

Application of Think Pair Share (TPS) Media-Assisted Cooperative Learning Model in Pancasila Education Learning for Grade V Students

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ABSTRACT

Learning is a series of learning activities that involve teachers and students. Learning can create a teacher-to-student interaction to improve student competence. This study aims to determine the completeness of learning outcomes in Pancasila Education learning for grade V students of SD Negeri 46 Lubuklinggau after applying a Think Pair Share type cooperative learning model assisted by Flash Card media. The population in this study is all grade V students of SD Negeri 46 Lubuklinggau. Sampling was done using random sampling techniques. Data collection is carried out by test. The data were analyzed using a t-test at a significant level of $\alpha = 0.05$. The results of the study showed that based on the data analysis that had been carried out, the average pre-test score was 45,455 and the average post-test test score was 84,242, so that there was an increase in student learning outcomes of around 38,787 after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. Based on the t-test analysis, a t-table value of $\geq$ was obtained, which was $1,817 \geq 1,714$. This means that H_0 is rejected and H_a is accepted, so it can be concluded that the hypothesis in this study is acceptable. In other words, the learning outcomes of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau were significantly completed after the implementation of the Think Pair Share (TPS) type cooperative learning model assisted by Media Flash Card.

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1. INTRODUCTION

Learning is a series of learning activities that involve teachers and students. Learning can create a teacher-to-student interaction to improve student competence. Stuart (2022:12) stated that learning must also have a clear goal in order to achieve meaningful and appropriate learning. The success of the goals

of a learning can be seen from changes in student competence and behavior. One of them is Pancasila Education learning which requires a form of change in student competence and behavior in a learning that is reflected in Pancasila values.

Pancasila as the ideology and basis of the Indonesian state provides direction to all Indonesian people in carrying out community life. Pancasila knowledge needs to be given from an early age to students in order to become a good society for themselves and their country. In this case, Pancasila plays a role and functions as a guideline for Indonesian citizens on how to behave, behave, and act in family, school, and community life (Marni, 2022:2680). Therefore, Pancasila knowledge needs to be given to students at the elementary school to university levels. In this independent curriculum, Pancasila Education learning is held for students.

Pancasila Education Learning has a mission to form good Indonesian citizens, with noble character, responsibility and love for the homeland and nation. Pancasila Education Learning aims to develop students' knowledge of Pancasila values and their useful application in daily life, Pancasila Education Learning in schools must be student-centered, contextual, demonstration-based, tiered and fun. In this learning, students not only understand the concepts, laws and traditions contained in Pancasila. However, it focuses more on the development of the qualities that can be found in Pancasila values (Dian Rahayu & Hadikusuma Ramadan, 2024:224). This can be achieved through the right learning process in order to provide a deep understanding of Pancasila.

Pancasila Education Learning, especially in elementary schools, aims to develop civic skills in the form of caring for problems and challenges in society (Dewi, 2022:136). So that Pancasila Education learning must be followed by students in carrying out education at school. This requires learning Pancasila Education to be carried out with a student-centered, contextual, demonstration-based, tiered and fun learning process (Obloberdiyevna D S, 2022). Therefore, student participation is influential in the learning process. Pancasila Education learning can be used as an opportunity for teachers to grow and develop students' curiosity naturally. So, that students can develop the ability to solve and respond to a problem that they find in their daily lives. Pancasila Education learning in the delivery of material is still focused on the narrative of definition, students' activities listen more to the material so that boredom and lack of interaction arise Questions and answers (Sulistya et al., 2023:4061). Students are only trained to listen, memorize, and apply the material that has been described. One of them is the material of the Unitary State of the Republic of Indonesia (NKRI).

The material of the Republic of Indonesia in Pancasila Education learning aims to foster awareness of the understanding of national identity and the values that are the basis for the formation of the Republic of Indonesia. In the material on the Republic of Indonesia, there is a discussion about mutual cooperation which is one of the basic values of the formation of the Republic of Indonesia (O'Connor, Ludgate, Le, Le, & Huynh, 2023). Gotong royong activities are often found in community social activities. So that students can see the gotong royong activities in real life. However, students certainly do not fully understand the value of these activities for the integrity of the Republic of Indonesia. Therefore, the learning needs to have active participation of students through class social interaction in order to optimize the process of understanding information (Dewi et al., 2022:2671).

