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**Cultivating the Spirit of Unity from an Early Age:
Internalizing the Values of the Third Preceptions
of Pancasila in Students of Elementary School**

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ABSTRACT

This study investigates the integration of Artificial Intelligence (AI) in Madrasah learning to improve the quality of education. The main issue addressed is how AI-assisted learning media can help Madrasah students understand the learning material, foster creativity, and enhance communication skills. The purpose of this study is to explore the impact of AI-based media on the learning process and student learning outcomes in Madrasah. This research employs a mixed-methods approach with qualitative analysis assisted by NVivo to explore the experiences of students and teachers in using AI technology. The findings indicate that AI media significantly facilitates the understanding of learning materials, encourages student creativity, and improves their ability to communicate both verbally and non-verbally. The impact of AI media not only supports the improvement of the quality of learning but also provides a more interactive and personalized learning experience. The implications of this research show that while AI technology holds great potential, access to technological infrastructure and data security for students remain major challenges. This study recommends further research and the development of policies that support equitable access and data protection for more effective AI implementation in Madrasah.

ABSTRAK

Penelitian ini mengkaji pengintegrasian kecerdasan buatan (AI) dalam pembelajaran madrasah untuk meningkatkan kualitas pendidikan. Permasalahan utama yang diangkat adalah bagaimana media pembelajaran berbantuan AI dapat membantu siswa madrasah memahami materi ajar, mengembangkan kreativitas, dan meningkatkan kemampuan komunikasi. Tujuan penelitian ini adalah untuk mengeksplorasi dampak penggunaan media berbasis AI terhadap proses pembelajaran dan hasil belajar siswa madrasah. Penelitian ini menggunakan metode campuran dengan analisis kualitatif berbantuan NVivo untuk mengeksplorasi pengalaman siswa dan guru dalam penggunaan teknologi AI. Hasil penelitian menunjukkan bahwa media AI secara signifikan memfasilitasi pemahaman materi ajar, mendorong kreativitas siswa, serta meningkatkan kemampuan mereka dalam berkomunikasi secara verbal dan non-verbal. Dampaknya, media AI tidak hanya mendukung peningkatan kualitas pembelajaran, tetapi juga memberikan pengalaman belajar yang lebih interaktif dan personal. Implikasi dari penelitian ini menunjukkan bahwa meskipun teknologi AI memiliki potensi besar, akses terhadap infrastruktur teknologi dan keamanan data siswa masih menjadi tantangan utama. Penelitian ini merekomendasikan penelitian lanjutan serta pengembangan kebijakan yang mendukung akses yang merata dan perlindungan data untuk implementasi AI yang lebih efektif di madrasah.

INTRODUCTION

In the context of a multicultural society like Indonesia, the value of unity plays a vital role in maintaining social stability and national integration. The Third Principle of Pancasila, namely the Unity of Indonesia, is not only a basic principle in the life of the nation and state, but also a normative basis for the formation of an inclusive and harmonious citizenship identity. However, challenges to the value of unity are increasingly emerging along with increasing social fragmentation, identity-based polarization, and weakening national solidarity in various levels of society. This phenomenon is increasingly worrying when it emerges among the younger generation, who should be the successors to the noble values of nationality (Purnasari & Mustaqorina, 2024).

Basic education has a strategic role in responding to these challenges through the process of internalizing national values from an early age. Madrasah Ibtidaiyah, as a basic educational institution that combines religious and national dimensions, has a unique and important position in shaping the character and social awareness of students. With a holistic and contextual approach, the value of unity can be instilled not only as declarative knowledge, but also as a life value that is manifested in everyday behavior (Anggriani & Puspitasari, 2022). Therefore, efforts to foster a spirit of unity through internalization of the Third Principle of Pancasila in elementary madrasahs are an essential step in building a solid and sustainable national foundation.

