



# Implementation of the Values of the Third Principle of Pancasila through Deep Learning-Based Learning with Baamnoozle Media

Fadhilah Aini<sup>1\*</sup>, Nurul Husna<sup>2</sup>

<sup>1</sup> Universitas Pendidikan Indonesia, Bandung, Indonesia

<sup>2</sup> Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia

\*Corresponding Author: fadhilahaini.25@upi.edu

## Abstrak

This research aims to examine the implementation of the values of the third principle of Pancasila, namely the Unity of Indonesia, through deep learning-based instruction utilizing the interactive Baamboozle media. The background of this study lies in the importance of internalizing the value of unity in national life, particularly within Indonesia's diverse society. However, the teaching of Pancasila values in schools is still often conducted conventionally, making it less engaging and less effective in instilling the character of unity among students. This study employed a descriptive qualitative method with stages including planning, implementation, observation, interviews, and documentation in extracurricular RAM classes. The results show that the integration of deep learning—which emphasizes mindful, meaningful, and joyful learning—with Baamboozle media can enhance students' understanding, motivation, and active engagement in internalizing the value of unity. Baamboozle, as an interactive edugame platform, proved effective in creating a collaborative and enjoyable learning atmosphere, enabling students to more easily understand and apply the value of unity in daily life. This research recommends the utilization of innovative, technology-based learning models to strengthen character education and foster a spirit of unity among Indonesia's younger generation.

**Keywords:** Pancasila; Deep Learning; Baamboozle.

## INTRODUCTION

Indonesia is a country rich in ethnic, religious, racial, and cultural diversity; therefore, unity and national cohesion are the main foundation for maintaining state integrity. The values of Pancasila, particularly the third principle, "The Unity of Indonesia," play a central role in fostering a national character that is tolerant, respectful of differences, and upholds the spirit of nationalism (Adib et al., 2023).

Pancasila serves as the ideological foundation and basis of national and state life in Indonesia. The term "Pancasila" originates from Sanskrit, where *panca* means five and *sila* means principle. Juridically and constitutionally, Pancasila holds the position of the nation's worldview, the foundation of the Republic of Indonesia, and the national ideology (Muhammad et al., 2023). As the nation's worldview, Pancasila functions as a pillar of noble values in accordance with the norms embraced by Indonesian society and must be applied in daily life across various aspects. In the historical context of nation-building, Pancasila has served as the spirit and soul of the Indonesian people. It has guided society toward a better and more peaceful life, creating justice, prosperity, and welfare amidst diversity (Muhammad et al., 2023).

The third principle of Pancasila, the Unity of Indonesia, reflects the essence of humans as both individuals and social beings (Kamdani et al., 2025). In national life, the state is a community formed by the coexistence of people with all their differences—ethnicity, religion, race, social class, and groups. These differences are natural and unique to each individual, yet form the basis of the state. Despite diversity, Indonesia remains one indivisible entity.

The third principle, inspired by the first and second principles, requires nationalism and religious nationalism as the foundation for achieving strong unity (Talita & Yakobus, 2024). To realize a united nation,



a strong sense of nationalism is required, aimed at uniting all elements of the nation. The meaning of unity involves collective movement in diversity, shared struggle, and nurturing patriotism to form a complete Indonesian identity. Hence, every citizen must love Indonesia and appreciate its diversity as a national treasure.

However, in many educational institutions in Indonesia, the understanding and practice of Pancasila's values—particularly the third principle on Unity—remain suboptimal (Sari, 2018). Many students have yet to fully comprehend the meaning of unity in diversity, especially in the midst of increasing social complexity. Pancasila education is often delivered conventionally, making it less engaging and less effective in encouraging active student involvement. Meanwhile, digital learning media have not been fully utilized to support the internalization of national values. Interactive media such as Baamboozle, which facilitates deep learning-based education, remain underused despite their potential to enhance student motivation and deeper understanding.