Based on the results of observations and interviews that have been conducted with Mrs. Noni Djunelda Sari and Mrs. Citra Haziariah as grade V teachers of SD Negeri 46 Lubuklinggau, it shows that the low understanding of students in the subject of Pancasila Education and learning activities is still centered on teachers and the absence of active participation from students. According to the class teacher, students do not understand the material because they only accept the material that has been given without asking if the student does not understand the material or has difficulty learning. The

results of observations and interviews with students show that the cause of monotonous learning without active student participation is the attitude of mocking each other when someone asks the teacher or someone answers the wrong answer when the teacher holds a classical question and answer. This causes students to no longer have the confidence to express what they do not understand or what they want to know. So that it results in low learning outcomes of Pancasila Education learning (Mogale & Malatji, 2022).

The learning outcomes of Pancasila Education class V are still relatively low where the percentage of learning outcomes is only 34% complete, namely 15 students out of 44 students with an average classical score of 67.22. Responding to these problems, it is necessary to have learning innovations that are applied in the learning process in order to complete student learning outcomes. The learning innovation is in the form of implementing a new learning model that allows it to overcome student learning problems (Sebsibe, Argaw, Bedada, & Mohammed, 2023). The learning model in question is a Think Pair Share (TPS) type cooperative learning model with the help of Flash Card media.

Based on the description of the problem above, the application of the cooperative learning model type Think Pair Share (TPS) can be an effective way to increase students' understanding and active engagement. According to Stuart (2024:28) Cooperative Learning Model Think Pair Share (TPS) prioritizes students to be able to actively participate in the learning process. In this model, students are given the opportunity to think independently (Think), discuss with his or her partner (Pair), and then share the results of the discussion with the whole class (Share). In this way, students not only passively receive the material, but also engage directly in the learning process. Application Think Pair Share TPS can help reduce students' fear or embarrassment to ask questions or express opinions, as they first speak in small groups which makes them more confident before speaking in front of the class. In addition, this model can also improve social interaction among students, strengthen mutual respect, and reduce ridicule or bullying behaviors that can interfere with the learning process (Aubert, Molina, Schubert, & Vidu, 2017).

By increasing student participation through the Think Pair Share TPS, it is hoped that the learning outcomes of Pancasila Education can increase, as well as create a more fun and meaningful learning experience. According to research Rukmini (2020:2180) Cooperative-type learning model Think Pair Share (TPS) is designed to increase the effectiveness of the learning process, encourage students' active participation in critical thinking, thereby contributing to improved learning outcomes. While research Rahmadani et al. (2024:223) Revealing the learning model Think Pair Share (TPS) encourages active student engagement, makes learning them-centered and improves learning outcomes. This can show that the cooperative learning model type Think Pair Share can be Complete learning outcomes of Pancasila Education in Elementary Schools.

To support learning success with a model of discourse Think Pair Share, the use of media that can enrich students' learning experiences is very necessary. One of the effective media is Flash Card. According to Aqrabah et al. (2024:83) Flash Card is a card containing pictures, text, symbols, or a combination of images and text to support students to be communicative about the learning material. In the context of learning Pancasila Education, the media Flash Card It can be used to display keywords, concepts, or questions that can stimulate discussion among students during learning activities. With the presence of Flash Card, students are not only helped in understanding the material in a more visual and interactive way, but It can also be easier to remember important information learned.

The use of this media can strengthen the learning process, increase student concentration, and create a more interesting and fun atmosphere, so that it can support the achievement of learning goals optimally. According to research Dawn et al. (2022:18) The combination of images and text on the Flash

Card helps students remember the material more effectively through visuals and writing, creating interactive and fun learning with the concept of learning while playing, so that it is not monotonous and can improve learning outcomes (Mulyanto, Gunarhadi, & Indriayu, 2018). This is also revealed by research Suhada (2024:15746) that Media Flash Cards help students remember material more easily due to their attractive and illustrative design, and contain letters or examples that stimulate the brain to remember longer, thus supporting improved learning outcomes.

This study aims to determine the completeness of learning outcomes in Pancasila Education learning for grade V students of SD Negeri 46 Lubuklinggau after applying a Think Pair Share type cooperative learning model assisted by Flash Card media. In other words, the learning outcomes of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau were significantly completed after the implementation of the Think Pair Share type cooperative learning model assisted by Media Flash Card.

