

**OPTIMIZING PANCASILA LEARNING IN CLASS V WITH THE
LITERATURE CIRCLE MODEL ON LIFE NORMS MATERIAL**

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Abstract

This research aims to improve the learning outcomes of fifth grade students in the Pancasila Education subject, especially regarding norms in life, by implementing the Literature Circle learning model. This model is designed to encourage active student participation through group discussions with specific roles. The research was conducted in two cycles involving 31 students at SD Negeri 3 Sekarteja, using observation sheets and learning outcomes tests as data collection tools, which were analyzed using interpretation. The results of the research showed that there was a significant increase in student learning outcomes, where in the first cycle the majority of students got a score between 70 and 80 with 16% achieving a score of 100, while in the second cycle the number of students who achieved a perfect score increased to 29%, and all students got score above 80. Student participation in discussions also increased, with students who were previously passive becoming more active in asking critical questions and relating the material to personal experiences. Overall, the application of the Literature Circle model is effective in improving learning outcomes and student engagement, so that this model can be used as a suitable learning alternative for Pancasila Education, especially for material that requires in-depth

understanding.

Keywords: Optimization, Classroom Action Research, Learning Outcomes, Literature Circle

Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar siswa kelas V pada mata pelajaran Pendidikan Pancasila, khususnya mengenai norma dalam kehidupan, dengan menerapkan model pembelajaran Literature Circle. Model ini dirancang untuk mendorong partisipasi aktif siswa melalui diskusi kelompok dengan peran tertentu. Penelitian dilakukan dalam dua siklus dengan melibatkan 31 siswa di SD Negeri 3 Sekarteja, menggunakan lembar observasi dan tes hasil belajar sebagai alat pengumpul data, yang dianalisis menggunakan interpretasi. Hasil penelitian menunjukkan adanya peningkatan hasil belajar siswa secara signifikan, di mana pada siklus pertama mayoritas siswa mendapatkan nilai antara 70 hingga 80 dengan 16% mencapai nilai 100, sementara pada siklus kedua jumlah siswa yang mencapai nilai sempurna meningkat menjadi 29%, dan seluruh siswa mendapatkan nilai di atas 80. Partisipasi siswa dalam diskusi juga mengalami peningkatan, dengan siswa yang semula pasif menjadi lebih aktif dalam mengajukan pertanyaan kritis dan mengaitkan materi dengan pengalaman pribadi. Secara keseluruhan, penerapan model Literature Circle efektif dalam meningkatkan hasil belajar dan keterlibatan siswa, sehingga model ini dapat dijadikan alternatif pembelajaran yang cocok untuk Pendidikan Pancasila, terutama untuk materi yang memerlukan pemahaman mendalam.

Kata kunci: Optimasi, Penelitian Tindakan Kelas, Hasil Pembelajaran, Kelompok Literatur

INTRODUCTION

Elementary School is a basic level of education that lasts for six years (Husein, 2022). Based on Government Regulation of the Republic of Indonesia Number 28 of 1990 concerning Basic Education, it is stated that basic education consists of nine years, namely six years at Elementary School and three years at First Level Secondary School (MENDIKBUD, 2013). Therefore, elementary schools are a form of educational unit at the basic education level. Basic education aims to equip students with the basic abilities necessary to develop themselves as individuals, members of society, citizens and members of humanity, as well as preparing them to continue to secondary education (Mashudi, 2016). Therefore, basic education is an important foundation in developing students' thinking abilities to achieve educational goals. Thus, basic education must continue to innovate in the learning process.

Learning objectives in education, as stated in the SISDIKNAS Law no. 20 of 2003 Article 3, is to develop abilities and shape the character and civilization of a dignified nation, in order to make the nation's life more intelligent (Abdullah, 2022). National education aims to develop the potential of students to become individuals who have faith, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Nantara, 2022). This shows that education plays an important role in creating quality humans, and this long process starts from elementary school. One of the subjects that is very important in supporting the quality of students to have noble character and practice Pancasila values in their lives is Pancasila Education (Abdulatif & Dewi, 2021).