This issue is crucial, as unity and cohesion are key to social stability and national progress. If young generations fail to understand and embody the value of unity, the risk of social conflict based on ethnic, religious, or cultural differences may increase (Khasanah et al., 2022). Such conditions threaten national integrity and hinder development. Therefore, Pancasila education must be delivered effectively and attractively to build a strong and united national character.

Alongside these challenges, education must innovate to align with the needs of today's dynamic youth. One approach gaining attention is deep learning. In education, deep learning goes beyond memorization or rote exercises; it emphasizes deep understanding, real-world application, critical thinking, and problem-solving skills (Acim et al., 2024). This model encourages students to actively explore, connect knowledge across disciplines, and relate it to real-life contexts.

The implementation of Pancasila's third principle through deep learning, supported by interactive media such as Baamboozle, is vital for strengthening character education in Indonesia. This approach not only enhances students' conceptual understanding but also trains them to actively and critically apply the value of unity in everyday life. Thus, innovative learning media can become a strategic solution for fostering patriotism and unity among the younger generation, ultimately reinforcing social integration and national strength.

At the same time, technology-based learning media such as Baamboozle have gained popularity for creating interactive, enjoyable learning environments that motivate students to participate actively. As an edugame platform, Baamboozle enables collaborative learning through educational games, not only boosting student motivation and interest but also developing critical thinking, communication, and teamwork skills. Research shows that this media is effective in increasing participation, enthusiasm, and learning outcomes across educational levels.

Previous studies have examined the implementation of Pancasila's third principle in educational contexts. For example, Dwi et al. (2023) highlighted the application of Pancasila's foundational values, particularly unity, in fostering harmony amidst Indonesia's diversity. Another study on deep learning in civic education, based on Ki Hajar Dewantara's vision, found that integrating deep learning provides more personal and meaningful learning experiences while helping students effectively internalize Pancasila's values (Disya & Intan, 2025). This approach also accommodates contextual and culturally relevant education, thereby strengthening students' national character. Putri et al. (2022) emphasized that deep learning promotes mindful, meaningful, and joyful learning, though its application requires teacher readiness and curriculum adaptation for 21st-century needs.

This study's uniqueness lies in combining the third principle of Pancasila—Unity of Indonesia—with deep learning methods supported by the interactive Baamboozle platform. While many studies have addressed deep learning or Pancasila values in education separately, this research specifically integrates deep learning with digital interactive media to internalize unity within Indonesia's diversity. By incorporating the three pillars of deep learning—mindful, meaningful, joyful learning—with game-based interaction, this approach is expected to enhance motivation, deepen understanding, and foster effective practice of unity among students.

Previous studies show that deep learning has significant potential for improving the quality of education and internalization of Pancasila values, but challenges remain, including limited contextual adaptation, teacher preparedness, and a lack of engaging media. Similarly, while platforms such as Baamboozle are recognized as effective educational tools, little research has examined their specific role in teaching the third principle of Pancasila within deep learning frameworks. This gap highlights the need for integrating interactive digital media with deep learning to strengthen the contextual and practical internalization of unity.

This research contributes by developing a learning model that integrates Pancasila's third principle into a deep learning curriculum using Baamboozle. It aims to fill the gap in the use of interactive digital media targeted at internalizing Indonesia's value of unity. The study also explores implementation strategies adapted to students' characteristics and local cultural contexts, ensuring that learning is not only theoretical but also practical and enjoyable. Hence, this study is expected to provide practical solutions for strengthening character education and cultivating unity among Indonesia's young generation.

Based on this background, this research focuses on implementing the values of the third principle of Pancasila through deep learning with Baamboozle media. The study is expected to contribute significantly to developing learning strategies that instill the value of unity in Indonesia in contextual, innovative, and relevant ways for today's learners.

