

## Development of Truth or Dare Card Media to Improve Student Understanding of 6th Grade Citizenship Education Learning Pancasila Material

### Pengembangan Media Kartu *Truth or Dare* Untuk Meningkatkan Pemahaman Siswa Pada Pembelajaran PPKn Kelas VI Materi Pancasila

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#### Abstract

*The enthusiasm of high-grade students at SDN Batu Ampar 08 Pagi towards the values of Pancasila in attitude and action still needs to be higher. This is due to the lack of learning that emphasizes character deepening, so students are very minimal in applying these values in attitude. With this, researchers developed learning media in the form of Truth or Dare cards, which are expected to help improve students' understanding of Pancasila values. This research uses the Research and Development (R&D) method using the ADDIE development model and uses quantitative and qualitative approaches. The validation showed satisfactory results with a validation score of 96% by material experts, 94.3% by media experts, and 93.3% by education experts, resulting in an average validation percentage of 91.3%, which is feasible. In this study, testing was carried out in two stages: a small trial with a score of 91.6% and a large trial with a score of 91.9%, with very feasible qualifications. If the two trial results are combined, an average score of 84.1% is obtained, indicating that this media is feasible to use. The effectiveness of Truth or Dare card media in improving students' understanding of Pancasila values was measured using pre-test and post-test. The pre-test score of 43.7% increased to 61.11% in the post-test, showing an increase of 17.41%. The field test analysis showed an N-gain (g) value of 0.81, which is included in the high classification, indicating that the Truth or Dare card media has a high potential effect. Thus, the Truth or Dare card media is declared feasible and effective in improving the understanding of Pancasila values in high-grade students.*

**Keywords:** education, learning media, truth or dare, cards.

#### Abstrak

Antusiasme siswa kelas tinggi di SDN Batu Ampar 08 Pagi terhadap nilai-nilai Pancasila dalam sikap dan perbuatan masih rendah. Hal itu dikarenakan kurangnya pembelajaran yang menekankan pendalaman karakter, sehingga siswa sangat minim dalam menerapkan nilai-nilai tersebut dalam bersikap. Dengan ini peneliti mengembangkan media pembelajaran berupa kartu Truth or Dare, yang diharapkan dapat membantu meningkatkan pemahaman nilai Pancasila pada siswa. Penelitian ini menggunakan metode Research and Development (R&D) dengan menggunakan model pengembangan ADDIE, serta menggunakan pendekatan kuantitatif dan kualitatif. Validasi yang dilakukan menunjukkan hasil yang memuaskan dengan skor validasi oleh ahli materi 96%, ahli media 94,3% dan pakar pendidikan 93,3%, menghasilkan rata-rata persentase validasi 91,3% yang masuk dalam kategori sangat layak. Pada penelitian ini dilakukan pengujian dalam dua tahap yaitu uji coba kecil dengan perolehan skor 91,6%, sedangkan pada uji coba besar dengan perolehan 91,9%, dengan kualifikasi sangat layak. Jika kedua hasil uji coba digabungkan, diperoleh rata-rata skor 84,1%, yang menunjukkan bahwa media ini sangat layak digunakan. Tingkat efektivitas media kartu Truth or Dare dalam meningkatkan pemahaman siswa pada nilai Pancasila diukur menggunakan pre-test dan pos-test. Skor pre-test sebesar 43,7% meningkat menjadi 61,11% pada post-test, menunjukkan peningkatan sebesar 17,41%. Analisis uji lapangan menunjukkan nilai N-gain (g) sebesar 0,81, yang termasuk dalam klasifikasi tinggi, menandakan bahwa media kartu Truth or Dare memiliki potensi efek yang tinggi. Dengan demikian, media kartu Truth or Dare dinyatakan sangat layak dan efektif dalam meningkatkan pemahaman nilai-nilai Pancasila pada siswa kelas tinggi

**Kata kunci:** pendidikan, media pembelajaran, *truth or dare*, kartu.

## 1. Introduction

Children in today's generation Z have great potential in the field of education, which needs to be honed and developed for the nation's progress. This is in line with the National Education System Law Number 20 of 2003 Chapter II Article 3, which also explains that national education functions to develop abilities, form character, and civilize a dignified nation to educate the nation's life (Angioni et al., 2021). This makes education a potential for every student, one of which is civics learning. According to Sumaryati & Sukmayadi (2021), "Civic Education is a subject that is used as a vehicle for developing and preserving noble values, customs, culture, norms, and morals rooted in religion and everyone's beliefs." (Nasrudin et al., 2020).

