

# The Influence of the Window-Shopping Learning Model on Results Learn Science Through Student Pancasila Theme Independent in Elementary School

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## ABSTRACT

**Purpose:** Study This aim for evaluate the influence of the Window-Shopping learning model on results study science at student School Elementary (SD), with focus on application theme independent in framework Profile Student Pancasila. Window Shopping Model, which utilizes technique exploration and invention independent, implemented for increase understanding science concepts in fourth grade elementary school.

**Design/methodology/approach:** Study This use approach experiment with pretest-posttest control group design , involving two group students : one group experiments that apply the Window Shopping model and One group control that uses method learning conventional.

**Findings:** Results study show that implementation of the Window-Shopping model significant increase results students learn science compared to with method conventional. Student in group experiment show more improvement Good in understanding science concepts, skills exploration, and application practical from material lesson. Besides that is, learning model This Also contribute on development character independent student in accordance with theme Student Pancasila. Study This conclude that the Window-Shopping model is effective in increase results study science and support application mark independent in Profile Student Pancasila. It is recommended that this model integrated in practice learning in elementary school for increase involvement student and results Study academic. Study more carry on required for explore effect period long from this model and its application in various ways context education. Based on class t test control as well as class experiment there is possible results seen from  $t_{count} = 3.952 > t_{table} = 1.999$  with sig. (2-tailed)  $0.000 < 0.05$ , meaning  $H_0$  is rejected and  $H_a$  accepted can concluded that there is the influence of the window-shopping learning model on results learn science through student Pancasila theme independent class V.

**Paper type:** Research paper

**Keyword:** *Window Shopping Learning Model, Results Study science, Independent*

Received : May 13<sup>th</sup>

Revised : August 18<sup>th</sup>

Published : September 30<sup>th</sup>

## I. INTRODUCTION

Efforts to improve the quality of education are not only the responsibility of the government, but are the responsibility of all components of the nation, such as families and communities. Education is not an activity carried out without a purpose. Munib (2012: 29) states, "Education has the task of producing a good generation, people who are more cultured, humans as individuals who have better personalities. According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter , Social Sciences (IPS), Arts and Culture, Physical Education and Sports, Skills or Vocational, and Local Content.

Natural Science (IPA) is learning related to finding out about nature systematically, so that science is not only about mastering a collection of knowledge in the form of facts, concepts and principles but is also a process of discovery. Science education is a subject taught in elementary schools (SD) which expects students to learn about themselves and the natural surroundings and the prospects for further development in applying it in everyday

life. The science learning process emphasizes providing direct experience to develop competencies to explore and understand the natural surroundings scientifically. Science education is directed at inquiry and action so that it can help students to gain a deeper understanding of the natural surroundings (Permendiknas, 2006:22). Based on the findings of the Ministry of National Education (2007), the results of this research show that there are still many problems in implementing science subject content standards. Natural Sciences (Science) is one of the subjects taught in elementary schools (SD). The science learning process is a science that involves learning about oneself and everything related to nature. In the implementation of science learning, it is not only focused on the theory of activities in the classroom, but students can also carry out practical activities so that students will get direct experience regarding learning. carried out with a better level of understanding.

Based on observations made on class V students at SD Negeri Duri Pulo 08, in the odd semester of the 2021/2022 academic year, the lecture method is still often used by teachers for the reason that there is quite a lot of science material provided and teachers are not very familiar with the models. learning that can be used for alternative learning. Teachers provide information to students, so students tend to be less active in learning. When learning is taking place, students just quietly listen to the teacher's explanation and take notes on what the teacher writes on the blackboard or the presentation given by the teacher via Power Point. Learning in general still emphasizes aspects of knowledge and understanding of the material. Teachers have been giving more practice working on questions in textbooks. This causes students to be less trained to develop thinking skills in solving problems and applying concepts learned at school to the real world. Even in classroom learning, it can be seen that when questions are asked, only a few students answer the teacher's questions. The participation of students in the learning process is still lacking, namely only a few students show active opinion and ask questions.

