

Integrating Social Literacy into Social and Cultural Diversity Lessons: A Case Study of Pancasila Education Textbooks for Grade IV Elementary Schools

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ABSTRACT

This study investigates the indicators of social literacy embedded in the social and cultural diversity material within the *Pancasila and Citizenship Education* textbook for Grade IV of elementary schools (SD/MI), published by the Indonesian Ministry of Education and Culture. Social literacy is essential for fostering students' awareness and appreciation of Indonesia's diverse society. Using a qualitative descriptive approach, this study employed content analysis to examine the textbook. Data were collected through systematic reading and note-taking. The analysis followed six stages: data collection, sampling, recording, data reduction, conclusion drawing, and narrative construction. The findings reveal that the textbook integrates social literacy through its presentation of social and cultural diversity. The content not only introduces key social and cultural concepts but also encourages the development of interpersonal skills, such as communication, empathy, and openness to difference. These elements promote active engagement with diversity in everyday social contexts. The integration of social literacy within the textbook fosters a deeper student understanding of ethnic, religious, cultural, and linguistic diversity in Indonesia. This approach supports the formation of student character grounded in the values of tolerance, inclusivity, and national identity. By embedding these principles in Pancasila and Citizenship Education, the curriculum contributes to shaping responsible citizens who value plurality as a foundational aspect of Indonesian society.

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1. INTRODUCTION

Social literacy in the context of social and cultural diversity focuses on understanding and effective social interaction. In this case, students are not only taught about reading and writing, but also how to learn to communicate well, cooperate with each other, and how to appreciate the differences that exist

in the school environment, home, and also the community. By learning social literacy, students can hone their ability to think critically, adapt, and act reasonably in various social spheres. In line with the opinion of Mustaqim et al. (2024), literacy is not only the ability to recognize letters and words, but also includes a critical understanding of the information obtained, as well as the ability to express ideas and opinions clearly and effectively. Kurniawan, R., & Parnawi, A. (2023) say that education is related to the ability to read and write, as well as how to apply this literacy understanding in everyday life. Social literacy relates to the development of social skills, knowledge, and various good human values, which encourage individuals to have the desire and ability to act well and responsibly in complex social contexts (Fatmawati, 2022). In the Pancasila education textbook, social literacy is taught through various materials that emphasize the importance of understanding ethnic, religious, and racial differences. This aims to build awareness and appreciation of the diversity that exists in society.

In practice, diversity is often seen as a difference that can be exploited to fulfill personal or group ambitions and interests. If the diversity that exists in Indonesia is ignored and not managed properly, it can lead to conflicts related to ethnicity, religion, race, and intergroup (SARA), which can ultimately threaten the unity and integrity of the Indonesian nation (Widiyanto, 2017). One way to minimize conflicts that can occur is through education in schools, namely Pancasila Education subjects. Pancasila education aims to form good citizens by building character in accordance with the various values contained in the 1945 Constitution and Pancasila (Murdiono, M., 2012). The cultivation of social and cultural diversity values through Pancasila Education is important in order to prepare students who have a strong commitment to maintaining the integrity of the nation and state. The value of diversity requires strengthening in the learning process through the cultivation of concepts that emphasize the principles of justice and freedom for students and do not favor certain groups. This diversity must be accepted and appreciated by every individual regardless of other cultures (Waman, Y., & Dewi, D. A., 2021). Pancasila learning can elaborate on the concept of difference in learning by providing knowledge into differences and illustrating uniformity among religions, tribes, communities, races, and groups.

The relationship between social literacy and social diversity material is evident in the learning approaches used in Pancasila education textbooks. The learning methods used in Pancasila education are generally student-oriented so that they can explore personal experiences, develop critical attitudes, and build relationships between individuals. Pancasila education textbooks not only serve as a source of information about state ideology, but also as a tool to build strong social literacy among the nation's next generation. Social literacy and social diversity synergize to create a generation that is tolerant, appreciates differences, and is ready to integrate in a pluralistic society.

There are several studies that become references in conducting this research, so that researchers are careful not to cause copyright infringement in the preparation of scientific papers. In research conducted by Putri, FDC, & Nurhasanah, N. (2023) it was found that social and civic education programs provide a great commitment to improving the quality of differences around the world in elementary schools, which includes expanding understanding of differences, building a comprehensive and conscious mindset, creating intercultural communication skills, and empowering qualified global behavior. Then, research by Setiawati, W., & Lestari, P. (2023) obtained data that the implementation of social and civic education through school programs and learning exercises is one of the efforts to strengthen the values of patriotism. Research conducted by Azizah, NR (2021) states that cultural and civic literacy can develop the social skills of MI students during the COVID-19 pandemic. Students become more sensitive to the environment by practicing social and citizenship skills, as well as knowing and loving their culture and country. This is generally reflected in the habit of being kind to others, speaking politely, and caring for others, which are cultural characteristics and evidence of love for the homeland as an exercise in social and civic skills.

