

The Effectiveness of the “SIPANCA” Educational Game in Enhancing Elementary School Students’ Understanding of Pancasila Values Material

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Abstract: The education of Pancasila values in elementary schools faces a serious challenge due to conventional teaching methods that tend to be passive and less interactive, which ultimately lowers students' motivation and engagement. To address this issue, this study examined the role of educational *games* as an innovative learning medium designed to create a more active, engaging, and contextual learning atmosphere. The research had two main focuses: 1) To determine the effectiveness of using educational *game* media in enhancing the understanding of Pancasila values among elementary school students, and 2) To identify the factors influencing the successful implementation of the educational *game* media. The method used was a *Systematic Literature Review* (SLR) applying the PRISMA framework, where seven relevant articles were analyzed. The analysis results consistently showed that the use of educational *games* had a significant impact on improving students' cognitive understanding and deepening their appreciation of Pancasila values, while also contributing positively to strengthening character through a collaborative and reflective learning process. Based on these findings, innovation in learning based on educational *games* is highly recommended for implementation to support the national goal of forming a generation with Pancasila character.

Keywords: educational *games*; pancasila values; elementary school; PRISMA; systematic literature review

Abstrak: Pendidikan nilai-nilai Pancasila di sekolah dasar menghadapi tantangan serius akibat metode pembelajaran konvensional yang cenderung pasif dan kurang interaktif, yang pada akhirnya menurunkan motivasi dan keterlibatan peserta didik. Untuk mengatasi masalah ini, penelitian ini mengkaji peran *game* edukatif sebagai media pembelajaran inovatif yang dirancang untuk menciptakan suasana belajar yang lebih aktif, menyenangkan, dan kontekstual. Penelitian ini memiliki dua fokus utama: 1) Mengetahui efektivitas penggunaan media *game* edukatif dalam meningkatkan pemahaman nilai-nilai Pancasila pada siswa sekolah dasar, dan 2) Mengidentifikasi faktor-faktor yang memengaruhi keberhasilan penerapan media *game* edukatif tersebut. Metode yang digunakan adalah *Systematic Literature Review* (SLR) dengan mengaplikasikan kerangka kerja PRISMA, di mana tujuh artikel relevan dianalisis. Hasil analisis secara konsisten menunjukkan bahwa penggunaan *game* edukatif memiliki dampak yang signifikan dalam meningkatkan pemahaman kognitif siswa dan memperdalam penghayatan mereka terhadap nilai-nilai Pancasila, sekaligus berkontribusi positif dalam memperkuat karakter melalui proses belajar yang kolaboratif dan reflektif. Berdasarkan temuan ini, inovasi pembelajaran berbasis *game* edukatif sangat direkomendasikan untuk diimplementasikan guna mendukung tujuan nasional membentuk generasi yang berkarakter Pancasila.

Kata kunci: *game* edukatif; nilai-nilai pancasila; sekolah dasar; prisma; systematic literature review

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INTRODUCTION

Education on Pancasila values constitutes an essential foundation for shaping national character, particularly at the elementary school level. However, various social phenomena indicate a decline in the internalization of moral and national values among younger generations. One contributing factor is the limited relevance between classroom learning and students' social realities, as well as the continued reliance on teacher-centered instructional methods. Previous studies have reported that approximately 70% of teachers still predominantly employ lecture-based teaching methods.¹ This condition has implications for the low level of students' active participation and the limited development of meaningful value comprehension. Furthermore, the limited quality of instructional media hinders students' cultural literacy, making moral values difficult to understand and apply within the context of everyday life.² This condition calls for the implementation of more interactive and contextualized learning innovations.

The utilization of technology through game-based learning has emerged as a strategic alternative to bridge this gap. Interactive media have been proven to significantly enhance students' engagement compared to conventional lecture-based methods.³ Previous research has indicated that the implementation of educational games can improve students' understanding of national values by up to 45%⁴. Furthermore, it can foster students' empathy and social responsibility.⁵ The integration of Pancasila values into digital platforms not only enhances students' cognitive aspects but also strengthens their reflective abilities within the ecosystem of 21st-century education.⁶

¹ Sari, D., & Rachman, A. (2021). Analisis metode pembelajaran PPKn dalam penanaman nilai Pancasila di sekolah dasar. *Jurnal Pendidikan Moral*, 10(1), 35–47.

