critical and reflective

thinking in understanding the values of Pancasila.

(2) Semi-structured Interviews were conducted with teachers, school principals, and students to explore their views on how Pancasila education is implemented, the challenges faced, and the impact on character development and 21st-century competencies. Semi-structured interviews provide flexibility in exploring in-depth information and allow respondents to offer a broader explanation of their experiences and perspectives.

(3) Document Study includes the analysis of educational documents, such as lesson plans (RPP), teaching modules used in Pancasila education, and competency assessments used to measure students' achievements. These documents will be analyzed to assess how the curriculum content and teaching materials support education that is focused on character development and 21st-century competencies.

Research Instruments

The primary instrument in this study is the researcher themselves (human instrument), who serves as both data collector and analyzer. As the main instrument, the researcher plays a key role in designing the observation guidelines, interview protocols, and document analysis sheets, which will be used to gather data related to the transformation of Pancasila education at State Elementary School 34 Kendari. (1) The Observation Guidelines are designed to focus on critical aspects of deep learning, such as student involvement, classroom interaction, and the application of Pancasila values.

(2) The Interview Guidelines were developed to explore the views and experiences of teachers, the school principal, and students regarding the implementation of Pancasila education and how deep learning approaches are applied in this context.

(3) The Document Analysis Sheet is used to assess the quality of educational documents, ensuring that the lesson plans and teaching modules used encompass elements that support 21st-century competencies and Pancasila values.

Data Analysis Techniques

The data obtained from observations, interviews, and document studies will be analyzed using the data analysis model developed by Miles, Huberman, and Saldaña (2020), which includes three main stages: (1) Data Condensation: This initial stage involves filtering and selecting relevant data to address the research questions. Irrelevant or excessive data will be removed to focus the analysis on the most important information.

(2) Data Display: After data condensation, the next step is to present the data in the form of narratives or tables to make it easier for the researcher to understand patterns and relationships among the data. Data from observations, interviews, and documents will be presented to provide a comprehensive overview of the transformation of Pancasila education focused on 21st-century competencies.

(3) Conclusion Drawing and Verification: At this stage, the researcher will draw conclusions based on the analyzed data. The conclusion drawing will be done continuously and verified to ensure the validity and credibility of the research findings.

RESULTS AND DISCUSSION

Main Findings on the Implementation of Pancasila Education in Elementary Schools Today

The implementation of Pancasila education at State Elementary School 34 Kendari, as found through observations and interviews, reveals that the teaching approach remains traditional and teacher-centered. As explained by Arifin (2020), Pancasila education dominated by lecturing reduces the opportunities for students to engage critically and creatively with the material being taught. In practice, teachers often convey the basic concepts of Pancasila verbally without involving students in discussions or activities that allow them to relate these values to their everyday lives. For instance, in one observation, the teacher presented the content of Pancasila's precepts in almost the same manner every meeting, using a lecture method

with little opportunity for students to ask questions or speak.

However, some changes have begun to emerge in classes implementing the Merdeka Curriculum. In this context, a shift toward focusing more on the development of students' character has been prioritized, although its implementation remains limited. For example, in lessons involving the values of mutual cooperation and tolerance, some students were seen collaborating in small groups to solve problems related to the management of the school environment, though such activities were not frequent. This aligns with Lestari's (2021) assertion that Pancasila education in elementary schools should go beyond mere value teaching; it should become an integral part of students' daily life practices.

Recent theories on Pancasila education highlight the importance of internalizing values that are not merely memorized but also expressed through concrete actions involving students in activities that foster empathy, justice, and social responsibility (Sari & Putra, 2021). Therefore, although efforts are being made to modernize Pancasila education, there is still a deep need to update teaching methods to better align with the requirements of 21st-century competencies.