2. METHODS

Based on the problems to be researched, this type of research is an experimental research. Experimental research is a study that uses experiments to determine the effect of independent variables on dependent variables. The research design used in this study is a pseudo-experimental design with the category of One Group Pretest-Posttest Design. The design of the pseudo-experiment according to Priadana & Sunarsi (2021:124) is as follows:

Table 1. One Group Pretest-Posttest

Pre-test	Treatment	Post-test
O1	X	O2

Information:

The1: Nilai Pretest

X: The treatment of applying the Think Pair share (TPS) learning model assisted by Flash Card media

The2: Nilai Posttest

The place for this research will be carried out at SD Negeri 46 Lubuklinggau in 2024/2025. The time for this research was carried out in an even semester. The population in this study is 44 students in grade V of SD Negeri 46 Lubuklinggau.

Table 2. Research Population

No.	Class	Student	Female Student	Number of Students
1.	VA	11	11	22
2.	VB	11	11	22
	Sum	22	22	44

Source: Administration & Dapodik Class V SD Negeri 46 Lubuklinggau

The sampling technique of this study is Simple Random Sampling. Researchers will randomly select between classes A and B as the research sample. Sampling was carried out by making a draw from paper written by each class, then the paper was rolled, then the selection was carried out with a lock. Data collection techniques are a strategic step that will be taken in research to obtain data. Without determining data collection techniques, the research will not obtain data that meets the predetermined data standards, namely observation, interviews, documentation, and tests.

3. FINDINGS AND DISCUSSION

This research has been carried out directly by researchers at SD Negeri 46 Lubuklinggau starting from April 24 to May 26, 2025 using one sample class, namely class V B with a total of 22 students, 11 women and 11 men. Before the implementation of the research begins, an instrument test is first carried out which aims to determine the quality of the questions to be used in the research. The trial of the instrument test with a total of 10 questions, was held on April 29, 2025 in grade VI of SD Negeri 46 Lubuklinggau with a total of 21 students on gotong royong material in the surrounding environment. The results of the instrument test were analyzed to determine the level of validity, reliability, difficulty, and differentiating power of the instrument.

This research was carried out in four meetings. The first meeting was used for the implementation of a pre-test which aimed to measure students' initial abilities before participating in learning with a cooperative model of the Think Pair Share type assisted by Flash Card media. The next two meetings were used for the learning process by applying a TPS type cooperative learning model assisted by Flash Card media which was adapted to the teaching module. The last meeting was used for the implementation of the final test (post-test) to find out the level of completeness of students' learning after participating in learning with the model.

Students' Early Abilities

The initial ability referred to in this study refers to the knowledge and skills that students have had before participating in the learning process with a cooperative learning model of the Think Pair Share type assisted by Flash Card media. To find out these initial abilities, students were given a pre-test which was held on May 19, 2025 in class V with a sample of 22 students. The implementation of the pre-test aims to identify the level of students' understanding of the gotong royong material in the surrounding environment before the start of learning.

Table 3. Pre-Test Results Recap

Many Students	Average Score	Baku Junction	Highest Score	Lowest Score	Tuntas	Incomplete
22	45,455	16,214	78	16	2	19

Based on Table 3, information was obtained that the average score of students was 45,455 with a standard deviation of 16,214. The highest score achieved by students is 78, while the lowest score is 16. Out of a total of 22 students, only 2 students have achieved completeness of learning, while the other 19 students have not reached the criteria of completeness. Based on this data, it can be concluded that the learning outcomes of Pancasila Education students before the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media are still in the incomplete category (Lyman, Tredway, & Purser, 2023).