The questions made by students also do not show critical questions related to the material being studied. Then the answers to questions are still limited to memory and understanding, there is no student attitude that shows analytical answers to the teacher's questions. In the current learning process, there are still many teachers or educators who only teach their students only through thematic textbooks, while the discussion contained in the textbook is still said to be minimal in terms of discussion, whereas each lesson consists of several subjects which are combined in thematic learning or the 2013 curriculum so that learning is still less innovative and creative so that the learning tools based on the lessons only rely on teacher books, student books and makeshift learning media, so that the learning process runs normally without any feedback or response from students in learning that is more interesting and more serious in understanding and insight into students' thinking.

Conventional lessons among class V students are still considered products, namely in the form of a collection of concepts that must be memorized, which has an impact on students' low cognitive abilities. The cognitive aspect consists of six aspects, namely remembering, understanding, applying, analyzing, evaluating and creating. Apart from conventional lessons, in 2020 the Ministry of Education and Culture made an educational revolution through Pancasila students as stated in Minister of Education and Culture Regulation no. 22 of 2022 concerning the profile of Pancasila students. Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behavior in accordance with Pancasila values with six main characteristics, namely faith, devotion to God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning and creativity. . The results of the observation analysis can be said that students' interest in science lessons is very lacking, while interest in learning is a major influence on learning activities. The learning process will run smoothly if accompanied by interest. Interest is a person's main motivational tool which makes it easy for students to understand lessons. The indicators of interest in learning are as follows: (1) The presence of feelings of liking or enjoyment; (2) There is attention; (3) Linkages to learning activities (Lestari & Yudhanegara, 2017, p. 92) Lestari and Yudhanegara (2017: 92) reveal in their book that interest in learning is the encouragement from within students psychologically to learn something fully. awareness, calm and discipline so that individuals actively and happily do it. Indonesian students are one of the Pancasila students who are required to become independent students. Independent students are students who are responsible for the process and results of their learning. The key elements of independence consist of awareness of oneself and the situation at hand as well as self-regulation.

The model used in this research is the window-shopping model. Suwarno (2011) stated that this window-shopping model is very interesting. Apart from group work, there are also peer tutoring activities. This learning model can be used to determine students' level of understanding and also provide practice in the form of story questions related to other subjects and everyday life. The results of research from Suprpto (2017: 138) on Two Stay Two Stray (TSTS) learning with window shopping activities on flat-sided building materials can make students active and creative and directly involved in learning. Students will be active in the search and development of knowledge, on the other hand teachers must change their role, no longer as the only source of learning for students but teachers must be able to become facilitators who guide students towards the formation of knowledge by themselves. The window-shopping model facilitates students' varied style tendencies (Visual-Auditory-Kinesthetic) and the desire of teenagers who continue to need to interact with others. This service model is equipped with the creation of presentation sheets that enable students to coordinate to complete tasks that lead

to understanding the material. Meanwhile, the activity phase of students presenting their results and going around looking at the results of other groups' presentations (window shopping) makes them happy and requires their body movements to walk around the class.

## II. METHODS

Method This research uses a quantitative experimental type method, specifically a quasi-experiment which is carried out using two classes, namely one class as a control class and one class as an experiment. Variable free (independent variable) in study This is the Widow Shopping Learning Model. Variable dependent variable is results learn science through student Pancasila theme independent. In this research, the population will be all students in class V of the 08 Duri Pulo State Elementary School in the 2021-2022 academic year with a total of 64 students spread across two classes, namely 32 students in class VA who were given widow shopping behavior as an experimental class and 32 students the VB class which was not given widow shopping behavior was used as the control class. The data collection techniques in this research are by using the following techniques: tests, interviews, and documentation. Tests, the data collection technique used by researchers in assessing student learning outcomes is tests. Both classes were given the same learning outcomes test, the test given was a daily research test on a special science subtheme which was given during the pre-test and post-test. Documentation, Documentation in the form of photographs relating to the school's organizational structure, school facilities and infrastructure, history of the school's founding, physical condition of the school, school programs, vision and mission and data on the total number of students. Study This implemented in Class V School Base Country Thorn Pulo 08 Morning.

## III. RESULTS AND DISCUSSION

Based on the research results, this research is a quasi-experimental research carried out at SD Negeri Duri Pulo 08 Pagi. The population in this study were students in classes VA and VB semester 1 of SD Negeri Duri Pulo 08 Pagi for the 2021/2022 academic year, totaling 64 students. The samples used were class VA students as the experimental class and class VB students as the control class with 32 students in each class. Samples were taken using a sampling technique, namely nonprobability sampling with purposive sampling.