Challenges in Implementing Deep Learning in Pancasila Education

The implementation of deep learning in Pancasila education faces various barriers arising from teachers, students, schools, and the curriculum itself. One of the greatest challenges is the lack of training and understanding among teachers regarding the application of the deep learning approach. For example, while there are efforts to develop critical and reflective thinking skills in students, many teachers remain more comfortable with lecturing methods, as they are not accustomed to more interactive and project-based approaches. According to Yuliani & Malik (2020), limited teacher training related to 21st-century skill-based learning often becomes the main obstacle to

introducing more innovative teaching approaches.

On the student side, a lack of motivation to engage in reflective or discursive learning also becomes a challenge. This is reflected in the fact that many students are more comfortable with structured and instructional learning rather than with learning that requires active participation. Meanwhile, on the school side, despite a commitment to improving educational quality, the facilities and infrastructure to support technology-based and project-based learning are still very limited. For example, the lack of access to digital devices or interactive learning media makes 21st-century competency-based education less effective.

The theory proposed by Rahmawati & Setiawan (2020) suggests that a major challenge in implementing deep learning is the lack of infrastructure preparedness and systematic support from the school. Additionally, the still-overloaded curriculum adds to the burden on teachers to incorporate deep learning within the limited time available. This indicates that the transformation of Pancasila education through deep learning requires systematic support from various stakeholders, ranging from enhancing teacher capacity, providing adequate facilities, to adjusting a more flexible curriculum.

Implementing Deep Learning in the Context of Pancasila Education

In the implementation of deep learning for Pancasila education at State Elementary School 34 Kendari, a more student-centered approach focusing on experiential learning has been emphasized. Education is not solely centered on teaching values imparted by the teacher, but also on activities that allow students to construct their own understanding of Pancasila values through real-life experiences. One example found was learning that focused on case studies and group projects. In lessons on the value of social justice, students were asked to discuss and design solutions for social problems around

them, such as inequality in the distribution of resources within the school environment.

Such practices align with the concept of deep learning proposed by Salame & Thompson (2020), which stresses the importance of student engagement in connecting knowledge with practical experience. In the context of Pancasila, deep learning enables students not only to understand values theoretically but also to apply them in their daily lives. Additionally, project-based activities that involve collaboration among students also strengthen communication and teamwork skills, which are essential competencies in the 21st century. However, despite some positive examples, these activities have not been consistently implemented in every class, indicating the need for further updates in teaching practices at State Elementary School 34 Kendari.

The Impact of Deep Learning on Strengthening Pancasila Values and 21st-Century Competencies

The application of deep learning has a significant impact on strengthening the Pancasila values and 21st-century competencies of students at State Elementary School 34 Kendari. One identified positive impact is the improvement in students' critical and creative thinking skills. For instance, in group discussions related to the value of diversity, students demonstrated their ability to present their opinions in a structured manner and build arguments based on available facts. This aligns with the theory proposed by Widodo & Wardani (2022), who stated that project-based learning and discussions can develop higher-order thinking skills in students.

Moreover, deep learning also enhances students' collaboration and communication skills. In various group activities, students learn to cooperate, respect each other's opinions, and communicate effectively to achieve common goals. These findings are consistent with research by Farida & Abdulrahman (2021), which shows that learning focused on collaboration and

communication can strengthen students' socio-emotional competencies, which are highly relevant to character development in Pancasila education. This impact indicates that deep learning not only strengthens the understanding of Pancasila values but also develops essential skills needed to face the challenges of the 21st century.

Integrative Analysis (Linking Findings with Theories and Previous Research)

Based on the findings in this study, it can be concluded that the transformation of Pancasila education through deep learning approaches is not only achievable but essential for aligning education with the demands of the 21st century. However, for this transformation to occur, it requires a fundamental shift in teaching practices, moving away from traditional, passive methods to more dynamic and participatory approaches that foster active student engagement. These findings support the research of Hakim (2021), who emphasized that Pancasila education, when focused on student engagement, is significantly more effective in internalizing character values.