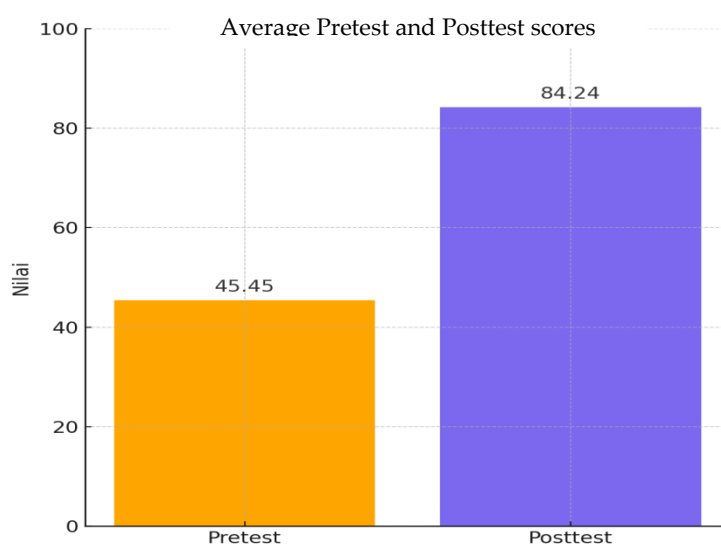
Student Final Ability

The final ability referred to in this study refers to the ability of students to solve problems after participating in the learning process by using a cooperative learning model of the Think Pair Share type assisted by Flash Card media on mutual cooperation materials in the surrounding environment. The final test (post-test) will be held at the fifth meeting, on May 26, 2024, to be precise. The recapitulation of the post-test results in Table 4. follows.

Table 4. Post-Test Results Recapitulation

Many Students	Average Score	Baku Junction	Highest Score	Lowest Score	Conclusion	Incomplete
22	84,242	6,512	87	76	22	0

Based on Table 4, it is known that the average score obtained by students after participating in learning is 84,242 with a standard deviation of 6,512. The highest score achieved by students is 87, while the lowest score is 76. All 22 students achieved learning completeness, so that classical completeness reached 100%. Based on these data, it can be concluded that the learning outcomes of Pancasila Education students have increased after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. This shows that the application of the Think Pair Share type cooperative learning model assisted by Flash Card media is effective in improving the learning outcomes of Pancasila Education to achieve completeness based on the Learning Objective Completeness Criteria (KKTP) of 75. The average pre-test score of 45.455 increased to 84.242 on the post-test, with an average increase of 38.787. This improvement can be seen in the following graph.

**Figure 1.** Average Score Results Pre-test and Post-test

The graph above shows the comparison of the average pretest and posttest scores of students. It can be seen that the average pretest score of 45.45 has increased significantly to 84.24 at the time of the posttest. This shows an increase in student learning outcomes after the implementation of learning treatments or interventions.

Normality Test

The normality test is carried out to find out whether the data obtained is normally distributed or not. This test uses the χ^2 (chi-squared) compatibility test formula. Based on statistical principles, the normality test is carried out at the significance level of $\alpha = 5\%$ with a degree of freedom (dk) of $n - 1$, where n is the sum of the interval classes. A data is said to be normally distributed if the value χ^2 is calculated $< \chi^2$ table. Conversely, if χ^2 counts $\geq \chi^2$ tables, then the data is not normally distributed. Based on the results of the statistical calculation of the normality test for the pre-test data, the calculated χ^2 value was 4.127 and the table χ^2 was 11.070 ($\alpha = 5\%$ and $dk = 6$). Meanwhile, the calculation results for post-test data showed a calculated χ^2 value of 9.726 with the same table χ^2 , which is 11.070. Since the calculated χ^2 value in the pre-test and post-test data is smaller than the χ^2 table, it can be concluded that the two data are normally distributed.

Table 5. Recapitulation of Normality Results of Pre-test and Post-test Data

Test	X2Count	X2Table	Data Normality
Pre-Test	4,127	11,070	Normally Distributed
Post-Test	9,726	11,070	Normally Distributed

Uji Hypothesis

Once it is known that the data is normally distributed, the next step is to test the hypothesis. To test this hypothesis, the z-test formula is used. Based on the results of the data analysis, the results of the hypothesis test for the post-test data are presented in Table 6.

Table 6. Post-Test Results Recapitulation

Test	Stuttgart	Table	Information
Post-test	6,659	1,721	Thitung $\geq$ table, Ha accepted

The statistical hypotheses tested in this study are:

- Ho: The average learning outcome score of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media was less than 75 ($\mu < 75$)
- Ha: The average score of Pancasila Education learning outcomes of grade V students of SD Negeri 46 Lubuklinggau after the Think Pair Share type cooperative learning model assisted by Flash Card media is more than or equal to 75 ($\mu \geq 75$)

Based on the results of the t-test calculation contained in the appendix, the tcal value = 6.659 and ttable = 1.721 was obtained. This means that Ho is rejected and Ha is accepted, so it can be concluded that the hypothesis in this study is acceptable. In other words, the learning outcomes of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau were completed after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media in learning.

