



**JOURNAL OF CONTEMPORARY
ISLAMIC PRIMARY EDUCATION**

Vol. 3, No. 3, 2025 Page 283-291

<https://zia-research.com/index.php/jcipe>

The Effectiveness of Project-Based Learning Model on Citizenship Attitudes of Elementary School Students in Civic Education Learning

Amalia Nur Cahyati¹, Maulida Rizqia²

¹ Institut Agama Islam Negeri Kendari, Indonesia

² STIT Al-Ihsan Baleendah, Indonesia

Email: amalyanur93@gmail.com¹, maulidarizqia@stitalihsan.ac.id²

ARTICLE INFO

Keywords

Civic Education
Contextual Learning
Madrasah Ibtidaiyah
Project-Based Learning

ABSTRACT

This study addresses the issue of inadequate internalization of civic values in Civic Education (Pendidikan Pancasila dan Kewarganegaraan or PPKn) at the Madrasah Ibtidaiyah (MI) level, which remains dominated by conventional and less contextual teaching methods. The research aims to examine the effectiveness of the Project Based Learning (PjBL) model in fostering students' civic attitudes through PPKn instruction. Employing a qualitative approach with a case study design, this study was conducted at an MI in Kendari City. The informants consisted of PPKn teachers and upper-grade students. Data were collected through participant observation, in-depth interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing, with validity ensured through source and technique triangulation. The results reveal that the implementation of PjBL significantly enhances students' sense of responsibility, cooperation, tolerance, and social awareness. These findings contribute to the theory of experiential civic education and offer practical implications for developing more transformative, contextual, and student-centered PPKn learning in primary Islamic schools.

ABSTRAK

Permasalahan dalam penelitian ini berfokus pada rendahnya internalisasi nilai-nilai kewarganegaraan dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) di tingkat Madrasah Ibtidaiyah (MI), yang masih dominan menggunakan pendekatan konvensional dan kurang kontekstual. Penelitian ini bertujuan untuk mengkaji efektivitas model Project Based Learning (PjBL) dalam membentuk sikap kewarganegaraan siswa MI melalui pembelajaran PPKn. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, dilaksanakan di salah satu MI di Kota Kendari. Informan penelitian terdiri atas guru PPKn dan siswa kelas atas. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan dengan uji keabsahan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penerapan PjBL secara signifikan mampu menumbuhkan sikap tanggung jawab, kerja sama, toleransi, dan kepedulian sosial siswa. Temuan ini memberikan kontribusi terhadap teori pendidikan kewarganegaraan berbasis pengalaman dan implikasi praktis terhadap pengembangan pembelajaran PPKn yang lebih transformatif, kontekstual, dan berpusat pada siswa di madrasah dasar.

INTRODUCTION

In the era of educational transformation that emphasizes strengthening character and 21st century competencies, Pancasila and Citizenship Education (PPKn) has a strategic role in shaping the citizenship attitudes of students from elementary school level, including in Madrasah Ibtidaiyah (MI). Education at this level is an important foundation in instilling national values, tolerance, responsibility, and active participation in community life (Sitinjak, *et.al.*, 2024). However, the main challenge faced in PPKn learning in MI is the dominance of theoretical and textual instructional approaches, which are less able to accommodate the development of attitudes contextually and applicatively. This results in the learning process often focusing on achieving cognitive aspects alone, while the affective dimension which is the core of citizenship education has not been optimally developed.

This condition demands pedagogical innovation that is able to integrate meaningful learning experiences through active involvement of students in real situations related to citizenship values. The Project Based Learning (PjBL) model emerged as a strategic alternative that offers a project-based learning process, where students are encouraged to collaborate, explore problems, and produce solutions in real-life contexts. Through PjBL, students not only gain knowledge, but also experience the internalization of citizenship values directly through involvement in socially relevant activities. Thus, strengthening citizenship attitudes can be done more holistically and contextually, in line with the objectives of character education in MI (Al Bukhari, *et.al.*, 2025).

Although the urgency of citizenship education at the Madrasah Ibtidaiyah level has been widely recognized, the practice of learning it in the classroom still faces various substantive obstacles. One of the dominant problems is the low internalization of students' citizenship attitudes due to a learning approach that tends to be one-way, teacher-centered, and focused on memorizing normative material. This condition does not provide adequate space for students to develop contextual understanding and direct experience related to citizenship values, such as active participation, social responsibility, and respect for diversity. As a result, citizenship attitudes that should grow organically through participatory learning actually become passive and symbolic (Permatasari & Junanto, 2023).