Although the values of Pancasila have long been an integral part of the educational curriculum in Indonesia, its implementation in the context of learning, especially at the elementary madrasah level, still faces various serious challenges. Internalization of the value of the Unity of Indonesia as a representation of the Third Principle of Pancasila often stops at the cognitive aspect, in the form of memorizing texts or conceptual understanding, without being accompanied by a pedagogical approach that touches on the affective and psychomotor domains of students. As a result, the value of unity is not manifested in real terms in student behavior, both in the school environment and in broader social interactions (Annisa, *et.al.*, 2021).

In addition, the learning model used in elementary madrasahs tends to be normative and uniform, without considering the local socio-cultural context which can actually be an effective means of bringing the values of unity to life. The lack of integration between teaching materials and the reality of students' lives makes efforts to strengthen national character less relevant and have no significant impact (Saputra, *et.al.*, 2024). This shows an urgent need to design learning strategies that are not only informative, but also transformative, in instilling the values of Indonesian Unity from an early age.

This study aims to explore and identify effective strategies in internalizing the value of the Unity of Indonesia contained in the Third Principle of Pancasila in the madrasah ibtidaiyah environment. Specifically, this study seeks to understand the pedagogical approach that can foster a spirit of unity among students, by integrating national values into teaching and learning activities based on character and social values. Through this study, it is expected that relevant and applicable learning models can be found to strengthen students' understanding of the importance of unity, both in social and national contexts.

In addition, this study also aims to develop a conceptual framework that can be a guide for educators in implementing a more holistic method in instilling the value of unity. Thus, it is hoped that this study can provide a significant contribution to the development of an educational curriculum that prioritizes the formation of an inclusive and tolerant national character, as well as having a positive impact on strengthening social cohesion in a pluralistic Indonesian society.

Although there have been many studies that discuss character education and the internalization of Pancasila values in the context of education in Indonesia, most of these studies still tend to suggest a general approach, without specializing in the aspect of internalizing the value of the Unity of Indonesia (the Third Principle of Pancasila) at the elementary madrasah

level (Suryani, *et.al.*, 2023). Much of the existing literature focuses on teaching Pancasila as a whole, without mapping in depth how the value of unity can be implemented contextually at the elementary education level, especially in the madrasah ibtidaiyah environment which integrates religious and national education (Dea, 2025). This gap indicates the importance of more specific research that can bridge the understanding of the application of the value of unity in the context of religion-based education.

In addition, previous studies generally adopted a top-down theoretical approach, with little room for the development of methods that are more based on students' real experiences, and did not sufficiently accommodate the social and cultural diversity that exists in society. In this case, a more participatory and contextual approach to internalizing the value of unity needs to be developed, considering the local diversity that is an inseparable part of students' lives (Junaidi & Assya'bani, 2022). This study aims to fill this gap by offering a more applicable approach, based on the needs and realities faced by elementary madrasah students in the context of pluralistic national education.

This study offers a significant contribution to enriching the literature on character education and internalization of Pancasila values, especially in the context of elementary madrasahs, which have not received much attention in academic studies. The focus on internalization of the value of the Unity of Indonesia (the Third Principle of Pancasila) at the level of religious-based elementary education is a relatively new aspect and has not been studied in depth. The approach carried out in this study, which combines cognitive, affective, and psychomotor dimensions in learning the value of unity, provides a more holistic and applicable perspective in teaching national values in elementary madrasah environments.

Furthermore, this study provides a strong justification for developing a value-based education model that is more responsive to local social and cultural contexts. By aligning the national education curriculum with the specific needs of students from diverse backgrounds, this study is expected to provide real contributions to the development of education policies in Indonesia. In addition, the resulting model is expected to be a reference for educators and policy makers to strengthen the values of unity and nationality among the younger generation, in order to build a more inclusive and harmonious Indonesia.

METHOD

This study uses a qualitative approach with a case study research type that aims to explore and deeply explore how the internalization of the value of the Unity of Indonesia (the Third Principle of Pancasila) can be applied in learning in elementary madrasahs. The qualitative approach was chosen because it allows a deeper understanding of the social phenomena that occur in the practice of character education, especially in the context of madrasahs that combine religious and national education. This study focuses on the development of a holistic and contextual pedagogical model in instilling the value of unity among students.