## RESEARCH METHODS

This study employed a descriptive qualitative approach aimed at describing the process and outcomes of implementing the values of the third principle of Pancasila through deep learning-based instruction using Baamboozle media in the RAM extracurricular class during the even semester. The research was conducted through several stages, namely: (1) planning, which involved preparing lesson plans (RPP) integrating the values of the third principle of Pancasila and the use of Baamboozle media; (2) implementation of learning over four meetings, each lasting  $2 \times 35$  minutes, which included discussions on the values of unity and integrity as well as interactive quizzes using Baamboozle; (3) observation of student activities related to participation, collaboration, and understanding of Pancasila values; (4) semi-structured interviews with randomly selected students and the teacher regarding their learning experiences; and (5) documentation in the form of photos, videos, and student work during the lessons.

The instruments used included student activity observation sheets, interview guides, and learning documentation records. Data collection techniques comprised direct observation, interviews, and documentation. Data were analyzed qualitatively through the stages of data reduction, data presentation in the form of narratives and interview excerpts, and drawing conclusions on the effectiveness of implementing the third principle of Pancasila through deep learning using Baamboozle media. Data validity and reliability were ensured through source and technique triangulation.

## RESULT AND DISCUSSION

The Deep Learning curriculum in Civic and Pancasila Education (PPKn) is a highly relevant approach in today's educational era. Deep Learning emphasizes profound understanding and the development of students' critical thinking skills, making learning more personalized and preparing students to face the challenges of a complex, technology-driven world (Acim et al., 2024). This approach aligns with the objectives of PPKn, which seeks to cultivate active citizens who are aware of their rights and responsibilities and who act responsibly within a democratic society. However, mastery of technology without the foundation of civic values and character may result in apathetic and immoral citizens.

Integrating PPKn with the Deep Learning curriculum enables students to deeply internalize Pancasila values and apply them in daily life, ensuring that education focuses not only on knowledge acquisition but also on the development of critical thinking skills and active participation in society. This approach also

incorporates local cultural values in line with Ki Hadjar Dewantara's philosophy, which emphasizes the importance of character education and local wisdom in shaping national identity. Thus, the Deep Learning curriculum in PPKn can enhance the quality of civic education in Indonesia by integrating Pancasila values, active learning methods, and effective use of technology (Megasari & Nurhidayah, 2025). In short, Deep Learning in PPKn not only increases knowledge but also equips students with the skills to become intelligent, moral, and responsible citizens in a complex, technology-based democratic society. For further explanation of Deep Learning and its application, see Table 1 below.

**Table 1.** Elements of Deep Learning and Their Relevance in Education

| Learning Element    | Explanation   | Potential Application  |
|---------------------|---|--|
| Mindful Learning    | This approach encourages students to be fully aware of their own learning process while creating a learning environment that adapts to each individual's needs. | Personalized learning aligned with students' learning styles can increase their classroom motivation; however, its implementation requires intensive teacher training to ensure that the method is applied effectively and appropriately to students' needs. |
| Meaningful Learning | Learning that connects knowledge with students' real-life experiences makes the material more relevant and significant in their daily lives.                    | Provides students with opportunities to understand the practical benefits of lessons; however, this requires a more context-based curriculum that is relevant to their lived experiences.  |
| Joyful Learning     | Learning designed to be enjoyable aims to reduce stress levels while increasing students' emotional engagement with the material being studied.                 | This can be highly beneficial in reducing test anxiety, but the main challenge lies in creating enjoyable learning environments in schools with limited facilities.  |

This table provides an illustration of how each aspect of Deep Learning can be implemented in the educational context, as well as the potential positive impact it may have on the quality of learning. Each element of Deep Learning—such as Mindful Learning, Meaningful Learning, and Joyful Learning—offers opportunities to enrich students' learning experiences, ranging from enhancing conceptual understanding to fostering motivation and critical thinking skills that are relevant to real-life situations.

