

Teacher Strategies for Fostering Fifth-Grade Students' Learning Interest in Pancasila Education

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ABSTRACT : Interest in learning is an important factor influencing the success of the learning process in elementary education. Students with a strong interest in learning tend to demonstrate greater attention, enthusiasm, active participation, and willingness to engage with learning materials. Preliminary observations indicated that fifth-grade students' interest in learning Pancasila Education was relatively low, as reflected in limited attention during lessons, low participation in classroom activities, and the limited variation of instructional strategies implemented by the teacher. This study aimed to describe the strategies used by the teacher to enhance fifth-grade students' interest in learning Pancasila Education. A qualitative approach with a descriptive design was employed. Data were collected through observation, semi-structured interviews, and documentation involving the school principal, the fifth-grade teacher, and fifth-grade students as informants. Data were analyzed using Miles and Huberman's interactive model, which comprises data reduction, data display, and conclusion drawing and verification. The findings showed that the teacher implemented varied instructional strategies, including lectures, discussions, question-and-answer activities, educational games, the use of pictures and videos, motivational support, communicative interaction, and contextual learning. These strategies contributed to increased student attention, enthusiasm, active participation, and involvement throughout the learning process. The findings indicate that the consistent implementation of varied, interactive, communicative, and contextual instructional strategies plays an important role in enhancing students' interest in learning Pancasila Education at the elementary school level.

Keywords: Teacher Strategies, Interest In Learning, Pancasila Education, Elementary School.

INTRODUCTION

Education plays a fundamental role in developing high-quality human resources by enabling students to acquire knowledge, skills, attitudes, and character necessary for personal development and participation in social life. The success of the educational process, however, is not determined solely by the delivery of instructional content but also by the extent to which students are actively engaged in learning. One important factor influencing such engagement is learning interest. Learning interest reflects students' internal tendency to pay attention to, feel attracted to, and participate actively in learning activities. Students with a strong interest in learning generally demonstrate greater attention, curiosity, persistence, and participation in the learning process (Nurhasanah & Sobandi, 2016; Slameto, 2015).

Learning interest is closely related to students' motivation and the quality of the learning environment. Motivation provides the psychological impetus that encourages students to participate in learning, while learning interest determines the extent to which students are willing to maintain their attention and involvement in instructional activities (Emda, 2018; Arafat, 2020). Therefore, learning should be designed in a manner that accommodates students' characteristics and provides meaningful learning experiences. The selection of appropriate learning strategies is important because effective strategies can encourage students to participate actively, understand learning content, and develop positive attitudes toward learning (Pane & Dasopang, 2017; Sukatin et al., 2022).

In elementary education, teachers play a central role in fostering students' learning interest. Teachers are not only responsible for conveying subject matter but also for creating a learning environment that is interactive, communicative, meaningful, and responsive to students' developmental characteristics. Teacher strategies may include the use of varied learning methods, interactive media, group activities, contextual approaches, questioning, motivation, and positive reinforcement. Through these strategies, teachers can reduce learning monotony and encourage students to participate more actively in the learning process. The teacher's role in increasing students' motivation and engagement is therefore an important component of effective instructional practice (Arianti, 2019).

Pancasila Education occupies an important position in elementary education because it aims to develop students' understanding of the values of Pancasila and their application in everyday life. Learning Pancasila Education should therefore extend beyond the transmission of conceptual knowledge and should provide opportunities for students to develop character, social awareness, responsibility, cooperation, and civic values. The transformation of Pancasila Education in elementary schools requires learning experiences that are meaningful, student-centered, and oriented toward the development of 21st-century competencies (Saqujuddin et al., 2025a). Similarly, deep learning in Pancasila Education emphasizes meaningful understanding, active engagement, and the connection between learning content and students' real-life experiences (Saqujuddin et al., 2025).

The development of students' interest in Pancasila Education is particularly important because the subject is closely related to values and social behavior. Learning activities that are dominated by one-way lectures may make abstract concepts less attractive to elementary school students. Accordingly, teachers need to employ strategies that enable students to discuss, explore, collaborate, respond to questions, and relate Pancasila values to their daily experiences. The integration of

interactive and innovative learning approaches can make Pancasila Education more engaging and encourage students to participate actively in the learning process.

