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Analysis of High-Level Thinking Skills in Pancasila Education Learning at State Vocational Schools on Material Manage Diversity as Social Capital for National Development

Laila Vika Safitri[1]*, Listyaningsih[1], Sarmini[1]
[1*]Universitas Negeri Surabaya, Surabaya, Indonesia

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ABSTRACT

Objective: *This study was conducted to analyze students' high-level thinking skills in learning Pancasila Education in the Chapter of Managing Bhinneka Tunggal Ika as Social Capital for National Development. The main focus of this study is to analyze the differences in students' high-level thinking skills in three main materials, namely the Origin and Meaning of Bhinneka Tunggal Ika, Gotong Royong as a Manifestation of Pancasila Economy, and the Principle of Gotong Royong Building Harmony in Diversity. Based on this focus, the formulation of the problem in this study is how students' high-level thinking skills in understanding the three materials. The substance of this research focuses on evaluating the development of students' high-level skills in each material, identifying the factors that influence them, and providing recommendations for more effective learning strategies in improving higher-level thinking skills.* ***Methods***: *The research method used was preliminary research that was descriptive and did not conduct hypothesis testing. The research sample consisted of 36 students in class X and Pancasila Education teachers at State Vocational School 2 Surabaya, East Java. The data collection technique used documentation of written exam scores, questionnaire sheets, and interviews with teachers and students.* ***Results***: *The results of the data obtained were analyzed using quantitative and qualitative descriptive analysis techniques. The results of the study show that 1). The students' high-level thinking skills are in the low and middle categories. Based on the results of the calculation, the material on the Principle of Mutual Cooperation in Building Harmony in Diversity, where the analysis skill score (C4) reached 63.42 in the medium category, evaluation (C5) 44,056 and created (C6) 43.39 which was classified as low category 2). The lowest indicators of high-level thinking skills are evaluation (C5) and creating (C6). 3). Teachers still use lecture methods and conventional teaching materials during learning.* ***Novelty***: *This study provides a new perspective in measuring high-level thinking skills in the context of learning Pancasila Education in vocational schools, especially in understanding the three materials in the chapter on diversity and diversity. The results of this study are an important contribution to the development of digital flipbook interactive teaching materials with gamification-based interactive quizzes that are more effective with the aim of improving high-level thinking skills in Pancasila Education, especially in vocational schools that are still rarely studied in similar studies.*

INTRODUCTION

Teachers have a central role in shaping the quality of learning and the development of students' cognitive skills (Anderson & Krathwohl, 2001). Teacher plays role important in the educational process and have significant influence to results Study student during the learning process (Prasetyo & Rahmawati , 2021). Teachers also play a role as facilitator who can build environment learning that drives development skills the besides become provider knowledge. That is, educators must use teaching strategies interactive like use interactive teaching materials For Motivate students to get involved active in the learning process (Mayer, 2021). In addition, that, for make learning more interesting and can

applied in life Every day, teachers' must can utilize technology information and communication (ICT) for increase effectiveness learning so that teachers have more roles big as agent changes in the classroom and can be very helpful in educate student for face increasingly global challenges complex (Halpern, 2014). Therefore that, for build ecosystem Comprehensive education is required collaboration between educators, institutions education, and stakeholders interest related other such as parents and society (King et al., 2020). It is expected that with strong support from various parties, students are not only capable of controlling 4C skills (thinking), critical and problem-solving, but also think critically or are familiar with creative thinking, which is a pattern of convergent thinking (Saraswati & Agustika , 2020). On the other hand, thinking creative or known with thinking creative more different but also has attitudes and values required for become successful and giving individual contribution positive for society in the future (Vygotsky, 1978). Three competence the main things needed by professional's source Power human resources (HR) in the 21st century are skills think critically, thinking creative, and solve problem (Mayer, 2021). Third competence This called " skills" think level high " (Wahyuni et al., 2020).