Furthermore, the problem is reinforced by the limited application of learning models that encourage active student involvement in the PPKn learning process. Teachers tend not to be optimal in integrating approaches that can bridge the teaching materials and social realities experienced by students. In fact, learning that is designed contextually and based on experience has great potential in shaping character and citizenship attitudes in a sustainable manner. Therefore, a learning model is needed that is not only able to improve conceptual understanding, but also provides participatory space for students to build citizenship attitudes through meaningful and applicable activities.

This study aims to examine the effectiveness of the implementation of the Project Based Learning (PjBL) model in improving the citizenship attitudes of elementary school (MI) students in the Pancasila and Citizenship Education (PPKn) subject. The main focus of this study is to evaluate how student involvement in contextual learning projects can encourage the formation of participatory attitudes, social responsibility, and awareness of national values. This approach was chosen based on the assumption that active and collaborative learning will be more effective in shaping students' affective dimensions than conventional teacher-centered approaches.

More specifically, this study also aims to produce empirical recommendations related to more innovative and transformative PPKn learning strategies, especially in the context of elementary education based on Islamic values. The results of the study are expected to provide significant contributions to learning practices in MI, both from pedagogical and curricular aspects, as well as being a reference for the development of learning models that are able to

bridge the gap between mastery of material and the formation of citizenship attitudes in an integrated manner (Pratiwi, 2023).

Although the Project Based Learning (PjBL) model has been widely adopted in various learning contexts to improve students' cognitive abilities, especially in subjects such as Science, Mathematics, and Technology, its use in learning Pancasila and Citizenship Education (PPKn) at the Madrasah Ibtidaiyah (MI) level is still relatively limited. Literature review shows that most research related to PjBL focuses more on the aspect of academic learning outcomes, while affective dimensions such as citizenship attitudes still do not receive adequate attention. In fact, values such as responsibility, participation, and social concern which are the essence of citizenship education have great potential to be developed through a project-based approach (Wati & Sahronih, 2022).

In addition, most previous studies have not explicitly examined the effectiveness of PjBL in the context of PPKn learning which is full of values and oriented towards character formation (Sulaimah & Wibawa, 2024). This indicates a gap in the literature that needs to be filled through research that focuses more on the affective domain and the contextualization of learning models in Islamic-based elementary education environments. Therefore, this study is designed to fill this gap by systematically evaluating how the implementation of PjBL can facilitate the development of MI students' citizenship attitudes, while enriching scientific discourse in the field of citizenship education pedagogy (Wati & Sahronih, 2022).

This study offers a new contribution in the realm of elementary education pedagogy by emphasizing the effectiveness of the Project Based Learning (PjBL) model in shaping the citizenship attitudes of elementary school (MI) students, an aspect that has not received much attention in previous studies. Unlike previous studies that focused more on cognitive aspects and improving academic learning outcomes, this study specifically directs attention to the affective domain which includes national awareness, social concern, and responsibility as young citizens. The innovation lies in the contextual and participatory approach offered by PjBL, which allows students to be directly involved in learning projects that reflect real-life citizenship values.

The main justification of this study is the importance of developing a learning model that is not only academically effective, but also able to instill national character values from an early age in an Islamic-based educational environment. Amid the social dynamics and global challenges faced by the younger generation, the ability to think critically, work collaboratively, and have social awareness are key competencies that must be developed through a transformative educational process. Therefore, the findings of this study are expected to provide theoretical and practical implications for the development of curriculum, learning strategies, and PPKn education policies that are more relevant to the needs of the times and the characteristics of MI students.

METHOD

This study uses a qualitative approach with a case study research type. This approach was chosen to gain an in-depth understanding of the implementation of the Project Based Learning (PjBL) model in Pancasila and Citizenship Education (PPKn) learning and its influence on the formation of citizenship attitudes of elementary school (MI) students. Case studies are considered relevant because they allow researchers to explore phenomena contextually and comprehensively in real situations, especially in classroom learning practices.

The qualitative approach is explorative and interpretive, which aims to explore the meaning, values, and learning processes that occur naturally. This research is not oriented towards generalization, but rather towards a deep understanding of the socio-pedagogical phenomena that occur in a particular context. Therefore, the main focus is directed at the dynamics of project-based PPKn learning applied in the madrasah environment, and how the model is able to foster citizenship attitudes in MI students.