This civics subject is essential for students to learn from an early age because it covers students' morals, character, and attitudes to form citizens who can understand and carry out their rights and obligations. According to Yuniarto et al. (2022), from this learning, students can apply noble values, which are expected to be realized in the form of student life behavior as individuals and community members in the life of the nation and state. According to Lisnawati et al. (2022), Civic Education is an educational program that focuses on democratic politics so that it is expanded with other sources of knowledge. In addition, passive influences from education in schools, communities, and families can train students to think critically, analyze, behave, and act democratically based on Pancasila and the 1945 Constitution (Dinata, 2021).

Based on observations made in class VI at SDN Batu Ampar 08 Pagi, it was found that the teaching and learning process still face obstacles. Teachers tend to convey material directly without involving students, which results in low teacher enthusiasm for creating learning media. The lack of learning media has a negative impact on students, who then consider Civics learning boring. Students should be required to learn to become good citizens regarding attitude, character, and morals.

Learning media development is significant for learning, as it focuses on the content and objectives of learning media for student needs. According to Pratiwi & Meilani (2018) According to Pratiwi & Meilani (2018), learning media is a set of tools used as a learning resource by teachers in delivering teaching materials to students to encourage students to have an effective learning process and achieve learning objectives (Rizqiyah, 2018).

In order to overcome the above problems, the media used in this study are Truth or Dare cards, a game played by groups involving two types of cards: Truth and Dare. According to Kharismadamayanti et al. (2022), Truth or Dare is a game that uses Truth (T) and Dare (D) cards, where the T card is a question card that fosters true or false answers, while the D card requires an explanation or elaboration answer (Astuti et al., 2022). According to Kurniawati (2017), using Truth or Dare media can encourage students to play an active role in learning. Truth or Dare media, learning activities in the classroom can run interactively to create a more lively, effective, and fun learning atmosphere (Hafidz & Arini, 2022).

This research develops Truth or Dare learning media for Civics subjects, modified from the original game and equipped with supporting components that allow students to participate directly. In this game, students are randomly divided into groups of 5 to 10 people and sit in a circle. Then, a teacher will spin a bottle. If the bottle stops at the end of the bottle, which shows the direction to the student, the student must take one of the cards between "Truth" or "Dare."

If the student chooses the Truth card, then the student must answer the question. Meanwhile, they must complete a challenge if they pick a Dare card. According to Ginanjar et al. (2023), using Truth or Dare media can encourage students to play an active role in learning, creating an interactive, lively, effective, and fun classroom atmosphere. In addition, through this

study, researchers aim to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, well-spoken, creative, independent, democratic, and responsible citizens. Therefore, the researcher took the title "Development of Truth or Dare Card Media to Improve Student Understanding in Grade VI PPKN Learning Pancasila Material". With this development model, researchers hope to increase students' motivation and desire to learn.

## 2. Literature Review

Indah Nurhayati conducted the first research titled "Development of Truth or Dare Learning Media in General Administration Class X OTKP 1 SMKN 1 Jombang" (Nurhayati & Puspasari, 2019). This study uses the Research and Development (R&D) development method developed by Sugiyono, which includes four stages: define, design, develop, and disseminate. The results showed the validity level of learning media with material validation of 94% and media validation of 89%, and student responses to this media development reached 95.27%. Based on the analysis results, Truth or Dare learning media is declared feasible with a percentage of 61%, so it is included in the feasible category.

The second research was conducted by Ingrid Novia Prahesti, entitled "Development of Truth or Dare Board Game Media Based on Food Adventure in Learning the Human Digestive System for Grade V Elementary School Students" (Prahesti et al., 2023). The method used by Ingrid Novia Prahesti is to use Research and Development (R&D) development research developed using the Borg and Gall development model in (Assyauqi, 2020) with 10 stages. However, this researcher reduced it to 7 stages of research consisting of finding potential and problems, data collection, product design, product validation, product revision, product trial, and product revision. The results of this study indicate material validation with a percentage of 90.9%, media validation with a percentage of 86%, and the results of a practicality questionnaire from students with a percentage of 92.4%. In addition, the calculation result of N - Gain is 0.60. Based on the overall data results, it is concluded that the Truth Or Dare Board Game media based on Food Adventure is declared feasible to be applied as a learning media for human digestive system material for grade V Elementary School.