Thinking at a high level is a skill that requires students to not only be aware but also to develop ideas (Saraswati & Agustika, 2020). Thinking at a higher level is very important in learn Pancasila Education because students are one of the most powerful and productive human beings, so they need to increase the quality of their thoughts so that they can compete in the progress of the times (Anderson & Krathwohl, 2001). High-level thinking skills are one of the skills that students must possess. Skills for thinking logically, methodically, analytically, carefully, and creatively are closely related to skills for thinking at a higher level (Mayer, 2021). This is in line with the objective of Pancasila Education learning in schools, namely practice method, think student in interesting conclusion, develop skills to break down problems, and develop skills to communicate ideas in a way, oral, written, and so on (King et al., 2020). Skills think at a higher level, including thinking logically, thinking critically, and skills based in life every day, also apart from the level of an academy, someone has skills that think logically, reflectively, metacognitively, and creatively (Halpern, 2014). High-level thinking skills are thinking that trains cognitive skills in students at a higher level, namely students capable of merging facts and ideas in the process of analysis, evaluation, and stage making or creation from the facts that have been studied (Saraswati & Agustika, 2020).

Thinking at a high level is a train of thought skills cognitive students at a higher level, namely students capable of merging facts and ideas in the process of analysis, evaluation, until the stage of making or creating from a fact from what has been studied (Annuuru , T. et al., 2017). In essence, it is important for student for control Because high-level thinking skills is one of demands education in the 21st century. Bloom's Taxonomy is structure hierarchical which explains skills somebody for think from level low to high. For follow development of the times, in 1994 Lorin Anderson Krathwohl improved Bloom's Taxonomy. Skills shared become two parts. First, skills level low is skills the most basic thinking, namely remembering, understanding, and applying. The second is skills think level height, namely skills analyze, evaluate, and create an improved Bloom's

taxonomy This given Name Bloom's revised taxonomy (Anderson, 2001). Thinking level height can also interpreted as think at a higher level high, so that student No only remember, understand and apply a fact or information received but capable analyze and evaluate fact or information until finally student capable absorb information obtained and compiled understanding the in thought they so that student capable convey information obtained with using your own words based on Understanding. Based on the matter in this regard, Sulianto (2018:10) presents a description-level cognitive in Bloom's revised taxonomy in Figure 1.

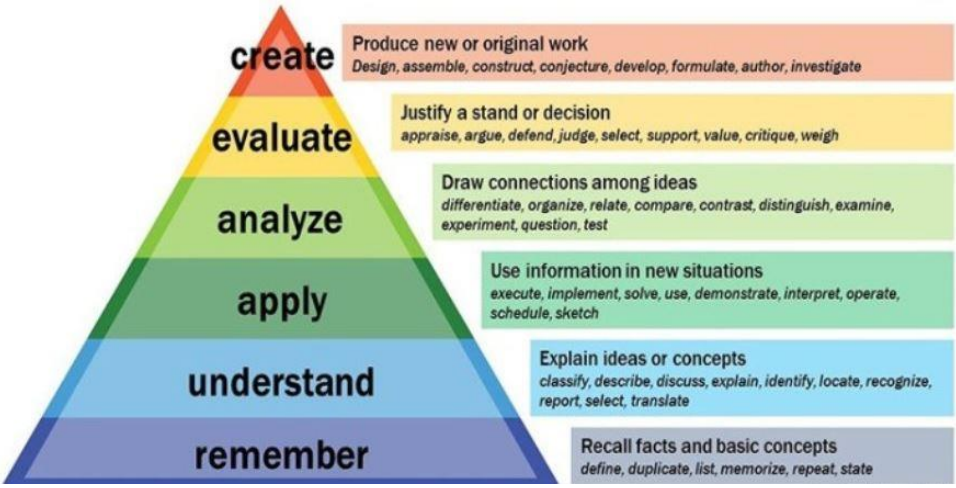

Figure 1. Taxonomy Cognitive Skills Think

Figure 1 includes the C4 and C5 processes as thinking critically, while C6 is part of skills that think creatively, skills that think critically, and creatively used to solve problems or create solutions to make decisions. High-level thinking skills somebody can measured with use question with skills think level high. For reason this, is required indicators following: a.) Analysis (C4), students can explain problem in form questions that can be asked understood, b.) Evaluation (C5), students capable evaluate One situations, methods and ideas, c.) Creating (C6), students can to inform knowledge new related results analysis and evaluation. Students Already own indicator said, then student will categorize own skills think at a high level (Gais 2017).

Through a more adaptive approach that focuses on interests and needs unique to every participant, curriculum independence gives participants the chance to develop skills at a higher level (Saraswati & Agustika, 2020). Curriculum encourage teachers to to design experience Study collaborative and interactive that enables participant educate for participate active in the learning process with skills think level high (Mayer, 2021). In context analysis skills think level high, curriculum This encourage teachers to create experience interactive and collaborative learning, where students invited for involved active in the learning process (Halpern, 2014). Thus, the curriculum will increase high-level thinking skills in students, so that they are more Ready to face challenges in the 21st century, especially in Pancasila Education learning that concentrates on developing the main information character of students (Wahyuni et al., 2020).