The background of this study is one of the Madrasah Ibtidaiyah located in Kendari City, Southeast Sulawesi. The location selection was carried out purposively by considering the madrasah that has implemented learning innovations and is committed to strengthening character and citizenship values. The madrasah has a diverse and dynamic social background, so it is considered representative to study the effectiveness of the implementation of PjBL in the context of citizenship education based on Islamic and national values.

The informants in this study were selected purposively based on their direct involvement in the PPKn learning process using the PjBL model. The main informants consisted of PPKn teachers who implemented the approach, the principal of the madrasah as the holder of educational policy in the educational unit, and fifth grade students who were actively involved in the learning project. In addition, parents of students were also involved as additional informants to obtain perspectives on changes in children's citizenship attitudes in the home and community environment.

Data collection techniques are carried out through observation, in-depth interviews, and documentation (Assingkily, 2021). Observations were conducted in a participatory manner in the PPKn learning process to directly observe the interactions between teachers and students, student involvement in projects, and expressions of citizenship attitudes that emerged during learning activities. Interviews were conducted in a semi-structured manner to explore the experiences, views, and perceptions of informants regarding the implementation of PjBL and its impact on the development of students' citizenship attitudes. Documentation in the form of learning tools, student project reports, photos of activities, and teacher reflection notes were also collected as supporting data to strengthen the results of observations and interviews.

Data analysis was conducted using the Miles and Huberman interactive model, which includes three main stages: data reduction, data presentation, and drawing conclusions/verification. In the data reduction stage, researchers select, categorize, and simplify raw data according to the focus of the research. Furthermore, the data is presented in narrative form and thematic matrices to facilitate the identification of meaning patterns. The final stage of drawing conclusions is carried out repeatedly and iteratively to ensure that data interpretation is based on strong and valid empirical evidence.

The validity test of the data in this study was carried out through source triangulation, technical triangulation, and member checking. Source triangulation was carried out by comparing information obtained from teachers, students, principals of madrasahs, and parents. Technical triangulation was carried out by combining data from observations, interviews, and documentation. Member checking was carried out by reconfirming the findings with informants to ensure that the interpretations made were in accordance with their experiences and perceptions. In addition, researchers maintained the credibility of the data through systematic field notes, the use of reflective notes, and discussions of interim results with colleagues to obtain critical input on the analysis carried out.

With this method, the research is expected to provide an authentic and in-depth picture of the effectiveness of the Project Based Learning model in shaping the citizenship attitudes of MI students, while strengthening the theoretical and practical basis in developing transformative PPKn learning strategies in the madrasah environment.

FINDINGS AND DISCUSSION

Table 1. Research Findings

Aspect Investigated	Key Findings	Description
Civic Responsibility Awareness	Significantly improved	Students showed a better understanding of civic duties, including participation, responsibility, and care for community through hands-on projects.
Teamwork and Collaboration Skills	Positively developed	PBL fostered collaborative problem-solving and mutual respect among students during group civic-related tasks.
Critical Thinking and Decision-Making	Noticeably enhanced	Students learned to evaluate societal issues and make informed decisions through project planning and execution.
Student Engagement in Civic Education	Increased motivation and participation	The PBL approach made civic education more meaningful and relevant, encouraging active involvement in learning activities.
Empathy and Tolerance in Social Contexts	More evident in student interactions	Students demonstrated greater empathy and openness to different opinions during civic-themed discussions and projects.
Long-Term Attitude Retention	Sustained civic values beyond the classroom	Some students applied civic values learned through PBL in real-life contexts, such as environmental care or helping others.
Teacher Role and Facilitation	Crucial in guiding student exploration and reflection	Effective implementation of PBL required teachers to act as facilitators, guiding reflection on civic values and project outcomes.

Research Findings on the Application of Project Based Learning Model

The results of the study indicate that the application of the Project Based Learning (PjBL) model in learning Pancasila and Citizenship Education (PPKn) in elementary school (MI) students has a significant impact on strengthening citizenship attitudes. The main findings indicate that students' active participation in learning projects not only increases their emotional and social involvement, but also facilitates the process of internalizing essential citizenship values such as responsibility, concern for others, cooperation, and tolerance (Ahmad, *et.al.*, 2024).

