

THE INFLUENCE OF PANCASILA EDUCATION LEARNING ON THE RESPONSIBILITY CHARACTER OF STUDENTS

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ABSTRACT

Responsibility is a character trait that is crucial to instill from the elementary school level, as it plays a role in shaping students' behavior regarding the fulfillment of obligations and accountability for their actions. However, some students still fail to demonstrate an optimal level of responsibility during learning activities. This study aims to determine the influence of Pancasila Education instruction on the responsibility character of fourth-grade students. The study employs a quantitative approach using a One-Group Posttest-Only Design. The sample consists of 25 fourth-grade students. Data collection techniques involved observation and questionnaires. Data analysis was conducted using descriptive statistics and the One-Sample t-Test with the aid of SPSS version 22 software. The results indicate that Pancasila Education instruction was implemented across all stages of learning—including introductory, core, and concluding activities—while integrating Pancasila values into the learning process. The students' sense of responsibility was reflected in their ability to perform tasks earnestly, their willingness to accept the consequences of their actions, the courage to admit mistakes, and their perseverance in completing tasks thoroughly. The One-Sample t-Test yielded a significance value (Sig. 2-tailed) of 0.000 (less than 0.05); consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. These findings demonstrate that Pancasila Education instruction has a significant influence on the responsibility character of fourth-grade student.. Thus, Pancasila Education plays a role in developing students' responsibility character through the internalization of Pancasila values integrated into learning activities.

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INTRODUCTION

Education is an important matter in human life, both formal education and non-formal education. The learning process cannot only be done in schools but can be done anywhere and anytime with the aim of gaining knowledge and science that can change behavior for the better (Afandi, 2022). Character education is an essential element in the implementation of national education. Education is not merely directed at developing the intellectual abilities of students, but also at forming attitudes, values, and characters that become the basis of behavior in social life (Waruwu, 2024). Character education in elementary schools plays an important role as a foundation for students to internalize moral values such as discipline and responsibility which are reflected in the students' daily behavior. Character education is seen as a planned and continuous process in instilling moral values so that students are able to behave and act in accordance with applicable norms. Therefore, strengthening character education becomes an important part in the effort to create a generation with noble character and responsibility (Awanda, 2025). Instilling character values at the elementary school age is considered more effective because students are still in the stage of habituation and behavior imitation (Alwi, 2023).

The responsibility character is one of the main values that needs to be developed in character education. This character is reflected in the individual's awareness to carry out duties and obligations in earnest, both towards themselves and their surrounding environment (Pratiwi., 2025). Students who have a responsibility character tend to show disciplined, independent behavior, and have a commitment in completing learning tasks (Sinaga et al., 2024). According to Triyani et al. (2020), responsibility is an obligation or authority possessed by a person to carry out tasks in earnest, keep promises, and make decisions consciously accompanied by readiness to face risks from every action. Rahmat (2014) also explains that responsibility reflects the individual's ability to carry out tasks and obligations to oneself, religion, social environment, society, and state as it should be. Based on these various views, the responsibility character has an important role in life.

The Pancasila Education subject has a strategic position in shaping the responsibility character of students. Pancasila Education is a learning process that guides students to understand and internalize the basic values of the Indonesian nation as part of the formation of national identity (Ira et al., 2024). Learning is not just about understanding its concepts, but also applying them in social life in the school environment and the wider community. This is in line with the view (Lestari & Kurnia, 2022) that Pancasila Education becomes a means of forming citizens who are intelligent, have strong characters, and are committed to national values. Pancasila Education is also understood as a systematic effort in instilling the noble values of the nation sourced from the state ideology, namely Pancasila (Nur Islami et al., 2021). Through understanding regarding rights and obligations, norms, as well as rules applicable in social life, students are expected to be able to internalize the value of responsibility in daily behavior (Risa et al., 2021).

However, based on the results of preliminary observations conducted by the researcher, a gap was still found between the ideal conditions expected and the reality in the field. Some students have not shown an attitude of responsibility consistently, such as lacking discipline in submitting assignments, not paying attention when learning takes place, and not complying with class rules. This condition shows that the implemented Pancasila Education learning has not fully contributed optimally to the formation of the students' responsibility character. Therefore, research is needed that specifically examines the influence of Pancasila Education learning on the responsibility character of students to obtain empirical data regarding the relationship between the two variables.

