



### Teaching Pancasila Using *Mind Mapping* Strategies To Improve Conceptual Understanding Among Third-Grade Elementary School Students

Nungki Selvia Adeputri<sup>1\*</sup>, Asmara Yumarni<sup>2</sup>, Meirita Sari<sup>3</sup>, Azwar Rahmat<sup>4</sup>  
<sup>1,2,3,4</sup> Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia  
 \*e-mail: putrinungky175@gmail.com

Submitted: April 30, 2026	Revised: June 11, 2026	Approved: June 16, 2026
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**Abstrak:** Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran Pendidikan Pancasila menggunakan strategi *mind mapping* dalam memudahkan pemahaman konsep siswa kelas III SD Negeri 99 Kota Bengkulu. Latar belakang penelitian ini didasarkan pada masih ditemukannya kesulitan siswa dalam memahami konsep-konsep nilai Pancasila yang bersifat abstrak, sehingga diperlukan strategi pembelajaran yang lebih inovatif dan menarik. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian terdiri dari guru dan siswa kelas III SD Negeri 99 Kota Bengkulu. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan untuk memperoleh gambaran yang jelas mengenai proses pembelajaran yang berlangsung. Hasil penelitian menunjukkan bahwa penerapan strategi *mind mapping* dalam pembelajaran Pendidikan Pancasila mampu menciptakan suasana belajar yang lebih aktif, kreatif, dan menyenangkan. Siswa terlihat lebih mudah memahami konsep karena materi disajikan secara visual, terstruktur, dan menarik. Selain itu, keterlibatan siswa dalam proses pembelajaran meningkat, ditandai dengan keaktifan dalam membuat peta pikiran, berdiskusi, serta mengemukakan pendapat. Strategi ini juga membantu siswa dalam mengingat dan menghubungkan antar konsep secara lebih sistematis. Berdasarkan hasil penelitian, dapat disimpulkan bahwa penggunaan strategi *mind mapping* dalam pembelajaran Pendidikan Pancasila dapat memudahkan pemahaman konsep siswa kelas III SD Negeri 99 Kota Bengkulu. Oleh karena itu, strategi ini dapat dijadikan sebagai salah satu alternatif dalam meningkatkan kualitas pembelajaran di sekolah dasar.

**Kata Kunci:** Pembelajaran pendidikan pancasila, *Mind mapping*, Pemahaman konsep siswa

**Abstract:** This study aims to describe the learning process of Pancasila Education using the mind mapping strategy to facilitate the understanding of concepts among third-grade students at SD Negeri 99 Bengkulu City. The background of this research is based on the fact that students still experience difficulties in understanding the abstract concepts of Pancasila values, thus requiring more innovative and engaging learning strategies. This study employs a qualitative approach with a descriptive research type. The research subjects consist of teachers and third-grade students at SD Negeri 99 Bengkulu City. Data collection techniques include observation, interviews, and documentation. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawing to obtain a clear picture of the ongoing learning process. The results of the study indicate that the implementation of the mind mapping strategy in Pancasila Education learning is able to create a more active, creative, and enjoyable learning environment. Students appear to understand concepts more

easily because the material is presented visually, systematically, and attractively. In addition, student involvement in the learning process increases, as evidenced by their active participation in creating mind maps, engaging in discussions, and expressing opinions. This strategy also helps students remember and connect concepts more systematically. Based on the research findings, it can be concluded that the use of the mind mapping strategy in Pancasila Education learning can facilitate the conceptual understanding of third-grade students at SD Negeri 99 Bengkulu City. Therefore, this strategy can be used as an alternative to improve the quality of learning in elementary schools.

**Keywords: Pancasila education learning, Mind mapping, Students' conceptual understanding**

## INTRODUCTION

Pancasila and Civic Education (PPKn) instruction at the elementary school level plays a strategic role in shaping character and instilling national values from an early age. This subject is not only oriented toward the mastery of knowledge but also toward the development of attitudes, morals, and national consciousness grounded in the values of Pancasila. Based on the Minister of Education and Culture Regulation No. 21 of 2016, PPKn instruction aims to develop students' competencies so they can understand, internalize, and practice the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, and the spirit of *Bhinneka Tunggal Ika* in daily life. Therefore, the Civic Education learning process should not only emphasize cognitive aspects but also include affective and psychomotor aspects in a balanced manner.