The third research was conducted by Dwi Astuti, Aren Frima, and Adriana Sofiarini with the title "Development of Truth or Dare (TOD) Game Media in Civics Learning for Grade IV SD Negeri 1 Air Lesing" (Astuti et al., 2022). The method used by this research is research and development or Research and Development (R&D) developed by Sugiyono with a research method used to produce a product that refers to 4D development (Define, Design, Develop, and Disseminate). The results of this study show practicality validation with material experts with a percentage of 75%, language experts with a percentage of 75%, and media experts with a percentage of 67% and produce an average of 72% in the learning process. In addition, the calculation result of N-Gain is 0.64. So, the Truth or Dare media is declared to have a high potential for Civics learning.

## 3. Research Methods

This research was conducted at SDN Batu Ampar 08 Pagi East Jakarta using the RnD (*Research and Development*) method, which is used to produce specific products, test the product's effectiveness, and test the feasibility of the development. This development uses the ADDIE model where which model is used for a systematic approach to developing learning in students.

According to (Latip, 2022), this model contains 1. Analysis; 2. Design; 3. Development; 4. Implementation; 5. Evaluation. The advantages of this model are easier to use because it has five stages that are all related to each other. Meanwhile, the disadvantage of this model is that the process takes quite a long time, so researchers must first analyze it to find the necessary needs.

According to Sumarni (2019), there are several objectives of the development stage, namely: 1) Analysis, which aims to think about the concept of new products to be developed; 2) Planning, which involves designing the media concept; 3) Development, which is adjusting the media to the teaching material; 4) Implementation, which applies the media in learning; and 5) Evaluation, which aims to assess the impact of using learning media on development objectives, based on suggestions and input from validators. The media validation stage was carried out by 3 validators: material experts, media experts, and education experts. This stage is also related to small and large trials conducted by students. The following is a table of scoring instruments in the study:

**Table.1.** Research Instrument Scores

Description	Score
Strongly Agree	5
Agree	4
Moderately Agree	3
Disagree	2
Strongly Disagree	1

The results of data analysis according to Jannah and Julianto (2018), cited in Hapsari & Zulherman (2023), show the percentage of media feasibility validation using the following calculation formula:

$$P = \frac{\text{Number of score obtained (f)}}{\text{Maximum Number of score (N)}} \times 100\%$$

Description:

P = Percentage (%)

100% = Constant / scale

F = Number of scores from data collection

N = Maximum score

Data Analysis of Student Test Results was carried out by comparing the results of the scores from the pre-test and post-test. According to Maulana Arifin et al., 2020, the N-Gain formula is used:

$$N\text{-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maximum} - \text{Skor Pretest}}$$

Based on the data collection results, validation calculations by media, material, and education experts are carried out to determine the feasibility of a medium. In addition, feasibility trials were conducted on students using 10 instrument questions to assess the practicality of learning media that researchers had developed. The feasibility of this media is interpreted using a Likert scale as follows:

**Table.2.** Validation Percentage Scale

Percentage	Criteria
81 - 100%	Very Valid
61 - 80%	Valid
41 - 60%	Fairly Valid
21 - 40%	Less Valid
0 - 20%	Very Less Valid

**Table.3.** Percentage of Media Feasibility

Description	Score
81 - 100%	Very Valid
61 - 80%	Valid
41 - 60%	Fairly Valid
21 - 40%	Less Valid
0 - 20%	Very Less Valid

**Table.4.** Percentage of Student Response Results

Percentage	Criteria
$-1,00 < g < 0,00$	Declining
$g = 0,00$	Stable
$0,00 < g < 0,03$	Low
$0,03 < g < 0,70$	Medium
$0,70 < g < 1,00$	High

## 4. Results and Discussion

### 4.1. Research Results

This development certainly tests the feasibility of media made by researchers by conducting validation, small, and large trials. Thus, this stage is used to assess the feasibility of the products that researchers make in order to produce products that are suitable for use.