### 1. Analysis Requirements Test Results

Testing the analysis requirements in this research is the normality test and homogeneity test. The normality test is used to determine whether the spread or distribution of *pretest* and *posttest data values* is normally distributed or not. The homogeneity test is carried out to ensure that sample data from a population taken has homogeneous variance or not. In this study, the normality test and homogeneity test used the SPSS 21 application.

#### 1. Normality test

Normality Test to determine whether the data distribution is normal or not. Where for each variable, the data in this study uses the SPSS 20 software application. The hypothesis formulation for the normality test in this study is as follows:

Ho: The sample comes from a normally distributed population

Ha: The sample comes from a population that is not normally distributed

The normality test was carried out using *Kolmogrov Smirnov* by reading the sig value. (significant) more than 0.05. With the following hypothesis testing criteria:

If it is significant  $> 0.05$  then Ho is accepted

If it is significant  $< 0.05$  then Ha is rejected

##### a. Control Class Normality Test

The normality test used in this research is the normality test using the *Kolmogorov-Smirnov formula*. The data normality test is used to determine whether the sample is normally distributed or not normally distributed. This normality test uses SPSS 20 with a significance level of more than 0.05. After processing the data, the output can be seen in table 1

*Table 1 Control Class Normality Test*

*One-Sample Kolmogorov-Smirnov Test*

		<i>BEFORE</i>	<i>AFTER</i>
<i>N</i>		32	32
<i>Normal Parameters<sup>a, b</sup></i>	<i>Mean</i>	50.38	71.56
	<i>Std. Deviation</i>	8,552	6,787
<i>Most Extreme Differences</i>	<i>Absolute</i>	,151	,131
	<i>Positive</i>	,112	,131
	<i>negative</i>	-,151	-,119
<i>Statistical Tests</i>		,151	,131
<i>Asymp. Sig. (2-tailed)</i>		,061 <i>c</i>	,179 <i>c</i>

Based on the results of the normality test in table 1, it can be seen that the significant *pretest value* for the control class is  $0.61 > 0.05$  and the significant *posttest value for the control class* is  $0.179 > 0.05$ , so it can be concluded that the *pretest* and *posttest* scores for the control class are normally distributed.

b. Experimental Class Normality Test

The normality test used in this research is the normality test using the *Kolmogorov-Smirnov formula*. The data normality test is used to determine whether the sample is normally distributed or not normally distributed. This normality test uses SPSS 20 with a significance level of more than 0.05. After processing the data, the output can be seen in table 2

*Table 2 Experimental Class Normality Test*

*One-Sample Kolmogorov-Smirnov Test*

		<i>PRE TEST</i>	<i>POST TEST</i>
<i>N</i>		32	32
<i>Normal Parameters<sup>a, b</sup></i>	<i>Mean</i>	58.63	83.50
	<i>Std. Deviation</i>	8,245	9,377
<i>Most Extreme Differences</i>	<i>Absolute</i>	,132	,122
	<i>Positive</i>	,132	,091
	<i>negative</i>	-,117	-,122

<i>Statistical Tests</i>	,132	,122
<i>Asymp. Sig. (2-tailed)</i>	,166 c	,200 c,d

Based on the results of the normality test in table 4.2, it can be seen that the significant *pretest value* for the control class is  $0.166 > 0.05$  and the significant *posttest value for the control class* is  $0.200 > 0.05$ , so it can be concluded that the *pretest* and *posttest* scores for the control class are normally distributed.

1) Homogeneity Test

The homogeneity test is a test of whether the variances of two or more distributions are the same. The homogeneity test is carried out to determine whether the variance of the data from the samples being analyzed is homogeneous or not. This homogeneity test was carried out using *Levene's test* with a significance level of more than 0.05. This homogeneity test uses SPSS 20.