**Mindful Learning.** Mindful Learning is a learning approach that requires students to be fully present and aware during every stage of the learning process. This approach integrates the principle of mindfulness, namely the ability to focus on the present moment without judgment, enabling students to better regulate their emotions and thoughts while learning (Khairanis & Aldi, 2024). In the context of internalizing the values of Pancasila's third principle—Unity of Indonesia—Mindful Learning helps students to be more reflective in understanding the importance of unity and cooperation without rushing to judge differences around them. Through the use of interactive media such as Baamboozle, learning activities can be designed not only to deliver information passively but also to actively engage students in paying attention, experiencing, and reflecting on the value of unity in simulated real-life situations. Consequently, students can internalize the value of unity more deeply and emotionally, strengthening their intrinsic motivation to apply it in daily life.

Moreover, Mindful Learning emphasizes student-centered experiences and emotional regulation, thereby reducing stress and anxiety often caused by academic pressures (Krismayanti, 2024). This is particularly relevant in Indonesia, where many students face exam stress and heavy academic demands. By applying mindful learning with Baamboozle media, students are encouraged to enjoy the process of learning, remain open to new perspectives, and learn from mistakes without fear or excessive stress. However, the success of implementing Mindful Learning greatly depends on teacher readiness in facilitating student

mindfulness. Continuous teacher training is essential so that mindfulness techniques—such as focus exercises or reflection—can be effectively integrated into the use of Baamboozle.

**Meaningful Learning.** Meaningful Learning emphasizes the importance of connecting instructional content with students' real-life contexts, making knowledge more relevant and easier to understand. This aligns with Piaget's constructivist theory (2005), which argues that contextual and relevant learning is more effective in building student understanding (Hutagaol, 2013). In Indonesia, particularly in implementing the values of Pancasila's third principle, Meaningful Learning becomes highly strategic. By employing Deep Learning with Baamboozle media, lessons on unity can be directly linked to students' social experiences and environments. For instance, interactive media enables students to explore real-life scenarios reflecting unity, tolerance, and cooperation among Indonesia's diverse groups. Thus, students not only learn theoretical concepts but also internalize Pancasila values more profoundly and contextually.

Research on the implementation of the third principle has shown that strengthening national awareness and unity can be effectively achieved through educational approaches that connect content to local culture and students' daily experiences (Wulansari et al., 2025). Baamboozle, as an interactive learning platform, facilitates this by providing relevant and engaging content, thereby enhancing student participation in Deep Learning-based Civic and Pancasila Education. Furthermore, integrating technology in this way supports the personalization of learning materials to suit students' needs and levels of understanding, making the internalization of unity values more effective and meaningful. This approach ensures that students not only grasp abstract concepts of unity but are also able to apply them in their everyday social lives, in line with Ki Hadjar Dewantara's vision of education that emphasizes character formation and local wisdom.

**Joyful Learning.** Joyful Learning is a learning approach that emphasizes creating a pleasant, engaging, and stress-free environment in which students can learn with enthusiasm and without fear. Research by Muhammad and Wahyudi (2024) and others shows that enjoyable learning experiences can increase students' intrinsic motivation while reducing stress and anxiety during the learning process. In the context of Pancasila's third principle—Unity of Indonesia—Joyful Learning can foster students' confidence and openness to diversity, thereby strengthening the internalization of unity values through positive and interactive learning experiences. Using Baamboozle in Deep Learning-based instruction, teachers can design engaging activities such as interactive quizzes, educational games, and group discussions that encourage active participation. These activities make learning more dynamic and enjoyable, reducing boredom and helping students absorb lessons about unity more effectively. Humor, ice-breaking, and varied learning methods integrated into Baamboozle can also significantly enhance concentration and student engagement.