However, in practice, PPKn instruction in elementary schools still faces various challenges. One of the main issues is students' low conceptual understanding of the abstract values of Pancasila. Many students still tend to memorize these values without deeply understanding their underlying meanings (Nasrullah, 2020). This situation is reinforced by the findings of Tarigan et al. (2025), which indicate that a lack of variety in teaching approaches prevents students from becoming accustomed to critically interpreting concepts or relating them to real-world experiences. Consequently, students' ability to explain and apply the values of Pancasila in a contextual manner remains limited.

This issue is closely tied to the cognitive developmental characteristics of elementary school students. According to Piaget's theory of cognitive development, children aged 7–11 years are in the concrete operational stage, where thinking processes still rely on tangible and visual elements. Therefore, abstract learning, such as the moral values in Pancasila, requires a more concrete, contextual, and visual approach to be easily understood by students (Wahidin, 2025). Furthermore, learning that remains dominated by lecture-based methods tends to make students passive and less engaged in the learning process, thereby preventing conceptual understanding from developing optimally (Supandi, 2022; Sulimaly

et al., 2025). In this context, innovative learning strategies capable of accommodating the learning needs of elementary school students are required. One relevant strategy is mind mapping, a visual technique that organizes ideas and concepts into structured mind maps. This strategy was first introduced by Buzan (2006) and developed as a method that integrates the functions of the left and right brain through the use of colors, symbols, images, and keywords. Previous research indicates that the use of mind mapping can enhance conceptual understanding, memory retention, and student engagement in the learning process (Meriska, 2025; Tavip & Muthali'in, 2023).

Several prior studies have examined the effectiveness of mind mapping in improving learning outcomes and conceptual understanding across various subjects. For example, Sari, et al. (2022) found that the use of mind mapping can increase student engagement and help them understand the relationships between concepts in a more systematic manner. However, most of these studies still focus on quantitative aspects of learning outcomes, and few have deeply described the learning processes that occur when mind mapping strategies are applied, particularly in the context of Pancasila Education in elementary schools.

Based on initial observations at several elementary schools in Bengkulu City, Pancasila Education instruction in third-grade classrooms is still dominated by lecture-based methods and one-way explanations. This results in students being less active, easily losing focus, and struggling to connect concepts. Conversely, when teachers begin using visual approaches such as mind mapping, students appear more enthusiastic, actively engage in discussions, and find it easier to grasp the material comprehensively. These findings indicate the significant potential of the mind mapping strategy in improving the quality of the Civic Education learning process.

Thus, this study is important because it seeks to address the need for learning strategies capable of improving students' conceptual understanding more effectively and meaningfully. The novelty of this study lies in its focus on deeply describing the learning process of Civic Education using the mind mapping strategy, rather than merely measuring learning outcomes. Additionally, this study provides empirical contributions to the development of a visual-based learning model suited to the characteristics of elementary school students, particularly in understanding the values of Pancasila.

This study is expected to contribute to the advancement of scientific research in the field of education, particularly regarding innovations in Civic Education (PPKn) learning strategies. Furthermore, the findings of this study can serve as a practical reference for teachers in designing more creative, interactive, and student-centered learning experiences, thereby enhancing conceptual understanding and the internalization of Pancasila values in daily life.

Therefore, this study aims to describe the process of Pancasila Education learning using the mind mapping strategy among third-grade students at SD Negeri 99 Bengkulu City and to examine how the strategy facilitates students' conceptual understanding of Pancasila values. The study also seeks to explore students' engagement during the learning process and the contribution of mind mapping to creating meaningful learning experiences.

## **METHOD**

This study employs a qualitative approach with a descriptive research design. This approach was chosen because it aims to provide an in-depth understanding of the Pancasila education learning process using mind mapping strategies to facilitate students' conceptual understanding. Qualitative research allows researchers to examine learning phenomena naturally and holistically in real-world contexts and emphasizes the processes and meanings that emerge from learning interactions. A descriptive approach was used to detail the learning conditions, from planning and implementation to student responses during the application of the mind mapping strategy.

This study was conducted at SD Negeri 99 in Bengkulu City, with the research subjects consisting of third-grade teachers and third-grade students directly involved in Pancasila Education lessons. The selection of the location was based on the alignment of the school's characteristics with the research focus, as well as the teachers' openness to implementing innovative learning strategies. The study was conducted over approximately three months to obtain in-depth and sustained data regarding the ongoing learning process.

Data sources in this study consisted of primary and secondary data. Primary data were obtained from teachers and students through direct interaction during the learning process. Meanwhile, secondary data were obtained from supporting documents such as syllabi, lesson plans, teaching materials, student work samples, and literature relevant to the study. A combination of these two data sources was used to enhance the accuracy of findings through triangulation.