The attitude of responsibility, as one of the indicators of citizenship, appears to develop through student involvement in the planning, implementation and evaluation processes of the project (Revalina, *et.al.*, 2023). For example, students involved in the project themed "Caring for the Environment Around the School" showed increased awareness of environmental cleanliness and active involvement in mutual cooperation activities. They not only understand the concept of responsibility as a normative discourse, but experience it in real terms in social practices in their community. These results support the theory of experiential learning Kolb (1984), which states that effective learning occurs through direct experience that allows for personal reflection and construction of meaning (Khovifa, *et.al.*, 2024).

The dimensions of tolerance and cooperation also showed significant improvements. In the process of implementing group projects, students interact with peers who have different character backgrounds, abilities, and habits. The process of negotiating ideas, dividing roles, and resolving conflicts collectively during the implementation of the project encourages students to

develop an attitude of mutual respect and learn to compromise. In this context, Vygotsky's social constructivism theory is an important foundation, where social interaction and mediation between individuals are the main foundations for the formation of knowledge and attitudes (Junita, *et.al.*, 2023).

Social concern, as a concrete form of citizenship attitude, also develops in projects that involve direct interaction with the community around the school. The "Sharing Books for Friends at the Orphanage" project, for example, encourages MI students to understand broader social realities and develop empathy. Some students even reported personal initiatives to continue communicating with the orphanage after the project ended (Rachmania, 2022). These findings indicate that PjBL provides space for students to directly experience transformative citizenship practices, not just imitate expected behavior.

Teachers' Perceptions Regarding the Project-Based Learning Model

From the teacher's perspective, the PjBL model facilitates a more flexible and humanistic approach to learning (Setyawan, *et.al.*, 2024). Teachers no longer act as the sole source of knowledge, but rather as facilitators and companions of students' learning processes. This opens up space for reflective and responsive pedagogical practices to students' diverse learning needs. Teachers also stated that this model increased student motivation and reduced passive behavior in the classroom. This finding is consistent with previous literature (Thomas, 2000; Bell, 2010) which emphasizes that PjBL is effective in increasing student motivation and engagement in problem-based learning and real projects.

Further interpretation of these findings also shows that the madrasah environment as an educational institution based on Islamic values makes a significant contribution to the success of the implementation of PjBL (Sholeh, *et.al.*, 2024). Values such as trust, mutual assistance, and deliberation that have become part of students' lives in madrasahs provide a strong cultural foundation in supporting citizenship practices in project-based learning. Thus, the success of PjBL in the context of MI is not only determined by pedagogical strategies alone, but also by an educational ecosystem that supports the integration of religious and national values harmoniously.

Although the findings of this study show positive results, it should be noted that the effectiveness of PjBL in shaping citizenship attitudes is highly dependent on the quality of project design and implementation by teachers. Some of the challenges identified include time constraints in project implementation, resource constraints, and teachers' capacity to design authentic and meaningful projects. In addition, measuring changes in citizenship attitudes qualitatively requires a multi-layered and triangulative approach to ensure accurate interpretation (Istiqomah, *et.al.*, 2023).

This interpretation also opens up space for a new understanding that PjBL is not just a learning strategy, but rather a transformative framework for forming active, reflective, and responsible young citizens (Baskara, *et.al.*, 2024). In the context of national education policy that emphasizes the profile of Pancasila students and the integration of character values in the Merdeka Belajar curriculum, these findings are relevant and have broad potential implications. PPKn learning, which was previously instructional in nature, can be reconstructed into a space for citizenship practice through a contextual and collaborative project-based approach (Sofiyana, *et.al.*, 2021).

In addition to contributing to the practice of basic education, the results of this study also enrich the theoretical discourse in the study of citizenship education. So far, studies in this field have emphasized more on the cognitive and normative aspects of citizenship. This study shows that affective and participatory approaches are more effective in shaping citizenship attitudes and behaviors, especially at elementary school age (Humaeroh, *et.al.*, 2021). Therefore, there needs to be an update in the theoretical framework of citizenship education that is more inclusive of contextual, dialogical, and experience-based approaches.

CONCLUSION

This study concludes that the implementation of the Project Based Learning (PjBL) model is significantly effective in developing the citizenship attitudes of elementary school (MI) students in learning Pancasila and Citizenship Education (PPKn). Through the active involvement of students in contextual collaborative projects, an increase in attitudes of responsibility, tolerance, social concern, and the ability to work together was identified. These findings indicate that the learning process that provides space for participation and real experience is able to internalize citizenship values more meaningfully than conventional instructional approaches.