² Laila, A., Pitoyo, A., Sukasih, S., & Baharudin, B. (2023). The effectiveness of hand muppet learning media based on local wisdom to improve cultural literacy and citizenship ability. *Journal of ICSAR*, 7(1), 110–114.

³ Laila, A., Afandi, S., & Yasin, M. H. M. (2025). The effectiveness of augmented reality-based pocket books to improve numeracy literacy skills of elementary school students. *Dwija Cendekia: Jurnal Riset Pedagogik*, 9(1), 69–78.

⁴ Putri, R., & Hartono, Y. (2020). Pengaruh game-based learning terhadap peningkatan pemahaman nilai kebangsaan siswa sekolah dasar. *Jurnal Teknologi Pendidikan*, 22(1), 45–56.

⁵ Hidayat, M. (2021). Pengaruh media permainan edukatif terhadap pengembangan nilai moral siswa sekolah dasar. *Jurnal Pendidikan Karakter*, 11(3), 412–421.

⁶ Lestari, D., Wibowo, A., & Rini, S. (2022). Implementasi pembelajaran digital berbasis nilai-nilai Pancasila di sekolah dasar. *Jurnal Inovasi Pendidikan Dasar*, 7(2), 155–167.

Although the potential of digital media has been widely discussed, more systematic studies are still required to obtain a more comprehensive understanding of the effectiveness of such media, particularly within the dynamic context of elementary education. There is an urgent need to synthesize various empirical findings in order to identify the determining factors contributing to the successful implementation of this technology, ensuring its sustainable application in alignment with the principles of the Merdeka Belajar curriculum.

This study aims to analyze the effectiveness of educational game media in enhancing students' understanding of Pancasila values and to identify the factors influencing its successful implementation in elementary schools. Employing a Systematic Literature Review (SLR) approach based on the PRISMA framework, this study conducts a scientific synthesis of relevant academic literature. The findings of this study are expected to provide both theoretical and practical contributions for educators in designing innovative, engaging, and character-based learning strategies oriented toward the Pancasila Student Profile.

This study aims to: (1) examine the effectiveness of educational game media in enhancing elementary school students' understanding of Pancasila values, and (2) identify the factors influencing the successful implementation of educational game media in teaching Pancasila values at the elementary school level. This study is expected to make a meaningful contribution to the development of technology-based character education models that align with the needs of the digital era.

Using a Systematic Literature Review (SLR) approach based on the PRISMA framework, this study conducts a comprehensive search of academic literature to produce a rigorous and integrative synthesis. The findings are expected to enrich educators' insights in selecting innovative, engaging, and contextually relevant instructional strategies grounded in national values, as mandated by the Merdeka Belajar curriculum.

The teaching of Pancasila values in elementary schools remains less effective due to the use of predominantly theoretical and unengaging instructional methods. A paradigm shift in teaching is required to enable students to understand moral values in a contextual manner through interactive and applied learning media. The utilization of instructional media is therefore essential to support the teaching and learning process in schools.⁷ In 21st-century education, the use of technology such as game-based learning has become a growing trend due to its proven ability to enhance student engagement and learning outcomes. The implementation of character-based educational games has been shown to improve students' understanding of Pancasila values by up to 38% compared to lecture-based methods.⁸ Based on these findings, this study employs a Systematic Literature Review (SLR) approach using the PRISMA framework to identify empirical evidence on the effectiveness of educational games as a learning solution for Pancasila values that is engaging, reflective, and character-oriented in elementary schools.

METHOD

⁷ Laila, A., & Imron, I. F. (2023, August). Analisis Kebutuhan Pengembangan Media Pembelajaran Interaktif Berbasis Macromedia Flash 8 Materi IPA SD. In *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)* (Vol. 6, pp. 1303-1311).