Teachers face a very complex challenge moment apply Independent Curriculum, especially related with lack of skills think level high in students (King et al., 2020). According to with Appendix I to the Regulation of the Minister of Education, Culture, Research and Technology Number 12 of 2024 concerning Early Childhood Education Curriculum, Elementary Education Level, and Secondary Education Level, Pancasila Education focuses on fostering citizens who understand and are able operate rights and obligations. The purpose is to form Indonesian citizens who are knowledgeable, intelligent, skilled, and morally glorious in accordance with the mandate of the 1945 Constitution and Pancasila (Saraswati & Agustika , 2020).

Chapter Managing Unity in Diversity as Social Capital for National Development in Pancasila Education learning includes three material main thing that can used For measure high-level thinking skills students, namely Origin Suggestion and Meaning Unity in Diversity, Mutual Cooperation as Embodiment Pancasila Economy, and the Principle of Mutual Cooperation in Building Harmony in Diversity (Prasetyo & Rahmawati , 2021). Third material This not only teaches draft nationality and values social, but also requires students to develop critical, analytical, and reflective thinking skills to understand the role of diversity and mutual cooperation in life society (Wahyuni et al., 2020).

Study This due to the low level of level high-level thinking skills students of State Vocational School 2 Surabaya in understand three materials main in Chapter Managing Unity in Diversity as National Development Social Capital, namely Origin Suggestion and Meaning Unity in Diversity, Mutual Cooperation as Embodiment Pancasila Economy, and the Principle of Mutual Cooperation in Building Harmony in Diversity. Students tend only memorize draft without can analyze connection between theory and its application in life real. The study introduction shows that aspect analysis (C4), evaluation (C5), and creation (C6) in the three materials are still relatively low. Factors main contributors to low HOTS of students among other things the use of method learning conventional which is not push exploration deep concept, lack of interactive teaching materials, and lack thereof involvement student in discussion based on case life real and solution problem.

Based on the studies' introduction, students tend to memorize drafts without being capable of analyzing, evaluating, and creating solutions related to the implementation of mutual cooperation in everyday life. Besides that, characteristics majority male students also influence level skills low thinking. Students tend more interested in the lesson practice vocation or vocation If compared to with eye lesson theory such as Pancasila Education so that skills think critical, analytical, and reflective in understand draft diversity social still retarded.

The problem is reinforced by results and classroom observations that show that learning is still dominated by the method of lectures and delivery of information in one direction, so that students are not sufficiently involved in active discussion or exploration of real cases. One of the findings from the results of the interviews with the Civic Education teacher at State Vocational School 2 Surabaya expressed that the method of learning that is still ongoing is conventional, such as lectures in one direction, causing

students to tend to memorize the draft without digging deeper. Findings This is in line with research by King, Goodson, & Rohani (2013), which states that a lack of method learning based on discussion, solving problems, and projects has a negative impact on the development of students. Besides that, other factors such as limitations of interactive teaching materials also become constraints in pushing students to think more critically and reflectively to understand the draft's national and social diversity.

Although skills think level high (HOTS) has Lots discussed in context education general, still there is gap clear research related its implementation in education vocational. Most of them existing research more focus on HOTS at the level education elementary and secondary, as well as more Lots emphasize on approach theory learning and development curriculum, while research that discusses challenges and needs special student vocational, which is generally more skills oriented practical than theory, is still very limited. In addition, that, part of its big approach learning in education vocational Still prioritize mastery skills technical, so that skills think critical and analytical often not enough get adequate attention. Research This is one of the first review and identify factors that influence HOTS skills in students vocational, especially in Pancasila Education learning at State Vocational School 2 Surabaya. Objective's study. This is to fill in the existing literature and provide an outlook on how to further develop skills, including critical, analytical, and creative thinking, in students' vocational education through a HOTS-based approach learning. In addition, that research this is also expected can give contribution for development of more learning strategies interactive and effective in hone high-level thinking skills student vocational, so that they not only skilled in a way practical, but also ready face challenges that require skills think critical and creative in the professional world.