The data homogeneity test hypothesis is as follows:

Ho: Both variances are homogeneous

Ha: Both variances are not homogeneous

The homogeneity test was carried out using *Levene's test* by reading the sig value.  $> 0.05$ . With the following hypothetical decision making criteria:

If it is significant  $> 0.05$  then Ho is accepted

If it is significant  $< 0.05$  then Ha is rejected

a. *Pretest* Homogeneity Test

The homogeneity test used in this research used *Levene's test* with a significance level of more than 0.05. The homogeneity test is carried out to determine whether the variance of the data from the samples being analyzed is homogeneous or not. This homogeneous test uses SPSS 20. After processing the data, the results are as follows

Table 3 *Pretest Homogeneity Test Results for Control Class – Experimental Class*

		<i>Test of Homogeneity of Variance</i>			
		<i>Levene Statistics</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>Pretest Control Class – Experiment Class</i>	<i>Based on Mean</i>	,237	1	62	,628
	<i>Based on Median</i>	,149	1	62	,700
	<i>Based on Median and with adjusted df</i>	,149	1	61,991	,700
	<i>Based on trimmed mean</i>	,230	1	62	,633

Based on the homogeneity test of *the pretest results* in table 4.3, it can be seen that the significant value is  $0.628 > 0.05$ , meaning that the significant value of 0.628 is greater than 0.05, so it can be concluded that the variance in *the pretest results* is homogeneous.

b. *Posttest* Homogeneity Test

The homogeneity test used in this research used *Levene's test* with a significance level of more than 0.05. The homogeneity test is carried out to determine whether the variance of the data from the samples being analyzed is homogeneous or not. This homogeneous test uses SPSS 20. After processing the data, the results are as follows

*Table 4 Posttest Homogeneity Test Results for Control Class - Experimental Class*

		<i>Test of Homogeneity of Variance</i>			
		<i>Levene Statistics</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
<i>Posttest Control Class – Experimental Class</i>	<i>Based on Mean</i>	4,068	1	62	,063
	<i>Based on Median</i>	3,936	1	62	,080
	<i>Based on Median and with adjusted df</i>	3,936	1	59,446	,081
	<i>Based on trimmed mean</i>	3,788	1	62	,071

Based on the homogeneity test of *the pretest results* in table 4.4, it can be seen that the significant value is  $0.063 > 0.05$ , meaning that the significant value of 0.063 is greater than 0.05, so it can be concluded that the variance in *the pretest results* is homogeneous.

2. Results Test Hypothesis

a. Independent T- test

The results of the analysis prerequisite tests from the normality test for *pretest - posttest data* using *window shopping learning* show that the data is normally distributed, so hypothesis testing can be carried out using the *Independent Sample T-Test* . This hypothesis test aims to determine whether there are significant differences between the control class and the experimental class in *the posttest data*. The hypothesis formulation from the t test is as follows:

Ho: No There is influence of learning models *window shopping* against results Study IPA through Pancasila students to class V students

Ha: Yes influence of learning models *window shopping* against results Study IPA through Pancasila students on fifth grade students

With the following hypothetical decision making criteria:

If it is significant  $> 0.05$  then Ho is accepted

If it is significant  $< 0.005$  then Ho is rejected and Ha is accepted.

With decision making criteria using *2- tailed* 0.05. If the sig value. (*2- tailed* )  $< 0.05$ , then there is an influence of the learning model *window shopping* against results IPA through Pancasila students on fifth grade students.

If the sig value. (*2- tailed* )  $> 0.05$ , then there is no influence of the learning model *window shopping* against results Study IPA through Pancasila students on fifth grade students .

Hypothesis testing is carried out using the t-test by reading the sig value. (*2- tailed* ). This test uses SPSS 20.

Table 5 Independent T-Test Results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Science Learning Outcomes	Equal variances assumed	,237	,628	-3,928	62	,000	-8,250	2,100	-12,448	-4,052
	Equal variances not assumed			-3,928	61,917	,000	-8,250	2,100	-12,448	-4,052

Based on the results of the data output above, to test whether the difference is significant or not, it can be seen in table 4.5 *Independent sample t-test*. Based on the results of the *independent sample t-test* in the *Levene's Test For Equality of Variances column*, a sig value was obtained. = 0.628 > 0.05 so the values for the control class and experimental class have the same variance in numbers, thus testing the difference between the two average values seen in the *equal variance assumed section* (top). To test the equality of two averages, it can be seen in the *t-test for equality of Means column*, in the *t-test for equality column*, the calculated t value = 3.952 > t<sub>table</sub> = 1.999 with sig. (2-tailed) 0.000 < 0.05 so H<sub>a</sub> is accepted

b. Determinant Coefficient Test (R-Square)

The determinant coefficient test (R-Square) is used to determine the percentage of learning models *window shopping* against results Study Science through Pancasila students in class V students.