METHOD

This research uses a quantitative approach with a Pre-Experimental Design method and applies the One Group Posttest Only Design. The quantitative approach is used because this research aims to obtain numerical data

and analyze it using statistical techniques to determine the influence of Pancasila Education learning on the responsibility character of students. The One Group Posttest Only Design involves one research group without a control group and without administering a pretest (Hastjarjo, 2020). In this design, the research group first receives treatment, then measurement is taken at the end of the activity through a posttest to determine the condition of the dependent variable after the treatment is given.

The research was conducted, located in Sumber District, Cirebon Regency, West Java Province. The population in this study was all 42 students. Based on research considerations, the sample used consisted of 25 students. The sampling technique used was simple random sampling, providing equal opportunity for every member of the population to be selected as a research sample (Tantoroputro, 2020).

This study involves two types of variables, namely the independent variable, which is Pancasila Education learning, and the dependent variable, which is the students' responsibility character. The instruments used were observation sheets and questionnaires. The observation sheet was used to measure the implementation of Pancasila Education learning by observing aspects set in the indicators. The questionnaire was used to measure the students' responsibility character after participating in the learning (posttest) using a Likert scale. Before being used, the instruments were tested for validity using the Pearson Product Moment correlation and for reliability using the Cronbach's Alpha technique with the assistance of the SPSS application.

The data analysis technique used was quantitative analysis with the assistance of the SPSS application. Observational data on the implementation of Pancasila Education learning and data on the students' responsibility character were analyzed descriptively. To determine the influence of the learning implementation on the responsibility character, a hypothesis test was conducted on the posttest results. Before the hypothesis testing, a normality test was performed as a prerequisite analysis using the Shapiro-Wilk test. Finally, the hypothesis testing was carried out using the One Sample t-Test to determine whether Pancasila Education learning has a significant influence on the students' responsibility character.

RESULTS AND DISCUSSION

Results

Instrument Testing

Before the instrument was utilized for data collection, instrument testing—comprising validity and reliability tests—was conducted to ensure each statement item accurately and consistently measured the researched variables. The test was administered to 25 respondents.

The validity test for variable Y evaluated 20 statements developed from the indicators of the students' responsibility character. The test results indicated that all statement items for this variable possessed an r_{count} value exceeding the r_{table} value of 0.396, which means all items were declared valid and appropriate for research use.

Table 1. Validity Test Results of Variable Y

Item Number	r_{count}	r_{table}	Description
1	0.463	0.396	Valid
2	0.571	0.396	Valid
3	0.631	0.396	Valid
4	0.764	0.396	Valid
5	0.751	0.396	Valid
6	0.838	0.396	Valid
7	0.627	0.396	Valid
8	0.859	0.396	Valid

9	0.843	0.396	Valid
10	0.874	0.396	Valid
11	0.891	0.396	Valid
12	0.704	0.396	Valid
13	0.900	0.396	Valid
14	0.913	0.396	Valid
15	0.847	0.396	Valid
16	0.502	0.396	Valid
17	0.842	0.396	Valid
18	0.830	0.396	Valid
19	0.659	0.396	Valid
20	0.605	0.396	Valid

Following the validity confirmation, a reliability test was executed to ascertain the consistency level of the responsibility character instrument.

Table 2. Reliability Test Results of Variable Y

Cronbach's Alpha	N of Items
.953	20

The reliability test yielded a Cronbach's Alpha value of 0.953. This value substantially surpasses the minimum reliability threshold of 0.60, confirming the instrument is reliable. Based on the reliability coefficient interpretation, the value of 0.953 resides in the very strong category, demonstrating a highly consistent instrument capable of producing stable data.

Data Analysis of Pancasila Education Learning Implementation (X)

Data concerning the implementation of Pancasila Education learning were acquired via an observation sheet. Observations were conducted directly while the teacher implemented the learning process in class IV .