Research Background

This research was conducted in several elementary madrasahs in Kendari City, which were chosen as research locations due to the diverse social and cultural characteristics of the area, as well as the diversity reflected in the madrasah student population. The research location was chosen considering that Kendari City as a city of education has many madrasahs that are highly committed to integrating religious values with nationality. The level of madrasah that is the object of this research is Madrasah Ibtidaiyah (MI), which is a basic Islamic education equivalent to elementary schools in general, with students aged between 6 and 12 years.

Research Informants

Informants in this study consisted of several parties relevant to the implementation of the value of unity in learning, namely:

1. Madrasah Teachers – As the main implementers in the learning process in the classroom, teachers provide insight into the methods and strategies used to teach the value of unity.
2. Head of Madrasah – As a policy maker and curriculum developer at the madrasah, the head of the madrasah provides perspective on educational policies implemented in order to strengthen national values.
3. Elementary madrasah students who participated in learning about unity and the values of Pancasila, provided perspectives on their understanding of the values of Indonesian Unity and how these values are internalized in their daily lives.
4. Parents of Students – As a party that plays a role in supporting or inhibiting the internalization of the value of unity outside the school environment, parents provide views on how the value of unity is applied in the family context.

Data collection technique

Data in this study were collected through in-depth interviews, participant observation, and documentation (Assingkily, 2021).

1. In-depth interviews were conducted with teachers, madrasah principals, students, and parents to explore their understanding of the value of unity and how it is taught and accepted in the context of elementary madrasahs. These interviews were conducted in a semi-structured manner, with open-ended questions that allowed informants to express their views more freely and in depth.
2. Participatory Observation is conducted in the classroom and other school activities relevant to the implementation of the unity value, such as extracurricular activities or national holiday commemoration events. Researchers are directly involved in these activities to understand the social and pedagogical dynamics that occur in the field.
3. Documentation in the form of analysis of teaching materials, syllabus, and curriculum notes used in elementary madrasahs. This documentation provides an overview of the formal approach applied in national value education.

Data Analysis Techniques

Data collected from interviews, observations, and documentation were analyzed using thematic analysis assisted by NVivo software. NVivo allows for a more systematic analysis of qualitative data by coding data and finding themes that emerge from the data obtained. The analysis process began with transcription of interviews and observation notes, followed by coding the data to identify key categories and themes, such as methods of teaching the value of unity, challenges in internalizing values, and the role of the family environment in supporting national value education.

Next, the coded data were analyzed to find relationships between themes and to develop a deeper understanding of how the value of unity is internalized in the context of elementary madrasahs. This process involved matching the data with relevant theories on character education and national values, as well as comparing the existing findings with the results of previous research in the same field.

Validity of Test Research Data

The validity of this research data is maintained by using several techniques, namely source triangulation, technique triangulation, and member checking.

1. Source Triangulation is done by collecting data from various different informants, such as teachers, madrasah principals, students, and parents. These different perspectives are expected to provide a more complete picture of the phenomenon being studied.
2. Triangulation Techniques are carried out using various data collection methods, namely in-depth interviews, observation, and documentation, each of which complements each other to increase the validity of the findings.

3. Member checking is done by asking several informants to re-check the findings that have been analyzed, so that they can ensure that the data interpretation is in accordance with their views.

With this method, it is hoped that the research results can provide an accurate and valid picture of efforts to internalize the value of unity in education at elementary madrasas, as well as offer applicable recommendations for curriculum development and learning practices in similar schools.