Student vocational generally focuses more on mastery of skills directly related to the world of work or field skills. However, they still need skills think level high (HOTS) in the learning process. HOTS is very important for equip student vocational with skills think critical and creative, which is needed for face the challenges of the world of work are increasingly complex. Students vocational often faced with a task that requires skills breakdown problem, taking decision based on analysis, as well as adaptation to situation new that may be no direct related with skills technical them. Therefore, skill thinking level, such as analysis, evaluation, and creating solutions, is very important to help they thrive in the professional world and also in everyday life. Approach to learning in vocational schools still tends to be dominated by aspects that are practical and applicable, which limits the room for students to develop critical and analytical skills in a theoretical context. In context here, Pancasila Education learning offers significant potential for develop high-level thinking skills student vocational, remembering the material taught related close with draft nationality, values social, and diversity, which requires understanding in-depth, analysis critical, and skills for formulate relevant solutions with challenge social and national.

In context learning based on skills, think height, and usage of technology in teaching materials have been proven effective in increasing skills in students (Halpern, 2014). Therefore that, research This propose use digital flipbook -based teaching materials with

quiz interactive based on gamification for support a better learning process interactive and explorative. Digital Flipbooks allow students access to material in a more dynamic way, and give learn more immersive learning experience through visualization, simulation, and interactive quizzes (Mayer, 2021). Research results This expected can become reference in development of learning strategies more HOTS based effective in Pancasila Education, as well as consideration in use interactive and innovative digital teaching materials for increase quality learning at school vocation.

RESEARCH METHOD

Study This is a study introduction using a descriptive method and does not conduct hypothesis testing. Method This aiming for identify understanding, pattern thinking, and the factors that influence it high-level thinking skills student in Pancasila Education learning in the Chapter on Managing Unity in Diversity as Social Capital for National Development. Research results. This will be taken into consideration for increasing teaching materials that are capable of increasing high-level thinking skills in students. Data analysis techniques used in study This is analysis descriptive quantitative and qualitative analysis. descriptive quantitative used for process documentation mark test written for view average scores and distribution skills think level high on each the material analyzed, namely Origin Suggestion and Meaning Unity in Diversity, Mutual Cooperation as Embodiment Pancasila Economy, and the Principle of Mutual Cooperation in Building Harmony in Diversity. While that analysis, descriptive qualitative was used to give meaning to the results of the questionnaire and interview to identify factors that influence high-level thinking skills in students.

The subjects of the study were grade X vocational high school students of State Vocational School 2 Surabaya who were selected using purposive sampling. The sample selection was carried out with the consideration that the selected students had a basic understanding of the Pancasila Education material, but had not fully mastered high-level thinking skills (HOTS). The sample consisted of 36 students consisting of 20 male students and 16 female students. The selection of students was based on certain characteristics, namely students who had varying academic achievements, to ensure representation of various levels of skills in learning. This aims to see how the application of HOTS-based learning methods can affect various groups of students with different academic backgrounds. In addition, the selection of samples also took into account gender diversity, to ensure that both gender groups were represented proportionally in this study. By using purposive sampling, this study focused on students who were considered to be able to provide relevant information regarding the development of high-level thinking skills in the context of Pancasila Education learning.

Instruments used in the study include (1) a documentation mark test written, (2) a student response through a questionnaire, and (3) interview sheets for students and teachers. Documentation mark test written aiming for analyze high-level thinking skills student based on mark task previously, which can give description beginning about understanding student to material taught. A questionnaire was designed to measure how far students understand Pancasila Education materials, especially related to skill levels,

and to dig deeper into their perception of experience learning and the factors that influence their skills. Interview with students and teachers are carried out For dig more information deep about the effectiveness of the teaching strategies applied, the challenges faced student in developing HOTS, and factors external possible influence development high-level thinking skills student.

Procedure data collection was carried out in a way sequentially in a number of stages. First, quantitative data in the form of mark test written collected for give description about skills think analytical, evaluative, and creative student in learn Pancasila Education material. Second, the questionnaire was out to students after they followed learning related material, Bhinneka Tunggal Ika, and Mutual Cooperation, to measure students ' understanding as well as their perception of the teaching carried out. Lastly, interview with students and teachers are carried out for get outlook more in about factors that influence skills think level high, and for understand challenges faced in implement method learning HOTS based.