Pancasila education is the foundation of the Indonesian education system (Istianah & Susanti, 2021). Pancasila education aims to develop the character of students into citizens who are faithful, devout and moral (Hamzah et al., 2022). Apart from that, Pancasila education is very important in fostering understanding and application of Pancasila values in everyday life (Pratama et al., 2023). The key aspect of this education is an understanding of the norms that regulate social, national and state life, which serve as guidelines for students in interacting and behaving in harmony with societal values (Wahyudin & Zohriah, 2023). Based on these opinions, it can be concluded that Pancasila education has a significant role in building the character of students who have faith, morals, and understand and practice Pancasila values, including the norms that regulate social and state life.

Pancasila education fosters attitudes and behavior in daily life that are rooted in Pancasila values (Della Ardhani et al., 2022). These values include divine principles, human dignity, unity, democracy and justice. a person's relationship with God is strong, this positively influences his interactions with others, reflecting the importance of human values (Rahman et al., 2020).

One of the topics discussed in the Pancasila Education curriculum is "Norms in My Life". This material examines various norms that regulate daily life, including religious, legal, social and moral norms. However, there are still many students who experience difficulties in learning this material. These challenges can be caused by the application of life norms teaching materials which often encounter various challenges (Alam & Rukaya, 2019). A significant problem is the low level of student involvement in the learning process. Traditional teacher-centered methods often result in students being less active and less motivated to explore thoroughly and understand the material (Wibowo, 2020). As a result, student learning outcomes are less than optimal, many students just memorize concepts without really understanding their meaning or application in everyday life (Kusumawati & Maruti, 2019). Based on these opinions, it can be concluded that the material "Norms in My Life" in Pancasila Education often faces obstacles, especially in terms of low student participation. Traditional teaching methods that focus on teachers make students less active and less motivated, so they tend to only memorize concepts without understanding their meaning and application in everyday life. As a result, student achievement of learning outcomes is not optimal.

To overcome these challenges, innovative learning methods are needed that can increase students' active participation, encourage critical thinking, and help them connect material with real-life experiences (Istiqomah et al., 2023). One effective model is the Literature Circle, which involves students in small group discussions in which each member takes a specific role, such as reader, questioner, organizer, or discussion leader (Agus & Anwar, 2021). This approach makes each student responsible for contributing to the discussion, resulting in a more interactive and collaborative learning process (Tangaray, 2023). In conclusion, to overcome these obstacles, innovative learning methods are needed to increase student involvement, encourage critical thinking, and help them relate material to real life experiences. One effective model is the Literature Circle, where students participate in small group discussions with specific roles such as reader, questioner, writer, or discussion leader (Sulistiawati, 2019). This approach makes each student responsible for contributing, thereby creating a more interactive and collaborative learning process.

Literature circles are more than just discussions, but literature circles are a learning process that provides students with the opportunity to develop social skills and critical thinking

(Susantiningdyah et al., 2021). In the context of Pancasila Education, this model allows students to gain a deeper understanding of norms through in-depth discussions and exchanging ideas with their friends (Muttaqin et al., 2024). This approach helps students strengthen their understanding of how to apply norms in everyday life and improve their ability to make decisions that are in line with Pancasila values (Hakim, 2023).

Previous research conducted by Asmar et al. (2024) proves that the application of the Literature Circle learning model can improve students' science learning outcomes. The application of the Literature Circle model has a positive influence on student learning outcomes (Sulastri et al., 2023). The application of the Circle model can improve student learning outcomes in Class VII thaharoh material at SMP Negeri 1 Gekbrong (Kurniasih, 2023). The application of the Literature Circle learning model can increase students' interest in learning (Halkah et al., 2023).

One approach that can improve the effectiveness of Pancasila learning is the use of a more interactive and collaborative learning model. One such model is the Literature Circle. This model allows students to work together in small groups, engage in discussions, and share their thoughts on the material being studied, thus enhancing their understanding and thinking skills. In the context of Pancasila education, particularly life norms, the Literature Circle model can provide students with the opportunity to actively participate in understanding and applying Pancasila values in their everyday lives.