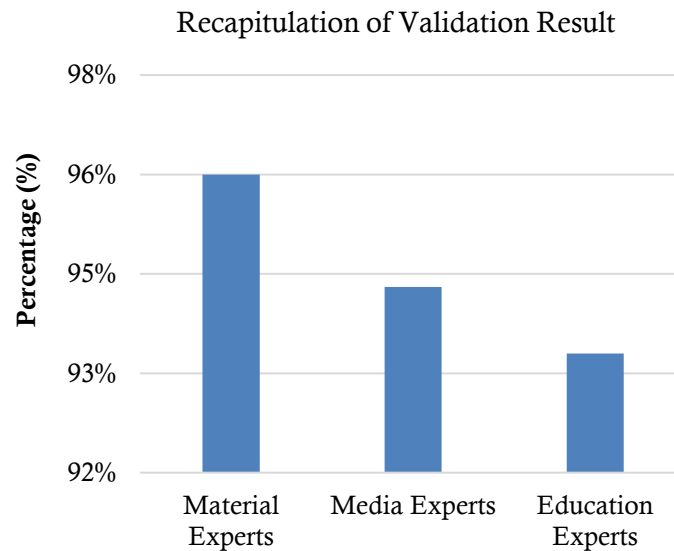
#### 4.1.1. Expert Validation

The following are the results of the expert validation recapitulation:

**Table.5.** Expert Validation Results

Validator	Score Obtained	Maximum Score	Average Percentage
Material Expert	48	50	96%
Media Expert	29	35	94,3%
Education Expert	28	30	93,3%
Total			91,3%
Qualification			Very Feasible

Based on the table results, the score of the experts' total validation results is 91.30%, so the qualification of the validation results is declared very feasible for use in the learning process.



**Figure 1.** Diagram of Expert Validation Recapitulation

#### 4.1.2. Small Trial

This small trial was conducted in class 6, randomly selected, with 5 people conducting trials and filling out student response sheets to the Truth or Dare card media. The following are the results of the small trial:

**Table.6.** Small Trial Results

Respondents	Total Score	Percentage	Qualification
1	42	84%	Very Feasible
2	46	92%	Very Feasible
3	47	94%	Very Feasible
4	44	88%	Very Feasible
5	50	100%	Very Feasible
Average		91,3%	
Qualification		Very Feasible	

Based on the results of the small trial on 5 students, an average percentage of 91.6% was obtained with the qualification of student interest, which is very feasible.

#### 4.1.3. Large Trial

The feasibility test stage of the Truth or Dare card media was carried out in class 6 with 15 randomly selected students. At the same stage of this activity as the small trial, students were allowed to play Truth or Dare card media and fill out student response sheets. The following are the results of the large trial:

**Table.7.** Large Trial Results

Respondents	Total Score	Percentage	Qualification
1	50	100%	Very Feasible
2	50	100%	Very Feasible
3	50	100%	Very Feasible
4	49	98%	Very Feasible
5	46	92%	Very Feasible
6	43	86%	Very Feasible
7	45	90%	Very Feasible
8	44	88%	Very Feasible
9	45	90%	Very Feasible
10	50	100%	Very Feasible
11	43	86%	Very Feasible
12	43	86%	Very Feasible
13	47	94%	Very Feasible
14	41	82%	Very Feasible
15	44	88%	Very Feasible
Average		92%	
Qualification		Very Feasible	

Based on the results of this large trial conducted using Truth or Dare Civics card media, the aim is to know the media development and feasibility of the product. Based on student responses to the product, 92% have very feasible qualifications.

#### 4.1.4. Pre-test Result

This pre-test activity is carried out when students have not tried using Truth or Dare card media to test students' ability to understand Pancasila material in Civics subjects, and this pre-test contains questions on paper with a total of 15 multiple choice questions and 5 essay questions, a total of 20 questions. The results obtained from the pre-test are as follows:

**Table.8.** Pre-test Results

Respondents	Score Earned	Maximum Score	Percentage
1	10	20	50%
2	7	20	35%
3	12	20	60%
4	10	20	50%
5	7	20	35%
6	7	20	35%
7	7	20	35%
8	5	20	25%
9	6	20	30%
10	8	20	40%
11	10	20	50%
12	7	20	35%
13	7	20	35%

14	8	20	40%
15	9	20	45%
16	10	20	50%
17	12	20	60%
18	10	20	50%
19	10	20	50%
20	9	20	45%
21	9	20	45%
22	10	20	50%
23	8	20	40%
24	9	20	45%
25	11	20	55%
26	9	20	45%
27	9	20	45%
Average		43,7%	
Qualification		Decent Enough	