Previous studies have demonstrated that innovative learning strategies and digital media can increase students' interest in Pancasila Education. Afifatimah et al. (2024), for example, reported that the Teams Games Tournament strategy supported by ICT-based Wordwall media improved students' learning interest in Pancasila Education. Similarly, Hanafi et al. (2025) found that the use of Chromebook media was associated with students' interest and motivation in learning Pancasila Education. These findings demonstrate that instructional variation and the use of appropriate technology can contribute to the creation of more engaging learning experiences.

The use of innovative technology can also strengthen students' involvement in learning activities. Saputra and Saqjuddin (2025) emphasized the potential of Augmented Reality technology to support social-emotional learning and foster civic values among students. Although their study focused on technology-assisted learning and civic values, the findings reinforce the importance of developing interactive learning environments that stimulate students' active participation. In addition, Saputra (2025) emphasized the importance of education in developing civic values through meaningful learning experiences, particularly in the formation of an anti-corruption culture in elementary schools. These perspectives indicate that Pancasila Education requires instructional practices that connect values with students' experiences and encourage active involvement rather than passive reception of information.

The development of students' learning interest is also closely related to their social environment. Students learn not only through direct interaction with teachers but also through interaction with peers and the broader school environment. Social interaction can influence students' participation, attitudes, and involvement in educational activities. In this regard, Saputra and Parisu (2025) explained that social behavior and interaction are important components of individual development within a multicultural educational environment. This perspective is relevant to Pancasila Education because classroom interaction, cooperation, and social participation can create a learning environment that encourages students to become more actively involved.

Preliminary observations conducted among fifth-grade students at an elementary school in Ranomeeto Barat indicated that students' interest in learning Pancasila Education remained relatively low. Of the 13 students observed, only three demonstrated a high level of interest, whereas the remaining students tended to be passive, paid limited attention to the teacher's explanations, and rarely participated actively in learning activities. Interviews with the classroom teacher further indicated

that instructional activities were still frequently dominated by lecture-based teaching, which caused some students to become bored and less engaged. These conditions suggest that the implementation of more varied and student-centered teacher strategies is necessary to foster students' interest in learning Pancasila Education.

The existing studies have largely examined the effectiveness of particular instructional models or digital media in increasing students' learning interest. However, fewer studies have specifically explored how teachers develop and implement various strategies in their everyday classroom practice to foster learning interest in Pancasila Education, particularly in the context of elementary schools in regional areas. Therefore, an investigation of teacher strategies is important to provide a more contextual understanding of how learning interest is cultivated, the forms of strategies employed, and the challenges encountered during implementation.

Based on these considerations, this study aimed to describe the strategies used by teachers to foster fifth-grade students' learning interest in Pancasila Education. The findings are expected to contribute to the development of elementary Pancasila Education by providing practical insights into teacher strategies that can encourage students' attention, motivation, participation, and active engagement in learning. In addition, the study may serve as a reference for teachers and schools in designing more innovative, meaningful, and student-centered learning experiences that support both academic development and the internalization of Pancasila values.

METHODS

This study employed a qualitative approach using a descriptive research design. This approach was selected to obtain an in-depth understanding of the strategies implemented by teachers to enhance fifth-grade students' interest in learning Pancasila Education. A qualitative design was considered appropriate because the study focused on exploring instructional practices, students' responses, and the contextual factors influencing the development of learning interest in a natural educational setting. The study was conducted during the second semester of the 2025/2026 academic year.

The research participants were selected through purposive sampling. Informants were selected based on their direct involvement in and knowledge of the learning process and the development of students' interest in learning. The participants consisted of the school principal, the fifth-grade classroom teacher responsible for teaching Pancasila Education, and fifth-grade students who were the focus of the study. The principal provided information regarding school policies and support for learning activities, the teacher provided information about instructional strategies and

classroom practices, and the students provided information about their learning experiences and responses to the strategies implemented.