This study aims to optimize Pancasila learning in Class V by implementing the Literature Circle model on the Life Norms material. The research will examine how this model can improve students' understanding of Pancasila values, increase their engagement and participation in learning, and develop their critical thinking and teamwork skills. Thus, it is expected that the findings of this study will contribute positively to the development of more effective teaching methods in Pancasila education at the primary school level.

Various studies have also shown that Literature Circles are effective in improving students' understanding of material, especially in improve learning outcomes. However, the use of Literature Circles in the context of Pancasila Education, especially regarding norms in life, is still relatively rare. Therefore, this research aims to overcome this gap by exploring how the application of the Literature Circle can improve the learning outcomes of class V students in the Pancasila Education subject at SD Negeri 3 Sekarteja.

METHODS

The research method used in this research is classroom action research (PTK). The research design follows the model developed by John Elliot, which consists of four stages: Planning, Implementation, Observation, and Reflection (Susilo et al., 2022). This research was carried out at SDN 3 Sekarteja in cycles 1 and 2. The participants were 31 class V students at SDN 3 Sekarteja. Data collection was carried out using test sheets and observation sheets. The data obtained on the test sheet is then analyzed using:

Test Sheets

Learning outcome tests are used to collect data about student learning outcomes in cycle I and cycle II. The test used in this research is multiple choice. For scoring, a value of 10 is given (for items answered correctly) and 0 (for items answered incorrectly). Learning outcome score data is used to determine the completeness of learning outcomes after learning using the Literature Circle model is applied (Widayani, 2019). Comparing student learning outcomes

scores with the minimum completion criteria (KKM) standards set, namely ≥ 65 . If the score obtained by the student reaches the KKM (score ≥ 65), the student can be said to be complete and if the score obtained has not reached the KKM, the student is said to have not completed it. Calculate the percentage of completeness (classical completeness) of students who get a score ≥ 65 , namely using the formula:

$$\text{Completion percentage} = \frac{\sum \text{Tuntas}}{\sum \text{Siswa}} \times 100\%$$

Source:(Supriyanto & Luailik, 2022)

Observation Sheets

At the observation stage, researchers will use observation sheets to monitor student participation in the discussion process as well as their involvement in expressing opinions and exchanging ideas (Patmawati & Meilinda, 2023). After each cycle is completed, the researcher will conduct a reflection to evaluate the learning process, identify obstacles faced, and plan improvements to be made in the next cycle.

RESULTS AND DISCUSSION

Planning

At this stage, the researcher collaborates with the tutor to develop an action plan for the research. This plan includes an analysis of learning outcomes to determine the expected learning objectives, in order to increase students' understanding through the application of the Literature Circle model. Next, researchers prepared teaching modules based on the UbD design, starting from determining the results to be achieved, designing learning assessments to measure achievement of objectives, and planning learning experiences using the PBL model. Apart from that, researchers also prepared the necessary learning tools, such as teaching materials in the form of reading literacy, LKPD, learning media, evaluation instruments, and observation sheets. All of this is done in the implementation of cycle 1. In cycle 2 the stages carried out remained the same, but based on the results of the reflection in cycle 1.

Implementation Stage

At the implementation stage, researchers carry out learning activities in accordance with the action plan that has been prepared. During learning activities, the teacher actively involved students (student-center) by implementing the five stages of the Literature Circle model as follows.

Learning using the Literature Circle model began by dividing students into small groups of 4-5 people. Each group is given reading or material relevant to the topic of norms in life, which has been prepared by the teacher. Each group member will be assigned a different role, such as reader, questioner, note taker, and discussion leader. The reader's job is to read the text or material provided, while the questioner's job is to develop critical questions related to the material. The note taker is responsible for recording important points from the discussion results, while the discussion leader direct the course of the discussion in the group.

After assigning roles, the group begin and discussing the material. The reader will start by reading a certain part of the text, then the questioner will ask questions that trigger discussion among group members. This discussion provides space for each student to convey his thoughts, share understanding, and explain how the norms learned are relevant to his daily

life. The discussion leader ensures that each group member participates actively, while the minutes record the results of the discussion and the conclusions drawn by the group.