Based on the review of relevant previous studies, this research addresses a distinct focus by examining the relationship between social literacy and the presentation of social and cultural diversity in *Pancasila Education* textbooks for Grade IV elementary students. Unlike earlier research, which may have explored these elements separately, this study investigates how social literacy is reflected in the

textbook content, the challenges associated with its development, and its role in reinforcing Pancasila values. The researcher is particularly interested in how social literacy supports students' understanding and appreciation of Indonesia's diverse social and cultural landscape.

2. METHODS

This research employs a qualitative approach using content analysis to investigate the integration of social literacy within the social and cultural diversity materials found in the Grade IV *Pancasila Education* textbook. Content analysis is a method used to systematically examine the characteristics of textual content, allowing researchers to interpret messages based on patterns, themes, and meanings derived from the text (Rozali, 2022). The study begins with qualitative data in the form of textual materials, which are analyzed through the researcher's interpretive framework. This process involves coding the data and interpreting the findings through descriptive elaboration. Data collection techniques include documentation, intensive reading, and systematic note-taking. The analysis process involves several stages: categorization and coding, deductive and inductive reasoning, frequency analysis of emerging themes, and interpretation of meaning within the context of social literacy education.

3. FINDINGS AND DISCUSSION

3.1 Social Literacy and Social Harmony

Social harmony is closely related to diversity, which includes ethnic, racial, religious, linguistic, social, and cultural differences. It refers to a state in which individuals live in harmony and side by side with the community environment. Social harmony is a concrete expression of the 3rd principle, which is the unity of Indonesia. There are several indicators of social harmony, including awareness of cultural diversity, openness, tolerance, and resolving conflicts constructively (Halida et al., 2023). Social harmony is closely related to social literacy. Indicators of social literacy include understanding social situations, establishing relationships, understanding oneself, and understanding and managing emotions (Fitriyani et al., 2023). In this study, researchers found a relationship between social literacy and social and cultural diversity material in PKN books for grade IV elementary schools. The results of this study can be seen in the following table.

Table 1. The Relationship of Social Literacy with Social and Cultural Diversity Materials

Social Literacy Indicators	The relationship between social literacy and social harmony	Indicators of social harmony	Material content analysis (Social and cultural diversitral diversity)
1. Understanding social situations	Realizing that everyone comes from different cultural backgrounds so as to increase awareness of cultural diversity.	Awareness of cultural diversity	Page 65: "The attitude to accept differences and diversity, both social and cultural, is an important capital of the Indonesian nation" Page 69: Mrs. Meutia explains "The diversity of the Indonesian nation includes many things, including religion, ethnicity...."
	Be open to other people's opinions or views.	Self-openness	Page 69: "Respect and honor in diversity can be practiced in many ways. ..."
	Understanding social situations	Tolerance	Page 69: Mrs. Meutia explains on "In addition, the condition of the

Social Literacy Indicators	The relationship between social literacy and social harmony	Indicators of social harmony	Material content analysis (Social and cultural diversitral diversity)
	encourages a more tolerant view of the differences that exist in society.		Indonesian nation which has social diversity Tolerance is an attitude of mutual respect, tolerance, caring...."
2.Establish a relationship	The ability to communicate with various parties encourages tolerance for differences and awareness of cultural diversity in the social environment.	Tolerance, Awareness of cultural diversity	Page 67: "Children, earlier we held a ceremony to commemorate the Youth Pledge Day. Mr. Principal told us that we must always improve our unity". Page 69: "Respect for each other in diversity can be done in various ways. For example, loving and respecting one's religion, beliefs and ethnicity without disrespecting other religions, beliefs and ethnicities, getting along well with friends or people of different religions, beliefs and ethnicities...". Page 69: "In our class we have a variety of ethnicities, cultures, and religions and beliefs, Mom," Hemalia replied. "For example, I am from the Dayak tribe. Made is from the Balinese tribe. Dewi is from the Javanese tribe. Dani is from the Kaili tribe. Laros is from the Tanimbar tribe, and so on. Despite this, we still unite and work together". Page 69: "Get along well with friends or people of different religions and beliefs and ethnicities...".
3.Understand yourself	Forming good relationships with others requires opening up and accepting others' perspectives. Good self-understanding enhances the ability to appreciate and accept socio-cultural diversity. Self-understanding is	Self-openness	Page 69: "Despite this, we remain united and work together".
		Cultural diversity awareness	Page 68: "The motto Bhinneka Tunggal Ika means that although different, but still one." Page 69: "Cooperation can occur because of social tolerance, culture, and religion and belief.".
		Self-openness	Page 69: "For example, I am from the Dayak tribe, Made is from the