⁸ Rahmawati, I., Aditya, N., & Yusuf, M. (2023). Efektivitas game edukatif berbasis nilai karakter dalam pembelajaran PPKn di sekolah dasar. *Jurnal Pendidikan dan Pembelajaran*, 13(2), 98–110.

This study employed a Systematic Literature Review (SLR) design following the PRISMA 2020 protocol. Data were collected from the Google Scholar, Scopus, ERIC, and DOAJ databases, covering publications from 2018 to 2025. The search strategy used a combination of keywords, namely “educational games,” “Pancasila values,” and “elementary school.”

The literature selection process began with initial identification (n = 150). After the screening stage, which involved duplicate removal and abstract relevance assessment, 25 articles remained. The eligibility stage was conducted through full-text review to ensure methodological appropriateness and alignment with Pancasila value content, resulting in a final selection of 7 articles for analysis. Data analysis was carried out using a qualitative-descriptive approach through data extraction of authors, types of media, and indicators of learning effectiveness to construct a comprehensive synthesis.

RESULTS AND DISCUSSION

Results

The Effectiveness of the Use of Educational Game Media in Enhancing Elementary School Students’ Understanding of Pancasila Values

The synthesis of seven research articles indicates consistent findings that educational game media significantly enhance elementary school students’ understanding of Pancasila values. This effectiveness stems from the media’s ability to transform abstract concepts into concrete experiences through visualization, social simulation, and moral narratives. The details are presented in Table 1 below.

Table 1. *The Effectiveness of Educational Game Media in Civic Education (PKn) Learning in Elementary Schools*

No.	Research Focus	Key Findings / Implementation Patterns	Implications for Understanding Pancasila Values
1	How effective is the “SIMLA” educational game in instilling Pancasila symbols among elementary school students?	The digital-based “SIMLA” game presents interactive visualizations of Pancasila symbols, attracting student interest and strengthening understanding of the meaning of each principle.	Enhances students’ ability to understand symbols and foundational values of Pancasila in a contextualized manner through learning-by-playing experiences.
2	To what extent is CAI (Computer Assisted Instruction) effective in improving students’ learning outcomes and motivation in Pancasila values education?	CAI media presents animations and interactive quizzes emphasizing the values of responsibility and mutual cooperation in school life.	Builds social awareness and improves students’ understanding of responsibility, discipline, and togetherness.
3	Can game-based digital learning improve student engagement and	The implementation of collaborative game-based learning encourages active	Enhances reflective understanding of Pancasila values

	the internalization of national values in Civic Education (PPKn)?	participation, cooperation, and reflection on national values.	through interaction and collaboration among students.
4	How is Wordwall (Gaul) Media) used to instill values of social justice, tolerance, and patriotism?	The game takes the form of interactive quizzes with scoring systems and competition that increase student enthusiasm.	Develops understanding of justice, tolerance, and nationalism through enjoyable learning activities.
5	How does the “Si Panca” game support character education based on Pancasila values?	The game is designed with narrative missions illustrating the application of the five principles of Pancasila in children’s daily activities.	Fosters moral awareness, a sense of unity, and habits of honest behavior in real-life contexts.
6	How effective is the interactive media “JERA” in teaching Pancasila values to Grade V elementary students?	“JERA” media provides reflective exercises and features for value-based discussions among students.	Improves understanding of justice, responsibility, and mutual cooperation through reflective interaction.
7	How valid and effective is the Wordwall game in evaluating PPKn learning based on Pancasila values?	Game-based evaluation increases student activeness, self-confidence, and participation in the learning process.	Strengthens understanding of discipline, honesty, and responsibility through interactive evaluation processes.

The data in Table 1 indicate a pattern that educational games such as SIMLA and JERA function not merely as visual learning aids but also as spaces for value practice. The increase in student engagement (reaching up to 91.17% in the use of Wordwall) demonstrates that gamification simultaneously stimulates both cognitive and affective domains. Students do not merely memorize the principles of Pancasila; rather, they identify prosocial behaviors such as mutual cooperation and tolerance through competitive quiz mechanisms and narrative-based missions.