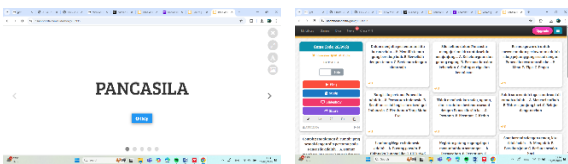
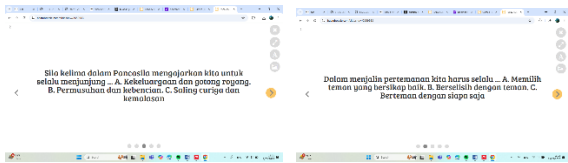
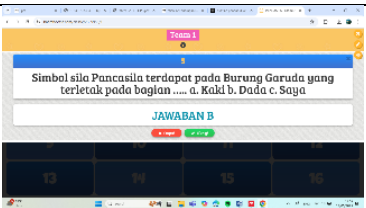
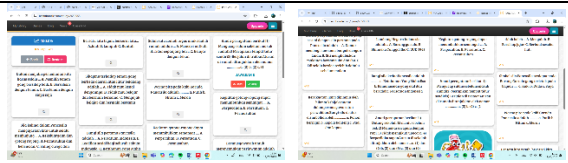
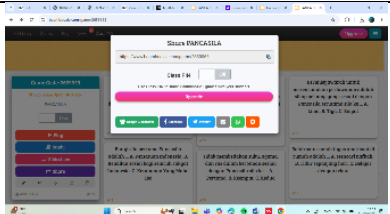
The implementation of Joyful Learning through Baamboozle can also address the academic pressure commonly experienced by Indonesian students, particularly when facing exams and heavy school workloads. In a fun and supportive classroom atmosphere, students feel more relaxed and motivated to learn, which ultimately improves academic achievement while nurturing a character that values harmony and diversity. However, the successful application of Joyful Learning requires teachers to be creative in lesson design and supported by adequate school resources. Teacher training and resource provision are critical factors to ensure that Baamboozle and Joyful Learning approaches can be optimized effectively (Atmojo et al., 2025).

**Implementation of Deep Learning in Teaching.** One form of implementing deep learning in the teaching of the values of Pancasila's third principle—Unity of Indonesia—can be achieved through the use of interactive media such as *Baamboozle*. This platform allows teachers to design engaging and student-centered learning activities that promote critical thinking, collaboration, and reflection. By integrating Baamboozle into the learning process, students are not only exposed to theoretical knowledge but also encouraged to apply the values of unity in interactive and enjoyable contexts.

The following table presents the main elements of the Baamboozle game, along with explanations of how each element is utilized during the learning process to strengthen students' understanding of the concept of national unity in Indonesia. The implementation of deep learning through these elements is illustrated in Figure Table 1 below:



**Figure Table 1.** Elements of Baamboozle Game and Their Explanations

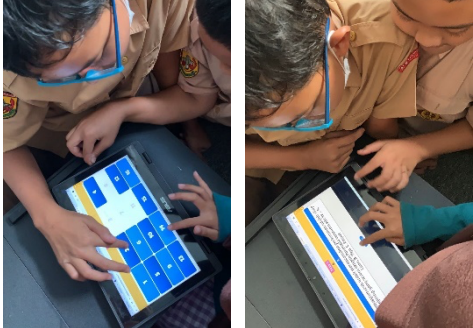
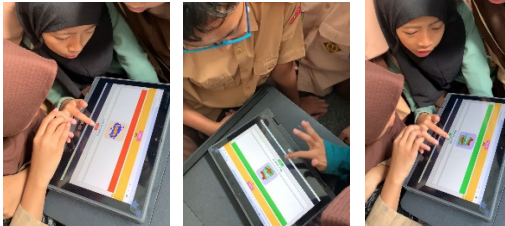
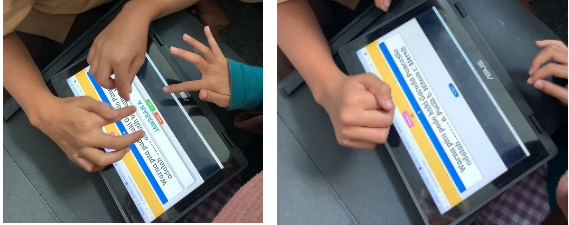
| Figure  | Explanation  |
|---|--|
|    | In the initial stage, the teacher introduces the topic of Pancasila, with a particular focus on the third principle (Unity of Indonesia). Students are familiarized with the fundamental concepts of Pancasila through a presentation and preliminary activities in Baamboozle designed to build their foundational knowledge. |
|    | Students are guided to understand the meaning of unity by reading, reflecting, and discussing examples of the application of the third principle of Pancasila in everyday life. The teacher provides stimulating questions to encourage students to reflect on their personal experiences related to unity.                    |
|    | The teacher then activates the interactive game using Baamboozle. Students are divided into groups or teams and take part in a quiz containing questions about the values of unity, examples of attitudes that reflect unity, and their practical applications.  |
|   | Students are presented with real-life cases or problem situations related to unity within the school or community environment. They are encouraged to engage in group discussions, analyze the issues, and collaboratively propose solutions.  |
|  | After completing the activities, the teacher and students jointly reflect on the learning process. Students evaluate their understanding and attitudes toward the value of unity, while the teacher provides constructive feedback.  |

After understanding the fundamental concepts and characteristics of Deep Learning, which encompass mindful, meaningful, and joyful learning as presented in the first table, the following table provides a concrete illustration of how these three aspects are practically implemented in teaching the values of the third principle of Pancasila through the use of Baamboozle media. Accordingly, the second table outlines the sequential stages of learning that integrate these principles—starting from the introduction of the material, reflection, interactive activities, critical discussion, and concluding with evaluation and final reflection. This approach ensures a learning experience that is not only deep and meaningful but also enjoyable and motivating, thereby enabling students to effectively internalize the value of national unity. The implementation is illustrated in Figure Table 2 below.

This study demonstrates that the implementation of the values of the third principle of Pancasila—Unity of Indonesia—through deep learning-based instruction with the use of Baamboozle media is effective in enhancing students' understanding and internalization of unity. The interactive and enjoyable nature of Baamboozle successfully captured students' interest, making them more active and emotionally engaged in the learning process. This finding aligns with the principles of deep learning, which emphasize mindful, meaningful, and joyful learning, ensuring that students not only memorize concepts but also apply them in their daily lives. These results support previous research suggesting that the use of interactive digital learning

media can increase student motivation and learning outcomes. However, this study adds a new dimension by specifically integrating the third principle of Pancasila—an area that has rarely been examined in depth within the context of deep learning. Thus, this research enriches the literature on character education and educational technology in Indonesia.

**Figure Table 2.** Implementation of the Baamboozle Game for Students

| Figure  | Explanation   |
|---|---|
|    | <ul style="list-style-type: none"> <li>• The teacher uses Baamboozle's interactive features to create simulations or games centered on the theme of unity.</li> <li>• Students not only answer questions but are also encouraged to engage in discussions, reflect, and share their real-life experiences related to unity.</li> <li>• This process helps students internalize the value of unity both emotionally and reflectively.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• The teacher creates questions or games in Baamboozle that are relevant to students' real-life contexts, such as cases of unity in school or the community.</li> <li>• Students are encouraged to connect the concept of unity with their personal experiences, making the material feel more "alive" and meaningful.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• The teacher utilizes the game, quiz, and competition features in Baamboozle to create an engaging and interactive learning atmosphere.</li> <li>• Students learn the value of unity through team-based games, allowing them to directly experience the importance of cooperation and togetherness.</li> </ul>  |

Baamboozle created a fun and interactive learning environment that supports a deep learning approach. Students learned through educational games that were both challenging and entertaining, which reduced stress while increasing their emotional involvement. Nevertheless, the effectiveness of this medium also depends on teacher readiness in managing the learning process and students' ability to access technology. Limited facilities in some schools remain a challenge that must be addressed.