Social Literacy Indicators	The relationship between social literacy and social harmony	Indicators of social harmony	Material content analysis (Social and cultural diversitral diversity)
4. Understanding and managing emotions	also important in fostering an open attitude in social interactions. By managing emotions, one can address differences in a positive way, contributing to more constructive conflict resolution. Emotion management helps one remain tolerant and open to differences in social settings.	Resolving Conflict Constructively Tolerance, Openness	Balinese tribe. Dewi is from the Javanese tribe. Dani is from the Kaili tribe. Laros is from the Tanimbar tribe, and so on. ..." Page 70: "Why should the Indonesian nation and state be united in diversity?" then Ibu Meutia explained that there are attitudes and behaviors that we must emulate from warriors, such as the proverb, united we are strong, divorced we collapse. Page 72: there is a "Let's Discuss" activity.

Based on Table 1, it is known that the number of findings in the content of the Pancasila and Citizenship Education textbook for grade IV SD / MI published by the Ministry of Education and Culture on the material of social and cultural diversity analyzed is 14. The findings are divided into several categories, namely indicators of understanding social situations as many as 4, indicators of establishing relationships as many as 5, indicators of understanding oneself as many as 3, and indicators of understanding and managing emotions as many as 2.

In this content analysis, it was found that the values of Pancasila, especially the third principle, are actively taught through social and cultural diversity materials. Strengthening social literacy in the context of Pancasila is reflected in the teachings of mutual cooperation, tolerance, and unity in socio-cultural diversity.

1. Cooperating with Each Other

In the book, there are examples of mutual cooperation, such as even though they are of different ethnic cultures, the students are always cooperative and work together. This attitude of cooperation arises because of social, cultural, religious, and belief tolerance.

2. Tolerance

There are examples of tolerance in the material "Appreciating and Respecting Diversity", namely in the sentence "In our class, there are various ethnicities, cultures, and religions and beliefs, Mom. For example, I come from the Dayak tribe. Made is from the Balinese tribe. Dewi is from the Javanese tribe. Dani is from the Kaili tribe. Laros is from the Tanimbar tribe, and so on. Nevertheless, we remain united and work together". This sentence shows the importance of awareness about social diversity in the classroom and how learners accept each other's differences. Social literacy in this case is not only limited to knowing differences, but also understanding and accepting diversity as part of a shared identity.

3. Unity in Socio-Cultural Diversity

In this book, there is a story entitled "Appreciating and Respecting Diversity". In this story, Mrs. Meutia and the learners discuss the meaning of Indonesia's motto, "Bhinneka Tunggal

Ika". In the story, the learners have been able to give examples of attitudes and behaviors to respect diversity as a form of strengthening the unity of Indonesia..

3.2 Challenges in Social Literacy

The social literacy challenge for learners encompasses various aspects related to their ability to understand, access, and participate in a wider social context. Social literacy is not only related to reading or writing skills but also involves an understanding of social, political, and cultural dynamics as well as the ability to think critically and interact with others in a diverse society. Some of the challenges in social literacy for learners are:

1) Limited Critical Understanding of Social Issues

Many learners lack the ability to understand and analyze social issues in a critical way. They often accept information without questioning its source, context or impact. This can hinder their ability to think independently and make good social or political decisions. For example, in cases such as the issue of socio-cultural diversity in Indonesia

2) Unfiltered Influence of Social Media

Social media certainly influences learners' daily lives, but they are often exposed to unverified information or even hoaxes. Without adequate social literacy skills, learners can be hampered in their ability to see phenomena (problems) from various points of view or perspectives.

3) Digital Access and Skills Gap

Digital skills are an important component of social literacy in today's modern era. However, there are still serious differences between learners who have adequate access to technology. This creates a gap in learners' ability to access social information, participate in online discussions, or understand the social dynamics that develop online.