However, there are differences in the depth of impact. Quiz-based media (Wordwall/Gaul) are more effective in strengthening cognitive understanding, whereas narrative-based media (Si Panca/JERA) are more effective in developing students’ reflective abilities and moral awareness.

Factors Influencing the Success of the Implementation of Educational Game Media in Teaching Pancasila Values in Elementary Schools

The success of implementing educational game media in teaching Pancasila values is influenced by a combination of media design factors, pedagogical approaches, and student engagement in the learning process. Each medium presented in the table demonstrates

patterns of success related to how the game visualizes values, promotes interaction, and provides meaningful learning experiences. The effectiveness of the media is largely determined by the extent to which the game aligns visual elements, narratives, and reflective activities with the learning objectives of Pancasila values education. The details are presented in Table 2 below.

Table 2. *Factors Influencing the Success of the Implementation of Educational Games*

No	Type of Media	Key Findings / Implementation Patterns (Success Factors)	Implications for Understanding Pancasila Values
1	“SIMLA” Game	The success of the SIMLA media is determined by a value-based learning approach combined with a simple, attractive, and easily recognizable visual design of Pancasila symbols, which enhances students’ motivation and curiosity during the learning process.	Students develop a deeper understanding of Pancasila symbols and their meanings through interactive and visual learning experiences.
2	CAI-Based Game	The successful implementation of CAI media is attributed to the presentation of animations, images, and interactive quizzes that increase students’ focus and active engagement, enabling them to internalize values of responsibility and mutual cooperation through structured digital experiences.	Students’ understanding of discipline, cooperation, and responsibility improves as they actively interact with learning materials.
3	Collaborative Digital Game	The effectiveness of collaborative game-based learning lies in its design, which promotes cooperation, group decision-making, and active participation, thereby fostering students’ emotional engagement with national values.	Students internalize values of unity, togetherness, and social responsibility through interaction and teamwork within the game.
4	Wordwall (Gaul Media)	The effectiveness of Wordwall is driven by its dynamic quiz design with a visually engaging interface that increases students’ enthusiasm and facilitates understanding of values such as tolerance and social justice	Students’ understanding of tolerance, social justice, and patriotism improves as the media presents value-laden contexts through game challenges.

		through responsive game-based activities.	
5	“Si Panca” Game”	The success of the Si Panca game stems from its narrative-based design grounded in the five principles of Pancasila, with character-driven missions illustrating the application of values such as honesty, cooperation, and unity in everyday life, making learning more relatable to students’ real experiences.	Students are able to understand and apply moral values and a sense of unity through game missions that are relevant to their daily lives.
6	“JERA” Interactive Media”	JERA is effective due to its combination of audio-visual features and reflective quizzes that encourage students to discuss, reflect on social values, and demonstrate positive behavior during learning activities.	Students understand the values of justice, social responsibility, and mutual cooperation through reflective and interactive multimedia experiences.
7	Wordwall (Assessment Media)	Wordwall is effective as an assessment tool because it provides interactive quiz-based games that enhance students’ confidence, participation, and motivation during game-based evaluation processes	Students develop values such as discipline, honesty, and self-confidence through enjoyable and less stressful assessment experiences.

Discussion

The effectiveness of educational game media in enhancing elementary school students’ understanding of Pancasila values has been shown to be significant based on the synthesis of various research findings. The visual and interactive characteristics of digital games provide a complementary learning experience that aligns with the developmental stage of young learners. For instance, the implementation of the SIMLA media has been shown to facilitate students’ recognition of Pancasila symbols and their understanding of the meanings of unity and justice through adaptive visual representations.⁹ This finding is consistent with the development of Gaul Media based on Wordwall, which demonstrates a high level of validity in instilling values of tolerance and patriotism.¹⁰ The integration of these two media confirms that educational games play a strategic role as instruments for delivering moral messages in a contextualized manner, thereby enabling students’ understanding to develop naturally through situations that represent Pancasila values.