The deep learning approach applied in this study enabled students not only to understand the concept of unity theoretically but also to internalize it through reflection, discussion, and real-world application. Consequently, unity became part of their attitudes and behaviors, which is crucial for maintaining national integrity amidst diversity. This indicates that deep learning can serve as an effective strategy for character education based on Pancasila values. The study also identified several challenges, including the lack of intensive teacher training to optimize the use of Baamboozle, limited technological infrastructure in certain schools, and the persistence of a conventional curriculum that hinders more contextual and interactive deep learning practices. Therefore, support from various stakeholders is needed to overcome these barriers, such as teacher training, provision of technological facilities, and curriculum reforms that foster innovative learning.

This research contributes to bridging the gap between theory and practice in teaching Pancasila values—particularly the third principle—through the use of innovative learning technologies. The developed

learning model can serve as a reference for educators in effectively and attractively integrating unity values, thereby making character education in Indonesia more optimal and relevant to current developments. The findings of this study also imply the necessity for educational policies that support the use of interactive digital learning media such as Baamboozle in the teaching of Pancasila values. Furthermore, continuous teacher training should be prioritized to ensure effective implementation of deep learning methods. Curriculum development must also be contextualized and responsive to students' needs and socio-cultural challenges. In this way, character education can be implemented effectively and sustainably, strengthening the unity and cohesion of the Indonesian nation.

## CONCLUSION

Pancasila, as Indonesia's state foundation, national ideology, and worldview, plays a crucial role in uniting a diverse society and shaping the nation's moral character. The third principle, Unity of Indonesia, serves as one of the strongest pillars of national identity, emphasizing shared interests, sacrifice, patriotism, national pride, global order, and collective harmony. This study shows that the implementation of the third principle can be effectively carried out through deep learning supported by interactive media such as Baamboozle. By applying mindful, meaningful, and joyful learning, students not only gain conceptual understanding but also actively internalize and practice the values of unity in their daily lives. Interactive edugames foster collaboration, critical thinking, and communication, making character education more engaging and relevant for today's generation. Thus, integrating the values of Pancasila into deep learning with digital media provides a strategic solution to strengthen character education, cultivate nationalism, and reinforce unity among Indonesia's youth. This research also highlights the importance of teacher training and institutional support to ensure the sustainable implementation of innovative learning models aligned with the needs of the modern era.

## REFERENCES

- Acim, A., Maysuri, T., & Sopacua, J. (2024). Pengaruh Penerapan Model Pembelajaran Project Based Learning Dalam Upaya Meningkatkan Hasil Belajar Pada Sma Negeri 3 Maluku Tengah. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 9(4), 566–580. <https://doi.org/10.24815/jimps.v9i4.32918>
- Adib, I. A., Muhammad, A.-K. R., & Elsa, F. S. (2023). Implementasi Makna Nilai Pancasila Sila Ke-3. *Indigenous Knowledge*, 2(5), 375–380.
- Atmojo, I. R. W., Muzzazinah, M., Ekawati, E. Y., Triastuti, R., Isnantyo, F. D., Sukarno, S., & Ramadian, R. K. (2025). Pelatihan Implementasi Pendekatan Pembelajaran Deep Learning untuk Meningkatkan Kompetensi Pedagogik Guru SD di Kota Surakarta. *Jurnal Pengabdian UNDIKMA*, 6(1), 123–131. <https://doi.org/10.33394/jpu.v6i1.14507>
- Disya, D. N., & Intan, I. M. (2025). Implementasi Deep Learning Sebagai Inovasi Pembelajaran PPKn Menurut Visi Pendidikan Ki Hadjar Dewantara. *Jurnal Pembelajaran Dan Ilmu Civic*, 11(2), 1–11.
- Dwi, A., Nur, R., Aidah, C. J., & Fadhila, R. N. (2023). Implementasi Nilai Pancasila Sila Ketiga Dalam Kehidupan Bermasyarakat. *Indigenous Knowledge*, 2(5), 388–394.
- Hutagaol, K. (2013). Pembelajaran Kontekstual Untuk meingkatkan Kemampuan Representasi Matematis Siswa Sekolah Menengah Pertama. *InfinityJ Urnal Ilmiah Program Studi Matematika STKIP Siliwangi Bandung*, 2(1), 85–99.
- Kamdani, K., Muhammad, D. R., & Muhammad, A. A. (2025). Pancasila sebagai Paradigma Kehidupan dalam Bermasyarakat Bernegara. *Jurnal Kajian Dan Penelitian Umum*, 3(1), 274–284. <https://doi.org/10.47861/jkpu-nalanda.v3i1.1547>
- Khairanis, R., & Aldi, M. (2024). Peran Mindfulness Berbasis Islam terhadap Kesejahteraan Psikologis Siswa di Era Digital. *Akhlak: Journal of Education Behavior and Religious Ethics*, 1(2), 90–104.