Table 6 R-Square Results for Experiment Class – Control Class

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,370 <sup>a</sup>	,137	,108	8,078
2	,616 <sup>a</sup>	,379	,359	6,604

Based on the table above, the *R Square value* for the Experimental Class is 0.379. This value comes from squaring R, namely 0.616 x 0.616 = 0.379, so the *R Square* number is 0.379 x 100% = 37.9% and in the control class it is 0.137 x 100% = 13.7%, so it can be interpreted after taking action on the experimental class *R Square* value (%) has increased compared to the control class where action was previously taken.

Based on research that has been carried out to determine whether or not the window-shopping learning method has an effect on the science learning outcomes of Pancasila students. Based on the normality test using Kolmogrov-Smirnov, the results obtained by the control class were 71.56 and the calculated science learning results in the experimental class were 83.50. The results of the calculation of the normality test for the experimental class students' science learning outcomes data on the pretest were 0.166 and on the posttest they were 0.200. It can be concluded that the data on the use of the window-shopping learning method on the science learning outcomes of Pancasila students is normally distributed. The results of the homogeneity test calculation

of science learning outcomes data for Pancasila students with Sig. amounting to  $0.628 > 0.05$  so that the sample is declared homogeneous.

After testing the data analysis using the t test on calculations, the results in table 4.5 have been obtained, as it is known that the significant value results using the window-shopping learning method on the science learning outcomes of Pancasila students obtained sig data. (2-tailed) is 0.000, then the value is less than the significance, namely 0.05, so  $H_0$  is rejected or there is no influence and  $H_a$  is accepted or there is an influence. In the determinant coefficient (R-Square), namely in the control class it was 13.7% and in the experimental class it was 37.9%, so the big influence of using the window-shopping learning method on the science learning outcomes of Pancasila students was 37.9%.

The influence of increasing the science learning outcomes of Pancasila students is due to the differences in the learning models implemented. Window shopping learning model learning activities require Pancasila students with an independent theme to be more active in searching for information and understanding the concepts of the material and students' responses in learning are very good and students can be more responsible for the process and results of their learning. Apart from that, students are more conducive and willing to listen to instructions from the teacher when learning is taking place. Learning activities carried out using the window-shopping method include explaining science material, explaining window shopping and map mapping, giving assignments in the form of map mapping, carrying out window shopping and closing activities. Most students who are PTM in class actively participate in learning, students are enthusiastic in participating in group discussions and presentations, students can explain reasons or give opinions on the results of their work, students are serious in conveying their opinions during discussions, students immediately work on assigned tasks. given by the teacher and collected on time.

In this learning process, the teacher has a role as a provider of information and facilitator in the class to manage class conditions well. At the beginning of the lesson the teacher provides initial information about the material which will then be used as discussion material by each group. Each group is given different discussion material, then when the group discussion is finished, each group does window shopping, where each group collects information from other groups with different discussion material. This activity makes students more active in collecting and understanding the material being studied. Having a peer tutor while doing window shopping can strengthen students' understanding of the material being studied. Thus, students are able to gain knowledge through active and fun learning. In classes that provide learning using conventional models. The implementation of the learning model is still dominated by teachers and students tend to be passive. The teacher is the only source of information in the learning process and students lack enthusiasm when implementing learning.

#### IV. CONCLUSION

Based on results as well as the discussion research conducted at SDN Duri Pulo 08 Morning can taken the conclusion namely : Based on class t test control as well as class experiment there is possible results seen from  $t_{count} = 3.952 > t_{table} = 1.999$  with sig. (2-tailed)  $0.000 < 0.05$ , meaning  $H_0$  is rejected and  $H_a$  accepted can concluded that there is the influence of the window shopping learning model on results learn science through student Pancasila theme independent class V. Based on from results calculation coefficient determination obtain results on class control of 13.7% and results on class experiment 37.9%. So can concluded that big the influence of the window-shopping learning model on results learn science through student Pancasila theme independent class V.

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