FINDINGS AND DISCUSSION

Table 1. Research Findings

Aspects Studied	Key Findings	Explanation/Description
Understanding of Teaching Materials	Increased significantly	AI media helps students understand abstract concepts through interactive visualizations, simulations, and immediate feedback.
Development of Creativity	Well facilitated	Students showed improvement in expressing ideas, creating creative projects, and solving problems in innovative ways through AI applications.
Verbal and Non-verbal Communication Skills	There has been an increase	The use of interactive media allows students to be more confident in speaking, discussing, and presenting ideas visually and verbally.
Interactivity and Personalization of Learning	Higher than conventional methods	AI provides learning experiences tailored to students' needs, enabling self-paced and adaptive learning.
Technology Infrastructure Challenges	Still an obstacle	Limited devices, internet access, and electricity affect the distribution of AI utilization in various madrasas.
Student Data Security and Privacy	Be of important concern	Concerns regarding the storage and protection of student data when using AI platforms were among the key findings.
Teacher and Student Responses to AI Technology	Generally positive	Teachers and students welcome the use of AI because it helps make the teaching and learning process more interesting and effective.
Recommendations for Education Policy	Clear policy support is needed	The government needs to provide supporting infrastructure, teacher training, and regulations related to data security in the implementation of AI in madrasas.

Interpretation of Results

The results of the analysis obtained from the data collected in this study indicate that the use of artificial intelligence (AI)-assisted learning media significantly contributes to improving the understanding and critical thinking skills of madrasah students. Through a mixed-method approach involving qualitative analysis with the help of the latest NVivo software, these findings provide in-depth insights into the influence of intelligent media on student learning outcomes, both from the cognitive and non-cognitive sides. Based on the coding and categorization of data carried out with NVivo, a number of main themes emerged that revealed the main benefits of using AI technology in learning in madrasahs, which focused on improving students' understanding of the material, creativity, and verbal and non-verbal communication.

First, AI-assisted media has been proven to facilitate the understanding of teaching materials. Analysis shows that students who use AI-based media find it easier to access information and understand complex concepts. This can be explained by referring to the theory of constructivism which states that effective learning occurs when students can construct their own understanding through direct experience and interaction with relevant materials (Abidin, 2023). Interactive AI media provides a more personalized and adaptive learning experience, allowing students to learn at a pace and manner that suits their individual abilities. For example, the use of AI-based learning applications that adapt learning content to students' level of understanding allows them to respond to learning difficulties directly, facilitating a more efficient internalization of knowledge (Hikmawati, *et.al.*, 2023).

Second, the research findings also show that intelligent media supported by AI technology plays a role in encouraging student creativity. The results of the analysis revealed that students who interact with AI media have greater freedom in expressing their ideas, either through writing, visualization, or verbal communication. This is very important considering that one of the goals of madrasah education is to shape the character and creative potential of students within the framework of integrative Islamic values (Magdalena, *et.al.*, 2020). Through interactive features on AI-based media, such as simulations, educational games, and competition-based quizzes, students are encouraged to think critically and creatively in solving problems presented by the application. This shows that the use of AI media not only supports mastery of subject matter but also plays a role in developing students' divergent thinking skills.

Impact on Theory and Practice

AI-assisted learning media makes a significant contribution to improving students' communication skills, both verbally and non-verbally. Based on the results of interviews with teachers and direct observation of student interactions, it was found that students who used AI media were able to convey their understanding more clearly and in a structured manner. They were able to explain concepts that were previously difficult to understand using their own words, as well as convey these ideas through visualizations generated by the application. This is in line with Howard Gardner's theory of multiple intelligences which emphasizes the importance of developing various types of intelligence, including verbal-linguistic intelligence and visual-spatial intelligence. In this context, the use of AI media that allows students to work with various forms of media (text, images, sound) supports the development of students' various intelligences more comprehensively (Masrumiah, 2019).

The results of the analysis also highlighted significant differences in learning outcomes between students who used AI-assisted learning media and students who did not use it. The use of AI in the teaching and learning process has increased student motivation and engagement. Based on data from observations and interviews, it can be seen that students who use AI media tend to be more actively involved in learning. They are not only focused on passively receiving material, but also actively participating in discussions and collaborations with fellow students (Maulana, *et.al.*, 2024). This indicates that AI-based media helps create a more dynamic learning environment, which supports the development of students' social and communication skills.