Data collection techniques included observation, interviews, and documentation. Observation was used to directly observe the learning process and student engagement during the implementation of mind mapping. Semi-structured interviews were conducted with teachers and students to explore their experiences, perceptions, and understanding of the ongoing learning process. Documentation was used to supplement data in the form of learning tools, students' mind maps, and evidence of learning activities.

The research instruments used included observation guidelines, interview guidelines, and documentation guidelines developed based on indicators of the learning process and students' conceptual understanding. These indicators encompassed students' active

engagement, interaction and collaboration, the relevance of the material to real life, and students' ability to interpret, provide examples, compare, and draw conclusions regarding the values of Pancasila.

Data analysis in this study employed the interactive analysis model by Miles, Huberman, and Saldana (2014), which consists of three stages: data reduction, data presentation, and drawing conclusions. Data reduction involved selecting and simplifying relevant data. Data presentation was conducted in the form of descriptive narratives and tables to facilitate understanding of patterns and relationships among the data. Subsequently, conclusions were drawn in stages while continuously verifying the obtained data.

To ensure the validity of the data, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing data from teachers, students, and instructional documents. Meanwhile, methodological triangulation was carried out by comparing the results of observations, interviews, and documentation. Through these two techniques, the data obtained are expected to possess a high level of credibility and accurately depict the learning conditions.

## RESULTS AND DISCUSSION

### Results

#### Student Assessment Results

Based on the assessment results in the figure 1 below, which were conducted by the teacher during learning process, there was a significant increase in the students' average scores. The pre-learning scores indicated that most students were still in the "adequate" category regarding their understanding of the values of Pancasila.

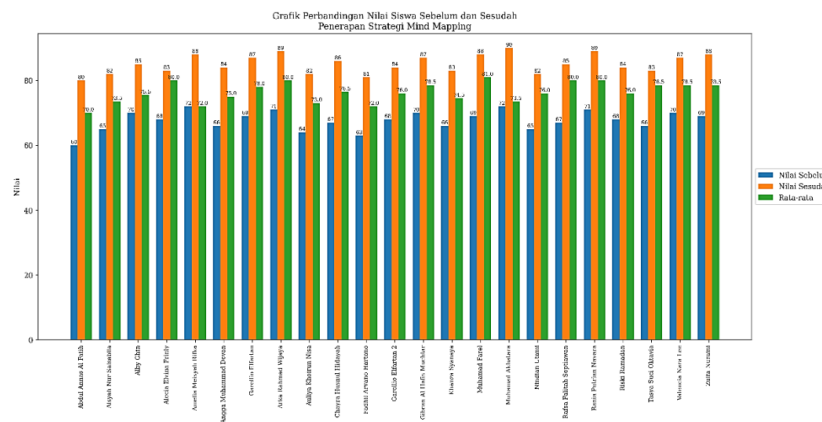


Figure 1. Assessment result

(Data source: documentation from SDN 99, Bengkulu City)

## **The Pancasila Education Learning Process Using the Mind Mapping Strategy**

Based on the results of observations, interviews, and documentation, it was found that Pancasila education in third grade at SD Negeri 99 in Bengkulu City was implemented through a mind mapping strategy that was systematically designed through the stages of planning, implementation, and evaluation of learning.

During the planning stage, the teacher prepares learning materials, including teaching modules, learning objectives, content, and supporting media such as mind map examples. This preparation aims to help students understand the relationships between concepts in a visual and structured manner. Interviews with the teacher revealed that providing concept map examples serves as a crucial reference for students in developing their understanding.

The implementation stage begins with an introductory activity an apersepsi that connects the material to students' real-life experiences. The teacher then explains the basic concepts of the Pancasila values and the steps for creating a mind map. Students are subsequently asked to create a concept map by writing down main ideas, concept branches, keywords, and examples of application in daily life.

Throughout the learning process, students' active engagement in critical thinking is evident, particularly when they identify main ideas, connect concepts, and select appropriate behavioral examples. This activity also fosters problem-solving skills, as students must analyze information before presenting it in a visual format. Additionally, learning takes place collaboratively through group discussions, fostering interaction and cooperation among students.

The use of mind mapping strategies also demonstrates the relevance of the material to real life. Teachers consistently link the values of Pancasila to students' daily experiences, such as the spirit of mutual cooperation, mutual respect, and responsibility. Furthermore, students utilize various learning resources, not only from textbooks but also from personal experiences and group discussions.

Interview results with the school principal and students reinforce the finding that the mind mapping strategy is effective in increasing student engagement and interest in learning. Students stated that using concept maps helps them understand and remember the material more easily because it is presented visually and in a structured manner. Overall, the learning process using mind mapping strategies creates an active, interactive, and meaningful learning environment. Students not only grasp the material cognitively but also demonstrate collaborative attitudes, responsibility, and respect for others' opinions.