Studies This uses documentation, mark tests, questionnaires, and interviews as instruments for data collection, with the objective of analyzing high-level thinking skills of students to understand the Pancasila Education material in the chapter Manage Unity in Diversity as Social Capital for National Development. For measure skills analytical (C4), documentation mark test written reflect how far students can identify problem, analyze the information provided, and compile argument or solution based on analysis said. To evaluate (C5), the value recorded on the test reflects the student's skills in evaluating arguments, ideas, or solutions using relevant criteria and providing strong justification. While For skills manufacturing (C6), value obtained from test written show how far students can generate new ideas or solution creative related with the situation faced, as well as integrate information from various source.

The questionnaire used in the study adopts a Likert scale from 1 to 5, consisting of designed questions to measure students ' perception of high-level thinking skills in Pancasila Education learning. This Likert scale measure level agreement student with various statement related with analysis, evaluation, and creation in context learning. Questions in questionnaire includes items such as "I can analyze related issues with diversity with good " or "I am able evaluate the solution provided in discussion group." With a scale from 1 (Very Disappointed) to 5 (Strongly Agree), the questionnaire gives a description of the level of mastery of students in high-level thinking skills, as well as helping to understand the perception of students of the effectiveness of teaching.

Interview with teachers and students done for dig more in about implementation learning HOTS -based and the challenges faced students. Interview with teachers focused on questions that explore the teaching strategies being implemented for develop high-level thinking skills students, as well as challenges faced in teach skills those. Some example question for teacher interviews includes, " What method the teaching you use for develop skills think critical students?" and " What the challenges you face in increase skills analytical student in learning this?" Interview with a student aiming to understand the experience they have in learning, as well as to know how they feel about the application of HOTS in the material being taught. Questions in interview student for example, " Do you feel capable analyze the problem being taught in material this?” and

"How do you rate it?" approach teaching used in lesson This For increase skills think level high?". With Thus, the use of documentation test written, questionnaires, and interviews provide comprehensive data for evaluate high-level thinking skills students and effectiveness method applied learning. Data obtained will analyzed for formulate better learning strategies innovative and effective in increase skills think critical student.

Data analysis was performed with a descriptive, quantitative, and qualitative approach. For quantitative data, statistical analysis is used to describe the distribution of marks in the test, which aims to obtain a general description of the level of understanding of students of the material taught, as well as the students ' skills at a higher level of thinking. While that, qualitative data obtained from interviews with students and teachers were analyzed using thematic analysis, which refers to the method developed by Braun & Clarke (2006). The analysis process started with a transcription of the interview, read in a comprehensive way to understand the relevant context and content. Then, the researcher identifies and groups the main themes that emerge, such as the teaching strategies implemented, the challenges faced by students, as well as factors that influence the development of skills at a high-level of thinking. Encoding is done with care to ensure that every category reflects the meaning that exists in the data. After the theme's main theme is identified, the researcher analyzes the connection between themes to give a better understanding of the experience of students and teachers in learning HOTS-based.

To ensure validity of findings, this research uses triangulation to validate results obtained from various data sources, namely documentation, mark tests, written tests, questionnaires, and interviews. With use triangulation, researcher compare and confirm findings from third the data source, which aims to for reduce bias and improve accuracy results research. Approach This allows researchers to get a better, comprehensive, and reliable picture of high-level thinking skills in students, as well as the effectiveness of the applied teaching strategies. Results of the analysis will become the base for the development of more learning strategies, innovative and based on improvement skills, critical thinking skills for students at the vocational education level. Stages research conducted is as shown in Figure 2.

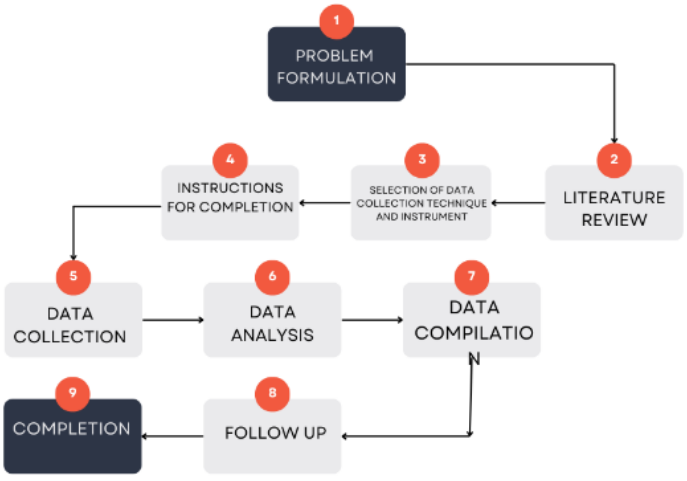

Figure 2. Flow diagram study studies Introduction (Adapted) from Wijaya Putri, S., Prahani , BK, & Widodo, W.)