Table 3. Observation Results of Learning Implementation

No	Aspect	Total	Average
1	Initial Activity	9	4.50
2	Apperception and Motivation	10	5.00
3	Learning Objectives	9	4.50
4	Inculcation of Pancasila Values	10	5.00
5	National Insight	9	4.50
6	Responsibility Attitude	9	4.50
7	Tolerance and Cooperation	9	4.50
8	Student Activeness	9	4.50
9	Learning Management by the Teacher	9	4.50
10	Reflection and Evaluation	9	4.50
-	Total	92	4.60
-	Category	-	Very Good

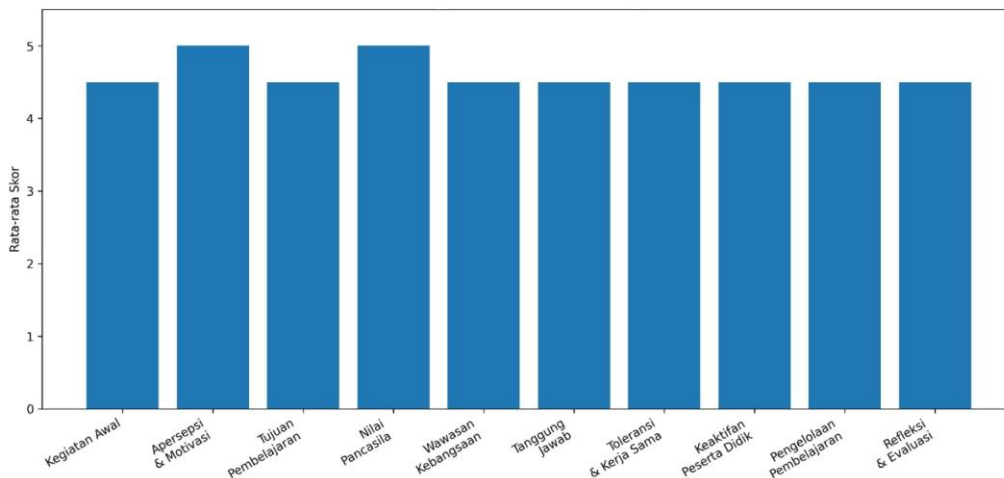


Figure 1. Observation Results of Learning Implementation Graph

The observation results present an average score of 4.60. The apperception and motivation aspect, alongside the inculcation of Pancasila values, secured the highest score of 5.00. The other aspects uniformly obtained an average score of 4.50. These figures verify that the majority of the observed indicators were actively executed during the learning process.

Data Analysis of Students' Responsibility Character (Y)

This analysis assessed the responsibility character level of grade IV students following their participation in Pancasila Education learning.

Table 4. Questionnaire Results of Students' Character

No	Respondent	Total Questionnaire Score	Average	Category
1	AZ	90	4.50	Very Good
2	AAA	94	4.70	Very Good
3	AM	87	4.35	Very Good
4	AFA	84	4.20	Good
5	AD	93	4.65	Very Good
6	AAF	88	4.40	Very Good
7	AA	85	4.25	Very Good
8	AN	96	4.80	Very Good
9	CAP	91	4.55	Very Good
10	EW	89	4.45	Very Good
11	FAH	84	4.20	Good
12	FA	93	4.65	Very Good
13	F	80	4.00	Good
14	IT	86	4.30	Very Good
15	JF	91	4.55	Very Good
16	KNA	95	4.75	Very Good
17	LJ	87	4.35	Very Good
18	LA	92	4.60	Very Good
19	MK	83	4.15	Good

20	NG	81	4.05	Good
21	NAP	82	4.10	Good
22	NS	88	4.40	Very Good
23	NA	85	4.25	Very Good
24	NK	80	4.00	Good
25	ZAP	90	4.50	Very Good