### **Mind Mapping Strategies in Facilitating the Understanding of Pancasila Values**

Research findings indicate that the implementation of mind mapping strategies positively contributes to students' conceptual understanding of the values of Pancasila. This

strategy helps students organize information systematically through visual representations of the relationships between main ideas and supporting ideas.

Based on observations, students demonstrated increased engagement in learning. They actively participated in discussions, expressed their opinions, and made efforts to understand the material before organizing it into a concept map. This process reflects the development of critical and analytical thinking skills in understanding the values of Pancasila.

Cognitively, students were able to interpret the meaning of each principle in simple language, provide examples of its application in daily life, and classify behaviors according to Pancasila values. Additionally, some students were able to compare the application of these values across various contexts such as at school, home, and in the community and conclude the importance of Pancasila values as a guide for life.

The mind mapping strategy also helps students retain the material because information is presented in an engaging and structured visual format. This is supported by student interview results stating that the concept map helps them understand the relationships between concepts and facilitates the memorization process.

Beyond cognitive aspects, the learning process also demonstrated development in affective and psychomotor domains. Students exhibited attitudes of mutual respect, cooperation, and responsibility throughout the learning activities. Group discussions and mind mapping exercises fostered a sense of mutual aid, independence, and an appreciation for diversity.

Interview results with teachers and the school principal indicate that the mind mapping strategy not only aids conceptual understanding but also increases student engagement in learning. Students are no longer merely passive recipients of information but are directly involved in the knowledge-construction process.

Overall, the implementation of the mind mapping strategy has proven effective in helping students understand the values of Pancasila more deeply, systematically, and contextually. This strategy also contributes to the development of critical thinking skills and the formation of students' character in line with the learning objectives of Pancasila Education.

## **Discussion**

This discussion outlines the research findings regarding the application of the mind mapping strategy in Pancasila Education lessons in third grade at SD Negeri 99 in Bengkulu City. The analysis was conducted systematically by relating the research findings to relevant learning theories and previous research results. The focus of the discussion covers two main aspects: the learning process and its impact on students' conceptual understanding.

### **The Pancasila Education Learning Process Using the Mind Mapping Strategy**

The research results indicate that the implementation of mind mapping strategies is capable of creating a more active, interactive, and meaningful learning process. This is evident from the increased student engagement as well as the relevance of the material to students' real-life experiences.

#### Active and Critical Student Engagement

The use of mind mapping strategies has been shown to increase student engagement in learning. Students no longer merely passively receive information but are directly involved in the process of thinking, discussing, and organizing concepts. Regarding the critical thinking indicator, students were able to identify the main ideas of each principle of Pancasila and relate them to examples of behavior in daily life. This activity demonstrates that students have moved beyond the memorization stage toward conceptual understanding. This finding aligns with the mind mapping theory proposed by Tony Buzan, who states that presenting information visually through conceptual branches can help the brain connect and understand information more effectively.

Regarding the problem-solving indicator, students are trained to analyze simple situations related to the values of Pancasila and determine the appropriate attitude. This indicates that learning is not only oriented toward lower-level cognitive aspects but also involves analytical and decision-making skills.

Furthermore, regarding the interaction and collaboration indicator, students work in groups to create mind maps. This activity demonstrates active social interaction among students. This finding aligns with Lev Vygotsky's theory of cognitive development, which emphasizes the importance of social interaction in constructing knowledge. Through group discussions, students can exchange ideas and expand their understanding. Thus, the mind mapping strategy not only increases student engagement but also fosters critical thinking, problem-solving, and social skills. These results are consistent with the findings of Dikarsa (2024), who noted that students' motivation, active participation, and analytical skills improve when taught using innovative methods. Similarly, prior research showed student activity scores rising from 2.31 (fair) in the first cycle to 3.32 (good) in the second, confirming that mind mapping enhances both learning mastery and classroom engagement (Asmaun, 2024).

#### Relevance of the Material to Real Life

The research results indicate that the use of mind mapping helps teachers connect the material to the real-life contexts of students. Teachers provide concrete examples such as respecting peers, collaborating, and helping others. This contextual learning makes it easier for students to understand the meaning of the Pancasila values because they can directly see their application in daily life. This finding aligns with Elaine B. Johnson's theory of

contextual learning, which states that learning becomes more meaningful when connected to students' real-life experiences.