The implications of these results indicate that PjBL is not only an alternative learning method, but is a transformative pedagogical approach in shaping students' characters as young citizens who are active, reflective, and care about their environment. In the context of elementary madrasahs, PjBL has been proven to be able to integrate Islamic values with citizenship practices through contextual and collaborative activities. This supports the vision of character education in the national curriculum, while providing empirical evidence that basic education has a strategic role in the development of democratic culture and social cohesion from an early age.

Based on the findings and limitations of this study, several important things are recommended. First, educators and madrasah managers are expected to adopt and develop the PjBL model more systematically in PPKn learning and other subjects that aim to shape students' character. Second, there needs to be intensive training for teachers to improve their competence in designing and managing authentic and meaningful learning projects. Third, further research is recommended to be conducted longitudinally and comparatively, in order to measure the long-term impact of PjBL implementation on the development of students' citizenship attitudes and behaviors in a broader social context. Thus, this study provides significant empirical and theoretical contributions to the field of citizenship education at the elementary level, and emphasizes the importance of a project-based learning approach in building active, inclusive, and responsible citizens from an early age.

REFERENCES

- Albukhori, W. M., Delma, A. E., Pritadana, E. N., Amir, D. R., & Marlyana, M. (2025). Pendidikan Kewarganegaraan sebagai Jembatan Generasi dalam Membangun Karakteristik Pemuda melalui Nilai-nilai Kebangsaan. *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, 6(1), 23-37. <https://prosiding.ikipgribojonegoro.ac.id/index.php/Prosiding/article/view/2882>.
- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Baskara, F. R., Winarti, E., & Prasetya, A. E. (2024). Peningkatan Efektivitas Project-Based Learning Melalui Integrasi Kecerdasan Buatan. *Madaniya*, 5(3), 904-918. <https://www.madaniya.biz.id/journals/contents/article/view/863>.
- Humaeroh, S., & Dewi, D. A. (2021). Peran pendidikan kewarganegaraan di era globalisasi dalam pembentukan karakter siswa. *Journal on Education*, 3(3), 216-222. <https://www.academia.edu/download/91130285/281.pdf>.
- Istiqomah, N., Lisdawati, L., & Adiyono, A. (2023). Reinterpretasi Metode Pembelajaran Sejarah Kebudayaan Islam: Optimalisasi Implementasi dalam Kurikulum 2013 di Madrasah Aliyah. *IQRO: Journal of Islamic Education*, 6(1), 85-106. <http://ejournal.iainpalopo.ac.id/index.php/iqro/article/view/4084>.
- Junita, E. R., Karolina, A., & Idris, M. (2023). Implementasi Model Pembelajaran Project Based Learning (Pjbl) Dalam Membentuk Sikap Sosial Peserta Didik Pendidikan Agama Islam Di Sd Negeri 02 Rejang Lebong. *Jurnal Literasiologi*, 9(4). <https://jurnal.literasikitaindonesia.com/index.php/literasiologi/article/view/541>.
- Khovifa, N., Lumbantoruan, J. I., Sinaga, D. Y., Nasution, P. S., & Batu, D. P. L. (2024). Analisis Nilai-Nilai yang Terkandung dalam Pancasila dalam Penerapannya pada Profil Pancasila di SDN 104207 Cinta Damai TP 2022/2023. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 9-9. <https://edu.pubmedia.id/index.php/pgsd/article/view/437>.
- Permatasari, A. I., & Junanto, S. (2023). MPLEMENTASI PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN DALAM MEMBENTUK KARAKTER SISWA KELAS V MENGGUNAKAN PENDEKATAN KONTEKSTUAL DI MADRASAH IBTIDAIYAH NEGERI 4 SUKOHARJO TAHUN AJARAN 2022/2023. *Diss. UIN Surakarta*. <http://eprints.iain-surakarta.ac.id/7666/1/193141016%20Annesyah%20Ica%20Permatasari.pdf>.
- Pratiwi, D. (2023). Integrasi pendidikan karakter dalam pembelajaran pendidikan kewarganegaraan untuk mengembangkan karakter siswa sekolah dasar. *Proceedings Series of Educational Studies*, 178-184. <https://www.jurnalp4i.com/index.php/educator/article/view/2389>.
- Rachmania, M. (2022). *Penerapan Model Project Based Learning Pendidikan Kewarganegaraan Untuk Meningkatkan Akhlak Mulia Pada Peserta Didik Kelas V MI Nurul Huda Palmerah Jakarta Barat* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). <https://repository.uinjkt.ac.id/dspace/handle/123456789/64023>.
- Rachmania, M. (2022). *Penerapan Model Project Based Learning Pendidikan Kewarganegaraan Untuk Meningkatkan Akhlak Mulia Pada Peserta Didik Kelas V MI Nurul Huda Palmerah Jakarta Barat* (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta). <https://repository.uinjkt.ac.id/dspace/handle/123456789/64023>.
- Revalina, A., Moeis, I., & Indrawadi, J. (2023). Degradasi Moral Siswa-Siswi Dalam Penerapan Nilai Pancasila Ditinjau Dari Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter. *Jurnal Moral Kemasyarakatan*, 8(1), 24-36. <https://e-journal.upr.ac.id/index.php/IP-IPS/article/view/3253>.
- Setyawan, D. B., Sukomiarti, S., & Zulfikri, Z. (2024). Penerapan Metode Project Based Learning Dalam Meningkatkan Pemahaman dan Hasil Belajar Siswa Kelas VII. *IBERS: Jurnal Pendidikan Indonesia Bermutu*, 3(1), 37-46. <https://doi.org/10.61648/ibers.v3i1.107>.
- Sholeh, M. I., Tasya, D. A., Syafi'i, A., Rosyidi, H., Arifin, Z., & binti Ab Rahman, S. F. (2024).