- Khasanah, I. L., Kurnia, H., Lestari, D., & Sari, T. Y. (2022). Memahami Konsep Bela Negara dan Pentingnya Diseminasi Kepada Generasi Muda. *Academy of Social Science and Global Citizenship Journal*, 2(1), 33–44. <https://doi.org/10.47200/aossagcj.v2i1.1839>
- Krismayanti, Y. (2024). Penerapan Pembelajaran Berbasis Mindfulness Untuk Pengembangan Etika Siswa Sekolah Dasar. *Education Journal Of Bhayangkara*, 30(10), 174–180.
- Megasari, I. I., & Nurhidayah, D. D. (2025). Implementasi Deep Learning Sebagai Inovasi Pembelajaran PPKn Menurut Visi Pendidikan Ki Hadjar Dewantara. *Jurnal Pembelajaran Dan Ilmu Civic*, 11(2), 1–11.
- Muhammad, A., Ma'ruf, M., & Rahmat, H. K. (2023). Pancasila dalam Konteks Kenegaraan Republik Indonesia: Sebuah Kerangka Konseptual. *Trends in Applied Sciences, Social Sciences, and Education* |, 1(2), 59–68.
- Muhammad, A., & Wahyudi, H. (2024). Motivasi Belajar: Kunci Pengembangan Karakter dan Keterampilan Siswa. *Uluwul Himmah Education Research Journal*, 1(1), 1–15. <https://irbijournal.com/index.php/uherj/index>
- Putri, R., Ardiansyah, S. S., Kurnia, H., Sari, M. I., Fierna, M., & Janvierna, L. P. (2022). Penerapan Deep Learning dalam Pendidikan di Indonesia. *Proseding Seminar Nasional Pendidikan Pancasila Dan Kewarganegaraan Universitas Pamulang*, 2, 90–102.
- Sari, M. (2018). Pengaruh Pembelajaran Nilai-Nilai Pancasila Terhadap Prilaku Mahasiswa Di STIK Bina Husada. *Jurnal Ilmiah P2M STKIP Siliwangi*, 5(2), 75–84.
- Talita, S., & Yakobus, N. (2024). Memahami Sila Persatuan dalam Konteks Keberagaman di Indonesia. *RISOMA: Jurnal Riset Sosial Humaniora Dan Pendidikan*, 2(4), 116–126. <https://doi.org/10.62383/risoma.v2i4.132>
- Wulansari, F., Nurdin, E. S., & Ruyadi, Y. (2025). Penguatan Karakter Pancasila melalui Keteladanan Guru Pendidikan Kewarganegaraan. *Pancasila: Jurnal Keindonesiaan*, 5(1), 35–53. <https://doi.org/10.52738/pjk.v5i1.736>