The study utilized primary and secondary data. Primary data were obtained directly through observations of the learning process and interviews with the school principal, the fifth-grade teacher, and selected students. Secondary data were obtained from relevant instructional documents, including teaching modules, learning plans, documentation of learning activities, photographs, and other supporting records related to the implementation of Pancasila Education.

Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to examine the implementation of Pancasila Education, the instructional strategies used by the teacher, student participation, and students' responses during the learning process. Semi-structured interviews were conducted with the principal, teacher, and students to obtain detailed information regarding the strategies used to enhance students' interest in learning, the factors supporting and hindering their implementation, and students' perceptions of the learning process. Documentation was used to complement the observational and interview data through the collection of relevant instructional documents and records of learning activities.

The researcher served as the primary instrument or human instrument in the study. The researcher was directly involved in determining the research focus, selecting informants, collecting data, interpreting findings, and drawing conclusions. To support the research process, the researcher used observation guidelines, interview protocols, an audio recorder, a camera, and documentation sheets. These supporting instruments were used to ensure that data collection remained focused on the research objectives.

Data analysis was conducted using the interactive model of Miles and Huberman, which involved data reduction, data display, and conclusion drawing and verification. During data reduction, information obtained from observations, interviews, and documentation was selected, organized, focused, and simplified according to the research focus. The reduced data were then presented in a systematic narrative form to facilitate the identification of patterns and relationships related to teachers' strategies for enhancing students' interest in learning Pancasila Education. Conclusions were subsequently drawn and continuously verified by comparing the findings obtained from different sources and data-collection techniques.

The credibility of the data was established through source and method triangulation. Source triangulation was conducted by comparing information obtained from the school principal, the fifth-grade teacher, and students. Method triangulation

was conducted by comparing findings obtained through observation, interviews, and documentation. The use of these triangulation procedures enabled the researcher to examine the consistency of information and strengthen the credibility of the research findings.

RESULT AND DISCUSSION

RESULT

A. Teacher Strategies in Fifth-Grade Pancasila Education

The findings from observations, interviews, and documentation indicated that the teacher implemented various instructional strategies to enhance the quality of Pancasila Education learning. These strategies were directed not only toward the delivery of instructional content but also toward increasing students' attention, participation, motivation, and interest in learning. The use of varied strategies was particularly important because effective Pancasila Education requires learning experiences that connect conceptual understanding with students' social and everyday experiences (Saqujuddin et al., 2025; Saputra, 2025).

The teacher began each lesson by activating students' prior knowledge through questions and prompts related to their everyday experiences. This strategy enabled students to connect the learning material with situations they had encountered in their families, schools, and communities. The teacher also communicated the learning objectives at the beginning of the lesson so that students understood the competencies and learning outcomes they were expected to achieve.

During the learning process, the teacher combined several instructional methods, including lectures, group discussions, question-and-answer activities, and educational games. The combination of these methods created a more varied learning environment and reduced students' dependence on teacher-centered instruction. The findings are consistent with the view that learning strategies should be adapted to students' characteristics and learning needs so that students can participate more actively in the learning process (Sukatin et al., 2022; Pane & Dasopang, 2017).

In addition to varying instructional methods, the teacher utilized pictures, instructional videos, and examples derived from students' everyday lives. The use of instructional media provided students with more concrete representations of abstract concepts and helped make learning more engaging. This is in line with the development of contemporary learning in which the integration of appropriate technology and media can support more meaningful and student-centered learning experiences (Saputra & Saqujuddin, 2025; Saqujuddin et al., 2025).

The observations showed that students were more active when the teacher used instructional videos and visual media than when the material was delivered solely

through oral explanations. Most students paid greater attention to the teacher's explanation, responded to questions, and actively participated in discussions. This finding demonstrates that the use of varied instructional media can support student engagement and create a learning environment that is more responsive to the characteristics of elementary school students.