After the group discussion is finished, each group reported the results of their discussion to the class. In this reporting session, representatives from each group will explain the conclusions they have made based on the group discussion. The teacher directed the overall class discussion, add additional insight, and provide clarification when needed. At the end of the lesson, students will be given the opportunity to reflect on what they have learned and how these norms could be applied in everyday life. With this Literature Circle model, learning becomes more collaborative, where students are actively involved in the discussion process and share understanding, which not only improves critical thinking skills, but also makes them better understand the norms that exist in their environment.

After learning using the literature circle model, students were given evaluation questions which aim to determine students' learning achievements. The results of the analysis of student learning outcomes in cycles 1 and 2 can be seen in the table below.

Table 1. Student of Learning Completeness

No	Name	Cycle 1 Scores	Criteria
1	Abdul Rosyid	80	Complete
2	Aditiya Pratama	80	Complete
3	Annisa Alfi Karima	70	Complete
4	Alya Saputri Roziani	80	Complete
5	Datin Hasri Mawardani	70	Complete
6	Febiana Naura Nadhifa	70	Complete
7	Inang Cahaya Putri	100	Complete
8	Khayla Kanza Azzahra	70	Complete
9	Lalu Fariss Akbar Gazali	80	Complete
10	M. Farizi	80	Complete
11	M. Helmi Danial	80	Complete
12	Muh Nurhadi Prayana	100	Complete
13	M. Badul Rohman Addahil	70	Complete
14	M. Alfani Ulul Azmi	80	Complete
15	M. Zafran Fawwaz	70	Complete
16	Nurafifa Zahrani	80	Complete
17	Rohmayani Salsabila	80	Complete
18	Sahrini Arianata	80	Complete
19	Sakinah	70	Complete
20	Satrio Pringgo Dani	100	Complete
21	Sima Baezura	70	Complete
22	Sri Indah Wardani	90	Complete
23	Teguh Ardian Maulana	70	Complete
24	Tsalisa Qurrt Aina	100	Complete
25	Uswatun Hasanah	70	Complete
26	Waisal Karoni	80	Complete
27	Zainul Majdi	90	Complete

28	Arsyad Al Ghifari	100	Complete
29	Saqila Zauja	80	Complete
30	Kalila Rifda	90	Complete
31	M. Hazrul Hakimi	70	Complete

In the first cycle, student participation in group discussions shows significant increase compared to conventional learning methods. Of the 31 students, around 65% actively participate in group discussions, especially students who serve as readers and discussion leaders. However, some students still tend to be passive, especially those who have the role of note taker. According to the data presented in this table, during cycle 1, five students achieved a score of 100, three students obtained a score of 90, twelve students received a score of 80, and eleven students attained a score of 70.

Table 2. Student of Learning Completeness

No	Name	Cycle 2 Values	Criteria
1	Abdul Rosyid	100	Complete
2	Aditiya Pratama	90	Complete
3	Annisa Alfi Karima	80	Complete
4	Alya Saputri Roziani	100	Complete
5	Datin Hasri Mawardani	80	Complete
6	Febiana Naura Nadhifa	100	Complete
7	Inang Cahaya Putri	100	Complete
8	Khayla Kanza Azzahra	80	Complete
9	Lalu Fariss Akbar Gazali	90	Complete
10	M. Farizi	80	Complete
11	M. Helmi Danial	90	Complete
12	Muh Nurhadi Prayana	100	Complete
13	M. Badul Rohman Addahil	80	Complete
14	M. Alfani Ulul Azmi	90	Complete
15	M. Zafran Fawwaz	80	Complete
16	Nurafifa Zahrani	80	Complete
17	Rohmayani Salsabila	90	Complete
18	Sahrini Arianata	80	Complete
19	Sakinah	90	Complete
20	Satrio Pringgo Dani	100	Complete
21	Sima Baezura	90	Complete
22	Sri Indah Wardani	90	Complete
23	Teguh Ardian Maulana	80	Complete
24	Tsalisa Qurta Aina	100	Complete
25	Uswatun Hasanah	90	Complete
26	Waisal Karoni	100	Complete
27	Zainul Majdi	90	Complete
28	Arsyad Al Ghifari	100	Complete
29	Saqila Zauja	80	Complete