4) Lack of Education and Learning about Social Diversity

Many education systems, whether at the primary, secondary or tertiary levels, still do not emphasize the importance of teaching about social diversity. Subjects such as civic education or character education may exist, but they are often not in-depth enough to systematically address issues of diversity. Curricula that focus more on academics and the achievement of certain educational standards often neglect the development of social skills needed to understand and interact with individuals who have different cultural, religious or ethnic backgrounds.

5) Lack of Positive Social Role Models or Roles.

Many learners do not get examples of positive social behavior at home or in the surrounding environment. If the closest adults do not demonstrate good social skills, the child may find it difficult to adopt positive social attitudes and behaviors. Learners who do not have good role models in socializing may grow up with bad habits in interacting with others, such as being irritable, selfish, or not caring about other people's feelings.

Discussion

Strengthening Pancasila Values

Strengthening the values of Pancasila in cultural diversity material is very important to build the character of students who reflect mutual respect and maintain unity in diversity and can be a strong foundation in creating mutual respect and understanding between various cultural groups in Indonesia. Learning about cultural diversity complemented by strengthening Pancasila will help learners to develop attitudes of tolerance, unity and social justice within the framework of existing diversity.

Indonesia has a variety of ethnicities, religions, races, and cultures, and needs a young generation that is able to appreciate these differences. The values of Pancasila, namely the first principle, "Belief in One God", contains the importance of tolerance between religious communities, and the second principle, "Fair and Civilized Humanity", contains values that teach students to respect the rights of

everyone regardless of their religion. The third precept, "Persatuan Indonesia", emphasizes that despite differences, all components of the nation must unite to maintain the integrity of the country. Learning about cultural diversity that is packaged inclusively, such as through folklore, cultural arts, or gotong royong activities, can strengthen the experience of these values.

Experiential learning approaches such as collaborative projects or cultural exchange activities can also encourage learners to work together, respect each other and learn from cultural diversity. As such, the use of visual and digital media, such as documentary videos or online learning platforms, can also introduce Indonesia's cultural diversity more widely and deeply. Through activities such as cultural exhibitions or traditional art performances, learners can directly experience the beauty and uniqueness of various cultures in Indonesia. These activities also help them to appreciate each other and foster a sense of pride in diversity. In addition, education that integrates Pancasila values into cultural diversity materials will further strengthen the values of Pancasila in students.

Strengthening the values of Pancasila in cultural diversity materials for students is very important to create a young generation that has an attitude of tolerance, mutual respect, and is able to maintain the unity of Indonesia despite many cultural differences. By using various approaches to learning the values of Pancasila, learners can better understand and apply the precepts of Pancasila in everyday life, so as to form a strong, inclusive, and socially just national character.

Content of Social Literacy Indicators in the Textbook of Pancasila and Citizenship Education of the Ministry of Education and Culture, Grade IV Material on Social and Cultural Diversity

Social literacy contains content that addresses theoretical issues such as cultural differences, anti-racism, and non-sexism that are used to understand, interpret, analyze, evaluate, and develop social literacy materials (Cope, B., & Kalantzis, M., 2014). This social literacy focuses on how to reflect it into teaching materials that are developed into flexible content and adapted to the conditions of society and learners. Social literacy is one of the important things for learners to start mastering. Social literacy has indicators of (1) understanding social situations; (2) establishing relationships; (3) understanding oneself; and (4) understanding and managing emotions. These social literacy indicators refer to attitudes that are internalized in daily life behavior.

Textbooks are published by the Ministry of Education and Culture to be used by students and teachers to support learning activities. Textbooks or printed teaching materials are believed to be a set of materials that contain material or lesson content to achieve learning objectives that are produced using printing technology. Teaching materials contain learning materials in the form of ideas, concepts, principles, or theories that are in accordance with the discipline of a subject (Laila et al., 2019). In connection with the importance of social literacy aspects, there are four indicators of social literacy that must be developed as a priority for Pancasila Education learning.

Based on the findings in the analyzed Kemdikbud class IV Pancasila Education textbooks, there are 14 findings based on four indicators of social literacy.

First, in the indicator of understanding social situations, there are four findings, namely, in the indicator of social harmony, awareness of cultural diversity as much as 2, openness as much as 1, and tolerance as much as 1. Based on these findings, reading is expected to increase awareness of cultural diversity and to be open to existing differences. One way to increase awareness of cultural diversity is to develop social literacy skills, namely tolerance for differences (Hati, 2023).