Table 1. Observation Findings on Teacher Strategies in Pancasila Education

No.	Observed Aspect	Research Finding
1	Instructional methods	The teacher alternated among lectures, group discussions, question-and-answer sessions, and educational games.
2	Instructional media	The teacher used pictures, instructional videos, and authentic examples from students' everyday lives.
3	Classroom interaction	The teacher provided opportunities for students to ask questions, participate in discussions, and express their opinions.
4	Learning motivation	The teacher provided praise, encouragement, and reinforcement to students who participated actively in the lesson.
5	Contextual learning	The learning content was consistently connected to students' everyday experiences.

The observation findings were reinforced by an interview with the fifth-grade teacher, who explained that varied instructional strategies were implemented to reduce students' boredom during Pancasila Education lessons. According to the teacher, instruction that relied solely on lectures tended to reduce students' attention and participation. Therefore, the teacher combined different methods, media, and activities to maintain students' involvement throughout the learning process.

The teacher further explained that instructional media and educational games made students more enthusiastic than lessons conducted solely through conventional explanation. The teacher also consistently connected each topic with situations encountered by students in everyday life. This approach enabled students to understand the meaning of Pancasila values more concretely and to relate the learning material to their own experiences.

The students' statements supported these findings. Several students reported that they enjoyed Pancasila Education lessons more when the teacher used videos, educational games, and group discussions. They also stated that the material was easier to understand when it was explained through examples that were familiar to

them. These findings indicate that students' positive learning experiences are closely related to the use of interactive and contextual learning activities.

The teaching modules, photographs of classroom activities, and other instructional documents further demonstrated that the teacher planned the learning process systematically. The instructional planning incorporated the use of instructional media, discussion activities, and student participation. Thus, the documentation supported the observation and interview findings that the teacher had attempted to reduce the dominance of teacher-centered learning.

Overall, the triangulation of observation, interview, and documentation data indicated that the teacher implemented varied, communicative, interactive, and contextual instructional strategies in fifth-grade Pancasila Education. These strategies were directed toward creating learning experiences that were more meaningful and relevant to students' characteristics and everyday lives.

B. Teacher Strategies for Enhancing Students' Interest in Learning Pancasila Education

The findings showed that the teacher implemented several integrated strategies to enhance students' interest in learning Pancasila Education. These strategies included providing motivation, using engaging instructional media, implementing contextual learning, conducting group discussions, using educational games, providing positive reinforcement, and creating an active and enjoyable classroom environment.

The teacher provided motivation at both the beginning and the end of the learning process. Motivation was delivered through verbal encouragement, praise, positive feedback, and rewards for students who actively participated in learning activities. The teacher also provided equal opportunities for students to ask questions, answer questions, express opinions, and participate in discussions. This approach helped students feel appreciated and encouraged them to participate more confidently in the learning process.

The importance of motivation in increasing student interest is consistent with the view that motivation functions as an internal and external force that encourages students to participate actively in learning activities (Emda, 2018; Arafat, 2020). In this context, the teacher's motivational strategies did not merely encourage students to complete academic tasks but also contributed to creating a positive emotional atmosphere in the classroom.

The use of pictures and instructional videos also contributed to increased student attention. The observations indicated that students appeared more focused when the teacher used visual media than when the learning process relied solely on verbal explanation. Visual media helped students understand the material more concretely and reduced the monotony of classroom instruction. This finding is

particularly relevant to the development of learning in the digital era, in which technology can be used to support interactive and meaningful learning experiences (Saputra & Saqjuddin, 2025).

Group discussions also played an important role in increasing students' interest. Through group activities, students were given opportunities to exchange ideas, ask questions, and express their opinions. This activity made students more directly involved in the learning process and reduced their tendency to remain passive. In addition, group interaction provided students with opportunities to develop communication and social skills that are consistent with the broader objectives of Pancasila Education.

Educational games were another strategy used by the teacher to make learning more enjoyable. The game-based activities created a learning atmosphere that was less monotonous and encouraged students to participate actively. This finding is consistent with previous research showing that the use of interactive strategies and learning media can increase student interest and participation in Pancasila Education (Afifatimah et al., 2024; Hanafi et al., 2025).