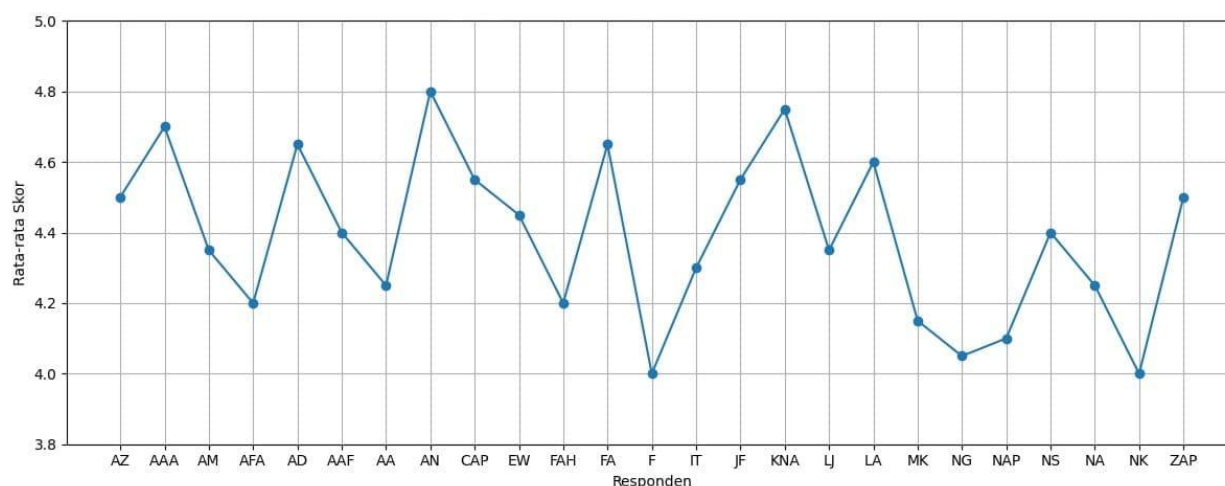


Figure 2. Questionnaire Results of Students' Character Graph

The average score for the students' responsibility character ranged from 4.00 to 4.80. Respondent AN achieved the highest average score of 4.80, whereas respondents F and NK recorded the lowest average score of 4.00. The majority of students scored above 4.20, signifying a distinctly positive response toward the responsibility indicators and confirming that these behaviors are evident in their daily learning activities.

Effect of Learning Implementation on Students' Responsibility Character

Prior to hypothesis testing, a normality test was performed utilizing the Shapiro-Wilk method to ensure the posttest data of the students' responsibility character was normally distributed.

Table 5. Normality Test Results

Variable	Kolmogorov-Smirnov (Statistic)	df	Sig.	Shapiro-Wilk (Statistic)	df	Sig.
Students' Responsibility Character	.082	25	.200*	.968	25	.601

The significance value (Sig.) for the Shapiro-Wilk test was 0.601. As this value exceeds 0.05, the data is confirmed to be normally distributed and free from significant deviation, fulfilling the prerequisite for parametric statistical analysis.

Hypothesis testing was subsequently conducted using the One Sample t-Test to determine if Pancasila Education learning impacted the students' responsibility character.

Table 6. One Sample t-Test Results (Test Value = 60)

Variable	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval (Lower)	95% Confidence Interval (Upper)
Students' Responsibility Character	29.410	24	.000	27.760	25.81	29.71

The analysis produced a t-count value of 29.410 with a significance value (Sig. 2-tailed) of 0.000. Because the significance value is less than 0.05, H_0 is rejected and H_1 is accepted. This proves that Pancasila Education learning exerts a significant effect on the responsibility character of grade IV students .

Discussion

The observational data confirm that Pancasila Education learning was fully operationalized across the introductory, core, and concluding stages. The teacher facilitated apperception, delivered clear learning objectives, embedded Pancasila values directly into the learning material, and ensured active student participation throughout the instructional process. The introductory stage provided an important foundation for connecting students' prior knowledge and experiences with the values and concepts being learned. Through apperception, students were encouraged to recall experiences related to responsibility, cooperation, tolerance, discipline, and obedience to rules, allowing the learning material to become more meaningful and contextual. The teacher's explicit communication of learning objectives also helped students understand not only what they were expected to learn cognitively but also what attitudes and behaviors they were expected to demonstrate during the learning process. In the core stage, the integration of Pancasila values into learning activities provided students with opportunities to directly practice the expected behaviors rather than merely receiving theoretical explanations. Meanwhile, reflection and evaluation activities at the lesson's closure reinforced students' comprehension and encouraged them to recognize the relationship between the learning content and their daily behavior.

The successful execution of these indicators demonstrates that Pancasila Education learning extended beyond cognitive boundaries to actively shape student attitudes and behaviors. Pancasila Education functions as a subject loaded with fundamental national values capable of elevating student engagement during learning (Asyiah et al., 2025). This finding is consistent with Ira et al. (2024), who emphasized that Pancasila Education has an important role in forming a young generation with character and national insight. Similarly, Lestari and Kurnia (2022) explained that Pancasila Education contributes significantly to character formation because the values contained within Pancasila can serve as a foundation for students' attitudes and behavior. Thus, the implementation observed demonstrates that Pancasila Education can function as a strategic medium for integrating academic learning with the development of students' character.