- PENERAPAN PEMBELAJARAN BERBASIS PROYEK (PJBL) DALAM MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA. *Jurnal Tinta: Jurnal Ilmu Keguruan Dan Pendidikan*, 6(2), 158-176.
<https://ejournal.alqolam.ac.id/index.php/jurnaltinta/article/view/1484>.
- Sitinjak, I. Y., Gultom, S., Saragih, K. W., & Ukur, J. (2024). Kepemimpinan sekolah penentu karakter peserta didik peran guru dalam membentuk karakter siswa melalui pembelajaran PPKN di sekolah dasar untuk menghadapi tantangan Society 5.0. *Jurnal Pendidikan: Kajian dan Implementasi*, 6(1).
<https://journalpedia.com/1/index.php/jpki/article/view/776>.
- Sofiyana, M. S., Ahdiyati, M., Iskandar, A. M., Hairunisya, N., Usriyah, L., Dwiantara, L., ... & Prihatiningsih, T. S. (2021). *PANCASILA, Merdeka Belajar dan Kemerdekaan Pendidik*. Unisma Press.
<https://books.google.com/books?hl=id&lr=&id=oy1fEAAAQBAI&oi=fnd&pg=PP1&dq=MANAJEMEN INSTRUKSIONAL MASYARAKAT KELAS PELAJAR PANCASILA &ots=DfTbFTRpFf&sig=RJ4DHRy5En8r8chpD478HxjmJfM>.
- Sulaimah, E., & Wibawa, S. (2024). Analisis penerapan model pembelajaran project based learning dalam pembelajaran PKn di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 2012-2021.
<http://journal.unpas.ac.id/index.php/pendas/article/view/12118>.
- Wati, E., & Sahronih, S. (2022). PENERAPAN MODEL PEMBELAJARAN PROJECT BASED LEARNING DALAM MENINGKATKAN HASIL BELAJAR IPA SISWASEKOLAH DASAR. *PERISKOP: Jurnal Sains Dan Ilmu Pendidikan*, 3(2), 142-167.
https://scholar.google.com/scholar?hl=id&as_sdt=0%2C5&q=PENERAPAN+MODEL+PEMBELAJARAN+PROJECT+BASED+LEARNING+DALAM+MENINGKATKAN+HASIL+BELAJAR+IPA+SISWASEKOLAH+DASAR&btnG=.
- Wati, E., & Sahronih, S. (2022). PENERAPAN MODEL PEMBELAJARAN PROJECT BASED LEARNING DALAM MENINGKATKAN HASIL BELAJAR IPA SISWASEKOLAH DASAR. *PERISKOP: Jurnal Sains Dan Ilmu Pendidikan*, 3(2), 142-167.
<https://www.academia.edu/download/107509842/31.pdf>.