The study suggests that the key to transforming Pancasila education lies not just in updating teaching methods but also in rethinking how Pancasila values are presented. A paradigm shift is necessary—one that involves learning through reflection, collaboration, and hands-on experience. These approaches, as highlighted in this study, provide students with opportunities to engage with Pancasila values in real-life contexts, deepening their understanding and application of these principles. This approach aligns with contemporary learning theories that underscore the importance of active student involvement, where students are encouraged to explore, collaborate, and reflect. Such engagement is essential in developing both character and the critical competencies required for success in the 21st century (Reijntjes et al., 2021).

CONCLUSION

Results and Discussion are written in Capital letters, single-spaced and bold. Conclusions should be the answer to the research question, and should not be expressed in statistical sentences. Pancasila education plays a crucial role in developing 21st-century competencies and student character, particularly in the context of instilling national values, social justice, and a sense of responsibility toward society. As a subject focused on the internalization of the nation's fundamental values, Pancasila education has significant potential to support the formation of character and the social skills required to face the challenges of an increasingly complex world. However, to achieve these goals, education must go beyond rote memorization and allow students to understand and apply these values in real life through a deeper and more reflective approach.

The current reality of Pancasila education still tends to be traditional, dominated by lecture methods that emphasize normative concept teaching. This results in suboptimal learning outcomes in developing the deep competencies required in the 21st century, such as critical thinking, creativity, collaboration, and communication. As found in this study, although there are efforts to implement more interactive and project-based approaches, Pancasila education at SDN 34 Kendari remains limited to memorization and one-way teaching. This indicates the need for a transformation in teaching methods and approaches to meet the demands of 21st-century competencies and the need for students to develop as critical, creative, and collaborative thinkers.

The main findings of this study show that the implementation of deep learning has great potential to transform Pancasila education in elementary schools. Deep learning, based on projects, reflective discussions, and the application of Pancasila values in daily life contexts, allows students to more actively construct their understanding of these values. This type of learning develops critical thinking, collaboration, communication, and creativity skills through activities involving

reflection, discussion, and collaborative problem-solving. These findings align with previous research showing that active student engagement in learning can deepen and make the understanding and application of values more meaningful (Widodo & Wardani, 2022).

Key Skills and Character Traits Developed
Based on the research findings, four key skills or character traits that were clearly observed in this type of learning are: Fluency in Thinking, observed in students' ability to express their opinions and ideas during discussions; Flexibility, reflected in students' ability to work together in groups and adapt to various tasks; Originality, seen in students' creativity when creating posters and designing solutions for social issues related to Pancasila values;

Attention to Detail, evident in students' careful examination of the meaning of Pancasila values and applying them in their projects. These four aspects demonstrate significant development in students' ability to think and act critically, creatively, and collaboratively—skills that are highly needed in the 21st century.

The implications of deep learning for both teachers and students are clear. For teachers, this approach requires a shift in teaching paradigms, from a teacher-centered to a more student-centered method. Teachers need to develop skills to facilitate discussions, collaborative project-based work, and the use of technology to support more interactive learning. For students, the implementation of deep learning provides opportunities to actively engage in learning, develop 21st-century skills, and deepen their understanding of Pancasila values in a more applicable and meaningful way. Project-based and reflective learning enables students to better appreciate these values in their daily lives, thereby strengthening their national character.

The final conclusion of this study is that the deep learning model applied in the context of Pancasila education at the elementary school level can positively impact the development of 21st-century competencies and student character. Learning that prioritizes active involvement, collaboration, and reflection can transform Pancasila

education into a more meaningful experience that is relevant to students' daily lives. However, this study also has limitations, particularly related to the limited time for implementing this learning model comprehensively and the limited number of samples studied. Therefore, further research is needed to explore the application of deep learning on a larger scale and in more diverse educational contexts.

Overall, this study's findings indicate that Pancasila education based on deep learning approaches has the potential to improve the quality of education in elementary schools, especially in shaping students who not only understand Pancasila values but are also able to apply them in their lives as critical, creative, and collaborative individuals facing the global and digital challenges of the 21st century.

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