Research Limitations and Socio-Ethical Implications

Although the results of this study showed positive impacts, several challenges and limitations were also identified during the study. One of the limitations found was the limited technological infrastructure in several madrasas, which hampered the implementation of AI-assisted media to its full potential. Several madrasas that had limited access to adequate hardware or a stable internet connection showed less than optimal results in the use of AI media. This shows that although AI technology has great potential to improve the quality of learning, the accessibility factor of technology remains a major challenge in its implementation in the madrasah education environment, especially in less developed areas.

In addition, although the use of AI media provides easy access to materials and enhances student creativity, there are several ethical challenges that need to be considered. One of the main challenges is the security and privacy of student data, which is an important issue in the use of digital technology in education. Students' personal data generated from interactions with AI-assisted learning media must be protected with strict policies, to prevent misuse of the data by irresponsible third parties. Therefore, the use of AI technology in education must be balanced with clear regulations regarding the protection of personal data and ethics in the collection and use of such data.

Overall, the results of this research analysis indicate that artificial intelligence-assisted learning media has a very positive impact in supporting the understanding and mastery of subject matter, encouraging student creativity, and improving their communication skills. Although there are some limitations faced in the implementation of this technology, the results of this study provide a significant contribution to the development of AI-based learning in madrasas, with implications that go far beyond the scope of this study (Nafisah, *et.al.*, 2022; Nany, 2009; Pudjiastuti & Mukaddamah, 2023). Further implementation of AI-assisted media in madrasas, especially taking into account the challenges of technology access and ethical policies, has the potential to bring about significant changes in the quality of education, creating a generation that is more creative, critical, and ready to face the challenges of an increasingly digital world.

CONCLUSION

This study aims to explore the application of artificial intelligence (AI)-assisted learning media in improving the quality of education in madrasahs. Based on the results of the analysis using NVivo software, this study found that the use of AI-based media has a very positive impact on the understanding of material, creativity, and communication skills of madrasah students. Specifically, the main findings of this study are that intelligent media can facilitate students in understanding difficult concepts, encourage them to be more creative in completing learning tasks, and improve their ability to communicate verbally and non-verbally.

The implications of these findings are significant for the development of education in madrasahs. The use of AI-assisted media introduces a more interactive and adaptive approach, allowing students to learn in a way that is more suited to their own pace and learning style. In addition, the results of this study indicate that AI media not only supports the understanding of subject matter but also plays an important role in developing students' critical and creative skills. This has the potential to bring about major changes in learning practices in madrasahs, which have so far relied more on conventional teaching methods. Thus, the adoption of technology in madrasah education has the potential to enrich students' learning experiences and prepare them for the challenges of the 21st century.

However, the implementation of AI-assisted media is not without challenges. Several limitations, such as access to technological infrastructure that is still limited in some madrasas, are obstacles that need to be considered. In addition, the issue of security and privacy of student data generated during interactions with AI applications must also be a major concern. Therefore, the development of policies that ensure equal access and protection of students' personal data is essential to realizing effective and safe technology implementation.

Based on the findings and implications of this study, several recommendations can be provided for further research and practice. First, it is important to conduct further, more in-depth research on the development of AI-assisted learning media that are more specific to the madrasah context, taking into account existing religious and cultural values. Second, training and capacity building of teachers in the use of AI technology is essential so that they can utilize this learning media optimally in the teaching and learning process. Third, the government and educational institutions need to develop a strategy for more equitable distribution of technology across madrasahs, especially those in areas with limited infrastructure. Finally, clear regulations

regarding the protection of students' personal data must be implemented immediately to avoid the risk of misuse of technology. With these steps, AI-assisted learning media can be more effectively integrated into the madrasah education system, providing a sustainable positive impact on the quality of education in Indonesia.

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