Second, in the indicator of establishing relationships, there are five findings, namely in the indicator of social harmony of tolerance, awareness of cultural diversity as much as 4 and openness as much as 1. This finding teaches students about the importance of mutual respect in diversity, and how to communicate well despite differences in culture, religion, and ethnicity. With this understanding, learners can foster harmonious relationships with people of different religions, ethnicities, or beliefs from small to large environments. Turut et al. (2020) stated that social interaction in learning is important because it aims to instill noble values in social life.

Third, on the indicator of understanding oneself, there are three findings, namely on the indicator of social harmony, awareness of cultural diversity as much as two and openness of self as much as 1. In this case, students understand the motto of the Indonesian state which teaches about the importance of unity so as to create tolerance for different social, cultural, religious, and beliefs in society. According to Misrawi (2013) although Indonesia is known as a country that has a diversity of cultures, religions, and tribes, it is still united through “Bhinneka Tunggal Ika”.

Fourth, in the indicator of understanding and managing emotions, there are two findings, namely, in the indicator of social harmony to resolve conflicts constructively as much as 1 and tolerance, openness as much as 1. It can be seen that students are given discussion activities with a group of friends to write down attitudes and behaviors of appreciating and respecting diversity as a form of tolerance and openness to differences. According to Mukhlisin et al., (2022) group discussion can be done as a cultivation of respect for others. When discussion activities take place, sometimes there are different views or answers from students. This is believed to be a form of openness and tolerance for existing differences.

Shortcomings and Development Potential

The shortcomings in the content of this book are:

1) Lack of Active Involvement of Learners

In the story, although Mrs. Meutia invites learners to discuss the motto of Unity in Diversity, the discussion seems to be dominated by the teacher. There is no opportunity for learners to ask more questions or express opinions in depth. This can reduce learners' active involvement in understanding the topic.

2) The approach is still limited to theoretical understanding

Learning focuses more on the theoretical understanding of Bhinneka Tunggal Ika and diversity, without delving further into the real applications in learners' daily lives. For example, there are no concrete examples or personal experiences shared with learners to make it more heartfelt.

In addition, there are also several potential developments for content analysis in this book, including:

1) A More Practical Approach

Using various real-life examples, either through videos or real stories from learners, to connect the concept of tolerance to everyday life. For example, discussing cases of diversity or conflict around them and the values of Pancasila that can be applied to solve the problem.

2) Empowering Learners through Discussion and Debate

Learners are engaged to be more active by giving them the opportunity to debate or discuss the importance of tolerance, diversity, and unity in their context as young people in Indonesia. This can train critical thinking skills and social skills.

By paying attention to these shortcomings and optimizing the existing development potential, the learning process of Pancasila values can become more interesting, relevant, and have a greater positive impact on learners.

Implications and recommendations

This research demonstrates that integrating social literacy into Pancasila Education learning can enhance students' understanding of social and cultural diversity. This affects the development of students' character and social attitudes that are more inclusive and tolerant. In addition, this study emphasizes the importance of textbooks as an effective medium to convey Pancasila values and strengthen the sense of nationhood in a multicultural society. Overall, this study underlines the important role of social literacy in shaping a generation that is able to adapt in a diverse society.

Some recommendations can be suggested, namely: The Pancasila Education textbook for grade IV SD should be updated to include more material on social literacy, so that students can better understand

and appreciate Indonesia's social and cultural diversity. In addition, training for teachers is essential to help them integrate social literacy in learning with an inclusive and diversity-sensitive approach. The curriculum also needs to be developed with an emphasis on teaching about social and cultural diversity to provide a more thorough understanding of Pancasila values in a social context. Further research is also needed to determine the long-term impact of implementing social literacy on students' character development and social skills. Finally, collaboration with local communities can provide students with first-hand experience of diversity, through various activities or projects with the community.

4. CONCLUSION

This study concludes that integrating social literacy into the teaching of social and cultural diversity materials in the Grade IV *Pancasila Education* textbook is essential for fostering students' understanding and appreciation of Indonesia's rich diversity. Social literacy, in this context, encompasses not only knowledge of social and cultural concepts but also the development of interpersonal skills, communication, empathy, and a positive attitude toward differences in ethnicity, religion, culture, and language. This integration supports the cultivation of tolerance, mutual respect, and national identity, aligning with the core values of Pancasila. However, a key limitation of the study lies in its focus on textbook content without examining how these materials are implemented in classroom practice or received by students. Future research should explore how teachers integrate these concepts into daily instruction, assess students' responses and learning outcomes, and investigate the effectiveness of various pedagogical strategies in promoting social literacy in diverse educational settings.

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