#### 4.1.5. Post-Test Results

This activity is carried out after seeing the ability to understand the pre-test of Pancasila PPKn material, and students still need to improve, with a percentage of 43.70% with answers to questions that are less precise on this Pancasila material. After that, the students filled out the post-test sheet on the Pancasila Civics material. The results of the post-test are as follows:

**Table.9.** Post-test Results

Respondents	Score Earned	Maximum Score	Percentage
1	12	20	60%
2	15	20	75%
3	14	20	70%
4	12	20	60%
5	13	20	65%
6	13	20	65%
7	15	20	75%
8	11	20	55%
9	11	20	55%
10	11	20	55%
11	13	20	65%
12	11	20	55%
13	14	20	70%
14	17	20	85%
15	11	20	55%
16	12	20	60%
17	16	20	80%
18	12	20	60%
19	10	20	50%
20	10	20	50%



21	11	20	55%
22	12	20	60%
23	10	20	50%
24	11	20	55%
25	12	20	60%
26	10	20	50%
27	11	20	55%
Average		61,11%	
Qualification		Worth	

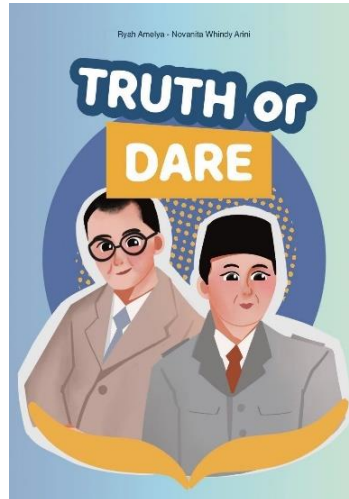
Based on the results obtained from the pre-test and post-test activities, it can be seen that there was an increase in students' understanding of Pancasila PPKn material from the pre-test results of 43.70%, while the results of the post-test were 61.11%. This analysis can be done on 27 students of class VI SDN Batu Ampar 08 Pagi. Data collection is done by carrying out the pre-test and post-test. The researchers gave 20 questions consisting of 15 multiple-choice questions and 5 essays. The average pre-test that students carried out obtained data of 43.70, while the average of the post-test obtained 61.11. The N-gain (g) was obtained from these two data as 0.81 with high clarification. The results of the effectiveness analysis can be seen in Table 10.

**Table.10.** Results of Recapitulation of Truth or Dare Media Effectiveness

Respondents	Many Questions	Gain Score	Criteria
27	20	0,81	High

#### 4.2. Discussion

The results of evaluating the practicality of Truth or Dare card media show that this media meets the efficient and effective criteria. The validation percentage from material, media, and education experts reached an average of 91.30%. The small trial resulted in a percentage of 91.6%, while the large trial reached 92%. The combined results of the small and large trials showed a percentage of 84.1%. In addition, the pre-test result was 43.70%, and the post-test result increased to 61.11%, with an N-Gain of 0.81. Thus, the Truth or Dare card media is declared very practical for learning. This media can encourage students to play an active role, creating an interactive, lively, effective, and fun learning atmosphere in the classroom (Hardiyanti, 2018). This media is effective during lessons and can be used during leisure time, such as during breaks or hanging out with friends, because it can be carried anywhere. The following is the appearance of the Truth or Dare card media.



Figuref.2. Truth or Dare Card Logo



Figure.3. Truth Card Cover and Contents



Figure 4. Dare Card Cover and Contents

The media developed by researchers at SDN Batu Ampar 08 Pagi shows that learning Truth or Dare card media influences student activeness. It can be seen from the increase in trial results that this media is very effective and practical. However, the Truth or Dare card media is made

with Civics subjects only and there are questions about the material contained in the "Truth" card and the material that shows the action on the "Dare" card. Therefore, this Truth or Dare card game effectively increases understanding of Pancasila Civics material.

## 5. Conclusion

Research on the development of media cards Truth or Dare Civics Pancasila material that is valid and practical for students to be more active in learning and answering questions on Truth or Dare cards. This research is used to develop Truth or Dare card media for Civic learning subjects and test the feasibility and practicality of valid products. So that researchers expect teachers to use more effective media during teaching and learning activities.

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