The integration of responsibility, tolerance, cooperation, discipline, and national insight directly into classroom activities allowed students to experience and practice these values firsthand. For example, when students were given individual or group assignments, responsibility could be developed through the expectation that each student completed their assigned role and contributed to the achievement of a common learning goal. Similarly, tolerance could be developed when students listened to different opinions, respected differences among peers, and avoided imposing their own perspectives. Cooperation was practiced through group activities that required students to communicate, divide tasks, and support one another, while national insight could be strengthened through discussions concerning the meaning and application of Pancasila values in students' daily lives. Nur Islami et al. (2021) emphasized the importance of implementing Pancasila values within education so that these values are not limited to conceptual knowledge but become principles that guide students' behavior. This is also consistent with the findings of

Risa et al. (2021), who emphasized that character education at the elementary school level is an important form of implementing civic education because children require concrete opportunities to understand and practice positive values.

The findings further indicate that the learning activities created opportunities for students to internalize Pancasila values through repeated practice. Such an approach is important because character development is more likely to occur when students encounter values in meaningful situations and are given opportunities to demonstrate them. Alwi (2023) explains that character formation within formal educational institutions is closely related to the process of habituating positive values through students' daily educational experiences. Therefore, the implementation of Pancasila Education observed in this study can be interpreted not merely as the delivery of curriculum content but as an ongoing process of habituation. Students were encouraged to connect the values learned during instruction with concrete actions, thereby strengthening the relationship between knowledge, attitude, and behavior.

The teacher's role was also essential in transforming Pancasila values into concrete classroom experiences. The teacher did not merely act as a transmitter of subject matter but also functioned as a facilitator, guide, and model of the values being taught. Consistent teacher guidance, clear expectations, reinforcement, and opportunities for student participation provided an environment conducive to character formation. This finding is relevant to the argument of Hakim (2022), Pancasila education at the elementary school level focuses on shaping students' morals and character. At this stage, students require the concrete and repeated practice of values. Values such as responsibility, discipline, cooperation, and tolerance must be instilled through simple yet meaningful learning activities. Teachers play a crucial role in designing instruction that integrates these values into every activity, both inside and outside the classroom. Consistent instruction supports students in developing positive habits as an integral part of their character.

The questionnaire outcomes further revealed that the responsibility character of these students was demonstrably active in their academic and social routines at school. Students exhibited the capacity to complete assignments, adhere to school regulations, fulfill academic duties, and accept the consequences of their actions. These indicators demonstrate that responsibility was reflected not only in students' completion of academic tasks but also in their broader behavior as members of the school community. The ability to complete assignments reflects students' awareness of their obligations as learners, while compliance with school regulations indicates their understanding that individual behavior can affect the learning environment and other members of the school community. Likewise, students' willingness to accept the consequences of their actions demonstrates an emerging awareness that every decision has implications and that responsibility involves being accountable for one's own behavior.

This finding is supported by Sinaga et al. (2024), who specifically examined the development of students' responsibility through character education in Civic Education at the elementary school level. Their findings reinforce the idea that responsibility can be cultivated through the integration of character values into subject learning. Therefore, the responsibility scores obtained in the present study can be understood as an indication that students were not only exposed to the concept of responsibility but also had opportunities to develop it through learning experiences. The results also support the broader argument that Pancasila Education can become an important vehicle for developing character because its content provides opportunities to connect moral and civic values with students' everyday behavior.

Education inherently serves as a process for producing a better cultural and value system, which includes the critical formation of personality and character (Sutisno et al., 2022). From this perspective, the success of education cannot be measured solely through academic achievement because the educational process also contributes to the formation of students' habits, attitudes, and moral orientations. Waruwu (2024) similarly emphasizes the role of character education in developing positive attitudes toward learning among students. This indicates that character development can influence not only students' interpersonal behavior but also their relationship with the learning

process itself. Students who develop responsibility are more likely to demonstrate commitment toward completing learning tasks, following classroom agreements, and participating actively in instructional activities.

Instilling this character is particularly vital because students, as individuals navigating complex developmental phases, continuously face personal and social challenges. They must learn to manage their time, complete academic responsibilities, interact appropriately with peers, follow established rules, and respond to the consequences of their choices. Character education is therefore essential for helping students make appropriate behavioral decisions when facing different situations (Sutisno et al., 2025). In line with this perspective, Pratiwi et al. (2025) demonstrated the importance of character education in shaping students' social attitudes within elementary school environments. Character development is therefore not limited to the individual dimension but also influences how students interact, communicate, cooperate, and position themselves within their social environment.