The teacher also applied contextual learning by connecting Pancasila Education material with students' experiences in their families, schools, and communities. For example, concepts related to cooperation, responsibility, respect, and the implementation of Pancasila values were connected to situations that students encountered in everyday life. This approach helped students understand that Pancasila Education was not merely a subject consisting of concepts to be memorized but also related to attitudes and behaviors in daily life. Such an approach is consistent with the transformation of Pancasila Education toward learning that develops not only knowledge but also relevant competencies and character (Saqjuddin et al., 2025; Saputra, 2025).

Table 2. Teacher Strategies for Enhancing Students' Interest in Learning

No.	Teacher Strategy	Effect on Students' Interest in Learning
1	Providing motivation at the beginning and end of the lesson	Students became more enthusiastic about participating in learning activities.
2	Using pictures and instructional videos	Students' attention and focus during learning increased.
3	Conducting group discussions	Students became more active in asking questions and expressing opinions.
4	Using educational games	Learning became more enjoyable and less monotonous.
5	Providing rewards and praise	Students became more confident and motivated to participate actively.

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| 6 | Connecting learning content to everyday life | Students understood Pancasila Education content more easily and meaningfully. |
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The interview with the classroom teacher indicated that the strategies were adapted to the characteristics of elementary school students, who generally require learning experiences that involve active participation, interaction, and concrete examples. The teacher explained that when instruction relied exclusively on lectures, students tended to become bored quickly and their attention decreased. Therefore, the teacher consistently combined several methods and media to maintain students' involvement.

The students' responses supported the teacher's explanation. Students stated that they enjoyed learning more when instructional videos, educational games, and group discussions were used. They also reported that learning became easier to understand when the teacher connected the content with familiar situations from everyday life. These responses indicate that students' interest was influenced by the extent to which learning activities were engaging, interactive, and relevant to their experiences.

Documentation further supported the findings by showing students' active involvement during learning activities. This involvement was reflected in students' participation in discussions, responses to teacher questions, and willingness to express opinions in front of the class. The documentation of learning activities also showed that the teacher utilized various instructional activities rather than relying solely on conventional lecture-based instruction.

The findings are also consistent with the broader perspective that Pancasila Education should be implemented through learning experiences that encourage active participation, contextual understanding, and the development of competencies relevant to contemporary education (Saquddin et al., 2025). Furthermore, the integration of technology and interactive learning media can provide additional opportunities to create learning environments that are more attractive and responsive to students' needs (Saputra & Saquddin, 2025).

Overall, the triangulation of observation, interview, and documentation data indicated that the teacher's strategies enhanced students' interest in learning Pancasila Education by increasing their attention, participation, enjoyment, confidence, and involvement in classroom activities. The findings suggest that the enhancement of students' interest requires a combination of varied instructional methods, engaging media, contextual learning, motivation, positive reinforcement, and active classroom interaction. Therefore, teacher strategies that are planned,

varied, and responsive to students' characteristics are important in creating meaningful Pancasila Education learning in elementary schools.

DISCUSSION

The findings showed that the teacher implemented varied, interactive, and contextual instructional strategies to enhance students' interest in learning Pancasila Education. These strategies included combining lectures with discussions, question-and-answer activities, and educational games; utilizing instructional media; providing motivation and reinforcement; and implementing contextual learning. The implementation of these strategies contributed to increased student attention, active participation, and enthusiasm during the learning process.

The use of varied instructional strategies provided students with greater opportunities to participate actively in classroom activities. Discussions, question-and-answer sessions, and educational games enabled students not only to listen to the teacher's explanations but also to express opinions, respond to questions, collaborate with peers, and engage directly with the learning content. This active involvement contributed to a more dynamic learning environment and encouraged students to participate more consistently in Pancasila Education lessons.