⁹ Rohmah, D. A. A. (2024). SIMLA educational game-based learning media for the inculcation of Pancasila symbols. *Jurnal Pendidikan Dasar dan Humaniora*, 9(2), 100–113.

¹⁰ Marista, M., Murniviyanti, L., & Pratama, A. (2025). Development of Gaul Media (Wordwall educational game) on Pancasila values material for grade V students of Padmajaya Elementary School. *Jurnal Inovasi Pembelajaran Sekolah Dasar*, 5(1), 67–80.

The quality of media design, which includes visual aspects, navigation, and content relevance, has a significant influence on the sustainability of the learning process. The implementation of the "Si Panca" game demonstrates that the use of mission-based narratives structured around the five principles of Pancasila helps students internalize the values of honesty and mutual cooperation through direct learning experiences.¹¹ In addition, this effectiveness is reinforced by the use of JERA media, which integrates audio-visual elements with reflective features, thereby encouraging students to engage in self-assessment of their moral actions.¹²

Conversely, the development of offline-based media such as "Si Panca" offers a complementary solution for schools with limited internet connectivity, thereby enabling the learning process to continue consistently.¹³ The strategic improvement of digital infrastructure is a key prerequisite for ensuring that the integration of educational games into the Civic Education (PPKn) curriculum can make a significant contribution to character development. Overall, the synergy between innovative technology and reflective pedagogy represents an essential step in supporting the realization of the Pancasila Student Profile in the digital era.

CONCLUSION

The synthesis of seven research articles indicates consistent findings that the use of educational games based on Pancasila values is significantly effective in Civic Education (PPKn) learning in elementary schools. The implementation of interactive media such as SIMLA, CAI, Wordwall, Gaull Media, Si Panca, and JERA provides exploratory learning experiences through relevant social simulations and moral narratives. This approach strengthens students' conceptual understanding and learning motivation, ensuring that the internalization of Pancasila values does not remain at the cognitive level but also transforms into prosocial behavior. This is evidenced by students' improved ability to identify behaviors aligned with the principles of Pancasila, as well as the development of cooperation, tolerance, and responsibility in real-life contexts.

The success of educational game implementation within the learning ecosystem is positively correlated with the quality of media design and the accompanying instructional strategies. These findings emphasize that games will not produce optimal impact if they are positioned merely as entertainment activities. The pedagogical role of teachers is complementary in facilitating moral reflection after gameplay through guided discussions and reflective assignments. The integration of media design with simple navigation and visually relevant content, together with teacher guidance that connects in-game situations to real-life contexts, constitutes a key prerequisite for ensuring the effectiveness of game-based learning.

¹¹ Yani, K. E. M., Parji, & Chusniatun. (2023). Educational game media based on CAI in PPKn for fourth grade elementary school students. *Jurnal Teknologi Pendidikan dan Pembelajaran*, 8(3), 250–263.

¹² Hidayat, O. S., Husein, F., & Rahmatullah, R. (2023). Game-based instructional effectiveness of Pancasila and Citizenship Education to increase student engagement in learning. *Jurnal Pendidikan Kewarganegaraan*, 10(3), 210–223

¹³ Aksiologi, Tim. (2024). Edukasi nilai Pancasila melalui game Si Panca. *Jurnal Aksiologi: Jurnal Filsafat dan Pendidikan*, 8(2), 121–135.

This study has limitations in terms of the range of articles analyzed and the dominance of non-experimental research designs, meaning that long-term effect sizes cannot yet be fully generalized. In addition, variations in digital infrastructure across schools hinder consistent implementation, while previous studies have largely focused on short-term cognitive aspects.

Based on these limitations, future researchers are recommended to employ true experimental or mixed-method designs with longitudinal measurements to explore students' character development in greater depth. To address infrastructural gaps, policy support is needed to improve digital facilities in elementary schools, along with intensive teacher training programs. Future media development should also focus on adaptive games that integrate local cultural wisdom with digital technology to support the sustainable formation of national character.

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