The primary goal of such character education is to mold students into individuals who are not only knowledgeable but also faithful, capable, independent, democratic, and fundamentally responsible (Asyiah & Sunanto, 2020). In this context, responsibility should not be viewed as an isolated character trait but as a component that supports the development of other desirable qualities. Students who learn to take responsibility for their assignments, decisions, and behavior are simultaneously being prepared to become more independent and accountable individuals.

The score variations among the students simply reflect that character development is a gradual process heavily influenced by individual habituation patterns and environments. Differences in responsibility scores do not necessarily indicate failure in the implementation of Pancasila Education but instead illustrate the natural diversity of students' developmental processes. Each student enters the classroom with different experiences, family environments, levels of independence, habits, and opportunities to practice responsible behavior. Consequently, the internalization of values cannot be expected to occur uniformly or instantaneously. Some students may already demonstrate strong responsibility because they have consistently practiced similar behaviors at home and school, while others may still require structured guidance and repeated opportunities to develop the same habits.

The gradual nature of character formation is also supported by Zulfani & Adhar (2023), who demonstrated the relevance of integrating character values into learning materials to develop responsibility, discipline, and student learning achievement. Their findings indicate that character values can be deliberately incorporated into learning activities and learning resources so that character development becomes an integral component of instruction. This reinforces the interpretation that responsibility should not be treated as an additional learning outcome separated from academic instruction. Instead, it can be intentionally embedded into the learning process through task design, student activities, classroom interactions, and assessment.

The One Sample t-Test results, which produced a significance value of 0.000, establish a statistically significant influence of Pancasila Education learning on the students' responsibility character. The statistical finding strengthens the observational and questionnaire evidence because it demonstrates that the observed pattern is not merely based on descriptive impressions of classroom behavior. The convergence between the observation, questionnaire, and statistical findings provides a more comprehensive picture of the role of Pancasila Education in character development. The observation results demonstrate that Pancasila values were actually incorporated into the instructional process, while the questionnaire results indicate that students demonstrated responsibility in their academic and social routines. The statistical results then provide empirical evidence supporting the significance of the observed condition. Therefore, the quantitative results provide additional empirical support for the argument that Pancasila Education learning is significantly related to the development of students' responsibility character.

Education is consistently demanded to provide a framework that refines human efforts in resolving future challenges, both in their immediate surroundings and beyond (Sutisno & Nurdyanti, 2020). This perspective reinforces the importance of character-oriented learning because the challenges students will encounter in the future

cannot be addressed solely through academic knowledge. Students also need the capacity to make responsible decisions, collaborate with others, respect differences, and respond constructively to problems. Pancasila Education provides an important foundation for these competencies because its learning content is closely connected with values that guide students' relationships with themselves, others, society, and the nation.

The findings also suggest that effective character formation requires learning experiences that are intentionally designed to connect values with students' actual responsibilities. Oktaviani and Laely (2024) explain that a sense of responsibility does not emerge spontaneously; rather, it develops through continuous practice, habituation, and experience. By strategically integrating Pancasila values into classroom activities, students secured learning experiences that expanded their knowledge while simultaneously cultivating behaviors that reflect national values. This integration demonstrates that cognitive and affective learning should not be treated as separate components. Understanding the meaning of Pancasila becomes more meaningful when students are provided with opportunities to demonstrate its values through actual behavior. Likewise, responsible behavior becomes more sustainable when students understand the underlying values and reasons for behaving responsibly. The combination of knowledge, practice, reflection, and habituation therefore represents an important mechanism through which Pancasila Education can contribute to character development.

CONCLUSION

The findings of this study indicate that Pancasila Education learning in Grade IV was implemented effectively across the introductory, core, and concluding stages, with the integration of Pancasila values throughout the learning process. The implementation provided students with meaningful opportunities to understand and practice values related to responsibility through classroom activities and learning interactions. The students' responsibility character was reflected in their ability to complete assignments, fulfill learning obligations, comply with school regulations, acknowledge mistakes, and accept the consequences of their actions.

The results of the statistical analysis further demonstrate a significant influence of Pancasila Education learning on the responsibility character of Grade IV students. The One-Sample t-Test produced a Sig. (2-tailed) value of $0.000 < 0.05$, resulting in the rejection of H_0 and acceptance of H_1 . These findings indicate that the implementation of Pancasila Education contributes significantly to the development of students' responsibility character. Therefore, Pancasila Education should not be oriented solely toward students' cognitive understanding of Pancasila values but should also provide continuous opportunities for students to practice, internalize, and habituate these values in their daily academic and social activities.

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