These findings are consistent with Nurhasanah and Sobandi (2016), who explained that interest in learning is reflected in students' attention, enjoyment, involvement, and attraction to learning activities. In the present study, these indicators were reflected in students' increased attention during lessons, greater enthusiasm in participating in classroom activities, and willingness to engage in discussions and educational games. Thus, the variation of instructional strategies implemented by the teacher contributed to creating learning activities that were more attractive and relevant to students.

The findings further indicated that the use of pictures and instructional videos increased students' attention during learning. Visual media helped students understand the learning material more concretely and reduced the monotony associated with instruction based solely on verbal explanations. Students appeared more focused when learning materials were presented through visual media and were more willing to respond to questions and participate in classroom activities. This finding supports Afifatimah et al. (2024), who reported that the use of digital instructional media in Pancasila Education can contribute to increased student attention, motivation, and participation.

In addition to using instructional media, the teacher implemented contextual learning by connecting Pancasila Education content with students' everyday experiences. The learning material was related to experiences in the family, school, and community environments, allowing students to understand the application of

Pancasila values in real-life situations. This approach made the learning content more meaningful because students were able to relate abstract concepts to experiences that they encountered in their daily lives. This finding is consistent with Sukatin et al. (2022), who explained that learning strategies that connect learning concepts with authentic experiences can make the learning process more meaningful for students.

Motivation and positive reinforcement also constituted important components of the teacher's strategy for enhancing students' interest in learning. The teacher provided praise, encouragement, and recognition to students who actively asked questions, answered questions, participated in discussions, or completed learning tasks. Such reinforcement helped strengthen students' confidence and encouraged them to participate more actively. Students who received positive responses from the teacher appeared more willing to express their opinions and engage in learning activities. This finding is consistent with Sardiman (2015), who emphasized that motivation is an important factor in encouraging students to engage actively in learning activities.

The findings also reinforce the study of Hanafi et al. (2025), which showed that the use of innovative instructional approaches supported by learning media can enhance students' interest and motivation in Pancasila Education. Both studies demonstrate that the use of engaging instructional strategies and media can increase students' attention and participation. However, the present study further indicates that the effectiveness of these strategies is strengthened when they are combined with teacher motivation, positive reinforcement, active classroom interaction, and connections between learning content and students' everyday experiences.

Taken together, the findings indicate that teachers' success in enhancing students' interest in learning depends not only on the delivery of subject matter but also on their ability to select and combine instructional strategies that correspond to students' characteristics and learning needs. Varied, interactive, communicative, and contextual strategies can create a more enjoyable learning environment and encourage students to become more active, enthusiastic, confident, and willing to participate in the learning process. Therefore, enhancing students' interest in Pancasila Education requires the consistent implementation of instructional strategies that integrate method variation, appropriate learning media, contextual experiences, and continuous motivational support.

CONCLUSION

This study concluded that the teacher implemented a range of varied, interactive, and contextual strategies to enhance fifth-grade students' interest in learning Pancasila Education. The strategies included combining lectures with

discussions, question-and-answer activities, and educational games; utilizing pictures and instructional videos; providing motivation and positive reinforcement; and connecting learning materials with students' everyday experiences. The implementation of these strategies contributed to the development of a more active, enjoyable, and student-centered learning environment, as reflected in increased student attention, enthusiasm, participation, confidence, and willingness to engage in learning activities.

The findings further demonstrated that the effectiveness of strategies for enhancing students' interest in learning was influenced not only by the selection of instructional methods but also by the teacher's ability to establish effective communication, provide continuous motivation, create a supportive classroom environment, and select learning media appropriate to the characteristics of elementary school students. Accordingly, the study confirms that the implementation of varied, interactive, and contextual instructional strategies can contribute positively to the quality of Pancasila Education and support the development of students' active engagement in the learning process.

The findings imply that elementary school teachers should continuously develop their pedagogical competence in designing creative, innovative, and student-centered learning experiences to sustain students' interest in Pancasila Education. Schools also need to provide adequate learning resources and opportunities for professional development to support teachers in implementing varied instructional strategies consistently and effectively. Future research may further examine the effectiveness of specific instructional strategies or learning media in enhancing students' interest in Pancasila Education through quantitative or mixed-method research designs.

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