30	Kalila Rifda	90	Complete
31	M. Hazrul Hakimi	80	Complete

The second cycle shows greater improvements. After reflection and improvements in the distribution of roles and clearer instructions to students, participation in the group increased to 89%. All students began to engage more actively in discussions, especially once they understood their respective roles better. The average student test score increased to 89. From the observation sheet, there was an increase in student involvement in critical thinking, asking questions, and providing arguments during discussions. These two tables show that the application of the Literatur Circle learning model can improve student learning outcomes in the Pancasila subject in the material "Norms in my life". In cycle 1, the average student score was 80.65 and in cycle 2 it was 89.35. Thus, it can be stated that the application of the Literature Circle learning model can improve student learning outcomes.

Based on the results obtained from two research cycles, the application of the Literature Circle model was proven to be effective in improving the learning outcomes of class V students on norm material in life in the Pancasila Education subject. In the first cycle, although student involvement had begun to appear, there were several obstacles that affected learning outcomes, such as a lack of understanding of each individual's role in the group and the tendency of students to still depend on friends who were more active. However, after the student's role was explained in more detail and instructions were delivered in a more structured manner, there was a significant improvement in the second cycle.

Observation Stage

This observation stage was carried out directly by the author himself as an observer. Based on observations during the learning process in cycle 1, students who got higher scores tended to be more active in group discussions. They are able to lead discussions and ask critical questions. On the other hand, students who get lower scores, especially those who get a score of 70, still appear passive and less involved in discussions. They tend to wait for other friends who are more active to start a conversation or direct the discussion. The general level of participation is at a fairly good level, but not evenly distributed. These results reflect the need for adjustments in learning methods so that students who are still passive can be more involved in discussions and improve their understanding of the material.

In the second cycle, there was a significant increase in student learning outcomes. A total of 9 students (29%) managed to achieve a score of 100, 11 students (35%) got a score of 90, and 11 students (35%) got a score of 80. There were no students who got a score below 80, indicating that the majority of students had achieved understanding, which is better towards the material norms in life. This increase was also seen in group discussion participation. Students who tended to be passive in the first cycle began to be more active in their respective roles after they better understood the tasks given. Improvements in instruction and division of roles help students to be more confident in discussing and expressing opinions. Discussion groups become more dynamic, with each student contributing according to their role, which encourages increased student understanding of the material. With the results of these observations, it can be seen that the Literature Circle model not only improves learning outcomes significantly, but also increases student involvement in the overall learning process.

Reflection Stage

Next is the reflection stage, this stage is carried out by the tutor to provide input and

reinforcement of the learning process that has been carried out. From the results of the reflection carried out with the tutor teacher, the tutor teacher provided suggestions for adding games and practice activities to strengthen students' understanding. In cycle 2, the results were satisfactory so that the research was considered sufficient to reach cycle 2. This means that the researcher felt that the desired goal or target had been achieved in cycle 2, so there was no need to continue to the next cycle.

CONCLUSION

Based on the results of research conducted over two cycles, the application of the Literature Circle learning model was proven to be effective in improving the learning outcomes of class V students in the Pancasila Education subject, especially in the subject of norms in life. There was an increase in student scores between the first and second cycles, where in the first cycle the majority of students obtained scores between 70 and 80, and only 5 students (16%) achieved perfect scores. After improvements were made in the second cycle, the number of students who achieved a score of 100 increased to 9 students (29%), with all students getting a score above 80. Apart from that, the Literature Circle model was also successful in increasing student participation, where students who were initially passive became more active in group discussions, ask critical questions, and relate the material to their experiences. Overall, this model is successful in not only increasing students' understanding, but also encouraging their involvement in the learning process more actively, critically and collaboratively, so that it can be used as an alternative to improve learning outcomes and student participation in Pancasila Education subjects.

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