Additionally, the use of various learning resources such as textbooks, students' experiences, group discussions, and visual media enriches the learning process. This variety boosts students' motivation to learn and allows them to understand the material from multiple perspectives. Thus, the mind mapping strategy functions not only as a tool for visualizing concepts but also as a bridge connecting learning material to the reality of students' lives.

#### Ease of Understanding Concepts

Presenting material in a visual format through mind mapping has proven to make it easier for students to understand the relationships between concepts. Students were able to explain the meaning of each principle of Pancasila and provide examples of its application. This finding aligns with Benjamin Bloom's cognitive taxonomy theory, which states that conceptual understanding is demonstrated through the ability to explain, classify, and apply knowledge. In this study, students not only memorized information but were also able to process and relate it to real-life situations. Thus, the mind mapping strategy helps students organize information systematically, making learning more effective.

#### **Mind Mapping Strategies to Facilitate Understanding of the Concepts of Pancasila Values**

The results of the study indicate that the application of mind mapping strategies has a positive impact on students' conceptual understanding, both in cognitive, affective, and psychomotor aspects.

#### Conceptual Understanding (Cognitive Aspect)

Regarding the indicator of interpreting values, students were able to explain the meaning of each principle of Pancasila in their own words. This indicates a shift from mere memorization to understanding. Regarding the indicator of providing examples, students were able to relate the values of Pancasila to real-life experiences, such as helping friends and working together. This indicates that the learning has become practical.

Regarding the classification indicator, students can distinguish between behaviors that align with and those that do not align with the values of Pancasila. This ability reflects the development of analytical thinking. Furthermore, regarding the "comparing" indicator, students are able to understand that the values of Pancasila can be applied in various contexts of life, whether at home, school, or in the community.

Regarding the "drawing conclusions" indicator, students can explain the importance of Pancasila values in fostering a harmonious life. This finding aligns with David Ausubel's theory of meaningful learning, which emphasizes the importance of linking new information to students' existing knowledge. Mind mapping facilitates this process by organizing

information in a structured and visual manner.

The empirical benefits of this method are well-documented across various educational levels and disciplines. Globally, an experimental study among medical students revealed that the mind mapping technique leads to significantly better long-term knowledge retention by day seven compared to routine text reading (Kalyasundaram, et al., 2017). Locally, this positive impact is mirrored in Pancasila education, where the model successfully raised civic comprehension scores from 75.85% to 88.57% (Heluth, et al, 2024) and markedly enhanced senior high school students' grasp of core Pancasila values (Machdi, 2023; Indarwati, 2024).

#### Character Development

In addition to the cognitive aspect, the learning process also demonstrated development in character aspects. Students exhibited religious attitudes, mutual respect, cooperation, and a sense of responsibility. Discussion and group work activities in the creation of mind maps serve as an effective means of instilling these values. This demonstrates that learning focuses not only on knowledge but also on the development of students' character in accordance with the objectives of Pancasila Education. This is supported by Putri, et al. (2024), who states that Pancasila education has a significant role in shaping the character of students at school. Through Pancasila education, students can understand and form a sense of nationalism, appreciate cultural diversity, and realize their rights and obligations as Indonesian citizens.

#### Challenges and Solutions

Although it offers many benefits, the implementation of the mind mapping strategy also faces several challenges. Students still struggle with creating concept maps because they are not yet accustomed to thinking systematically. This aligns with Jean Piaget's theory of cognitive development, which states that elementary school students are in the concrete operational stage.

Additionally, time constraints and teachers' limited competence in managing this strategy also pose challenges. To address this, teachers need to provide step-by-step guidance, offer simple examples, and implement group learning so that students can help one another. Effective time management is also essential to ensure the learning process runs optimally.

## CONCLUSIONS

Based on the research results, it can be concluded that the Pancasila Education learning process using the mind mapping strategy in the third grade of SD Negeri 99 in Bengkulu City was carried out systematically through introductory, core, and concluding stages and was able to increase students' active engagement in learning. This strategy has

proven to facilitate the understanding of Pancasila values, as demonstrated by students' ability to interpret the meaning of each principle, provide examples of their application in daily life, and classify and summarize these values. Additionally, the use of mind mapping contributes to the development of students' character traits such as cooperation, responsibility, respect for diversity, and independence, thereby making learning more meaningful. Based on the research findings, it is recommended that the mind mapping strategy be continuously integrated into lesson planning and supported through the enhancement of teachers' competencies and the provision of adequate resources. Teachers are also expected to develop student-centered learning through active activities such as discussions and group work, as well as conduct periodic evaluations to improve the effectiveness of learning. Furthermore, further research needs to be conducted in a broader context so that the results obtained can further enrich the development of Pancasila education in elementary schools.

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