This research was carried out for approximately one month, from April 24 to May 24, 2025, and was carried out directly by the author at SD Negeri 46 Lubuklinggau. The purpose of this study is to determine the completeness of the learning outcomes of Pancasila Education for grade V students after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. This research was carried out in four meetings, consisting of one pre-test, two learning meetings using a Think Pair Share type cooperative model assisted by Flash Card media, and one time the implementation of a final test (post-test) which aims to measure student learning outcomes after learning is implemented (Kartini, 2023).

As for after the pre-test is carried out for students, the learning process is then carried out using a cooperative learning model of the Think Pair Share type with the help of Flash Card media. Using the teaching module guide, the researcher conducted the learning process on May 22, 2025. In the initial learning activity, the teacher (author) conveys the learning objectives and motivates students to be actively involved in learning. The teacher (author) explained the material of mutual cooperation in the surrounding environment. Next, the teacher divides students into 5 small groups consisting of 4-5 students in each group (Lascano Pérez & Altamirano Carvajal, 2023).

After the students were divided into groups, the teacher (researcher) distributed the Flash Card to each student. The Flash Card contains pictures and explanations of the material to be studied. Furthermore, teachers also give Student Worksheets (LKPD) to each group. This LKPD is done collaboratively after group members share information obtained from their respective Flash Cards. The

students then discuss in groups to complete the assigned assignment, with the teacher (researcher) acting as a facilitator who guides them in gathering relevant information. After all the groups completed their assignments, they prepared the work to be presented in front of the class by one of the group members (Akinwamide & Oguntade, 2023).

Next, students present the results of their group work, the teacher gives students the opportunity to ask questions related to the material being studied. However, student participation in the learning process is still not optimal. This low activity is caused by changes in learning methods that are different from the conventional method they usually follow, namely the teacher-centered lecture method. As a result, students are not used to being actively involved in learning. In addition, at this meeting, some students also experienced confusion and difficulties, especially in analyzing the information contained on the flash card (Baharun & Ummah, 2018).

At the second meeting which was held on May 24, 2025, the material taught was mutual cooperation in the surrounding environment. Before learning begins, the teacher conveys the learning objectives and motivates the students to be actively involved in learning. Next, the teacher explained the material about mutual cooperation in the surrounding environment and continued with the division of groups that were different from the previous meeting. After that, the teacher gives a Flash Card to each student containing pictures and explanations of the gotong royong material in the surrounding environment.

The teacher asked the students and their groups to discuss each Flash Card that had been obtained. Students and their groups fill out the LKPD that has been distributed. Next, students and their groups made presentations in front of the class to share the information they got with other groups. The other group listened and gave a response to the group who presented in front. The teacher gives students the opportunity to ask questions about material that students do not understand. At this second meeting, several students were already active in learning activities. This can be seen from the responses or responses from several students during learning activities. After that, the teacher invites students to conclude the material that has been studied before.

At the last meeting, a post-test was carried out to see the final ability of students after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media 2 meetings. The post test will be carried out on May 26, 2025. After the post-test was carried out, the researcher analyzed the data that had been obtained. Based on the data analysis that has been carried out, the average pre-test score is 45,455 and the average post-test test score is 84,242, so that there is an increase in student learning outcomes of around 38,787 after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. Students who complete their studies or obtain a score of ≥ 75 in the pre-test test as many as 2 students, while in the post test there were 22 students who completed after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. This shows that the application of the Think Pair Share type cooperative learning model assisted by Flash Card media can complete students' Pancasila Education learning outcomes.

4. CONCLUSION

Based on the results of the research and discussion in the previous chapter, the learning outcomes of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau were significantly completed after the implementation of the Think Pair Share (TPS) type cooperative learning model assisted by Flash Card media. Based on the results of the research and conclusions, the researcher conveyed suggestions for the next author who wants to use the Think Pair Share type cooperative learning model

assisted by Flash Card media It is recommended to be able to do it in other subjects and more specific fields of study. Based on the analysis of the data that has been carried out, the average pre-test score is 45,455 and the average post-test test score is 84,242, so that there is an increase in student learning outcomes of around 38,787 after the implementation of the Think Pair Share type cooperative learning model assisted by Flash Card media. Based on the analysis of the t-test, the tcal value of the ttable $\geq$ was obtained, which was $1.817 \geq 1.714$. This means that H_0 is rejected and H_a is accepted, so it can be concluded that the hypothesis in this study is acceptable. In other words, the learning outcomes of Pancasila Education students in grade V of SD Negeri 46 Lubuklinggau were significantly completed after the implementation of the Think Pair Share type cooperative learning model assisted by Media Flash Card.

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