Flowchart study studies introduction above show stages systematic in evaluate skills student in think at a higher level high. The process begins with formulation problems and studies literature for identify problems and strengthen runway theoretical. Next done election engineering and development instrument data collection, continued with giving Instructions filling to respondents. After that, the data was collected through documentation mark students, questionnaires, and interviews, which were then analyzed for measure high-level thinking skills student in aspect analysis (C4), evaluation (C5), and creation (C6). The data that has been analyzed Then arranged in a way systematic for get clear picture about condition learning. Based on results analysis, steps are carried out to propose a more effective learning strategy, innovative, such as the use of digital flipbooks with the objective of increasing high-level thinking skills in students. Stage end study closed with compilation Conclusion and Recommendations For repair method learning at State Vocational School 2 Surabaya.

Study This aiming for analyze high-level thinking skills vocational high school students in chapter Manage Unity in Diversity as Social Capital for National Development in eye Pancasila Education lecture. Research involves high-level thinking skills because it involves skills for identifying problems, analyzing information in a critical way, incorporating new ideas, and evaluating decisions or solutions based on a strong argument. Deep data collection techniques documentation This aiming for measure skills student in analyze information, assess arguments, and create solution based on material that has been studied. The recorded scores in documentation test written used for evaluate level high-level thinking skills students in every category the indicators analyzed. Furthermore, students were given a questionnaire to respond to for data collection (Syamsu,2020) on a Likert scale of 1–5 (Creswell, JW, 2014). For count results the questionnaire given to students, the answers given by students on each statement in questionnaire will rated based on The Likert scale used is: 1 for "Very Disappointed" Agree (STS)", 2 for " No Agree (TS)", 3 for " Neutral (N)", 4 for " Agree (S)", and 5 for "Strongly Agree (SS)". This score reflects the level of agreement between students and the statement that measures the skills of high-level thinking. The study consists of a number of designed questions to obtain information about the conditions of studying at school, especially related to high-level thinking skills, to help students understand the principle of mutual cooperation in diversity. Information obtained from interview This expected can give a better picture deep about implementation learning based on skills think level high and become base development of more learning strategies effective and innovative in schools. Here is an indicator of high-level thinking skills in the form of a table according to Anderson and Krathwohl (2001), who adapted The Revised Bloom's Taxonomy.

Table 1. Indicators Skills Thinking Higher

HOTS Indicator	Description	Objective Evaluation	
C4 (Analysis)	Skills For analyze information, identify patterns, and organize ideas in an orderly manner systematic.	Measure skills student for understand connection between existing concepts.	Completeness analysis, organization of ideas, identification pattern.
C5 (Evaluation)	Skills For evaluate argument or information with various perspective and provide evaluation critical.	Evaluate skills student for evaluate validity and relevance information provided.	Evaluation based on criteria, suitability with facts and arguments.
C6 (Create)	Skills create solution creative that can applied in context real based on deep understanding.	Measure skills student for think creative and creative solution new relevant.	Creativity, relevance solutions, and applications in context real.

And to determine category, value student will group based on range the score that has been determined in table following:

Table 2. Learning Score Range

Range score	Group
Score 75 < ≤ 100	High
45 < Score ≤ 75	Now
Score ≤ 45	Low

(Rohmah & Prahani , 2021)

RESULTS AND DISCUSSION

Results

Study This aims to analyze high-level thinking skills of vocational high school students in the chapter on managing diversity. Data collection was carried out through documentation mark test written that refers to the tasks previously, which has been designed in accordance with indicator skills think level high. The indicators used to include C4 (analysis), C5 (evaluation), and C6 (creation), which require student for analyze, evaluate, and create solution based on understanding deep about given problem. Based on the documentation, researchers mark tasks students have previously completed, and analyze how far students develop skills at a high-level thinking, which includes the process of analysis, evaluation, and creating solutions. Assessment This covers skills student for identify problem, connecting relevant concepts, building argument logical, and develop innovative and systematic solutions, using appropriate indicators with revised Bloom's taxonomy, namely C4, C5, and C6, as shown in Figure 3.

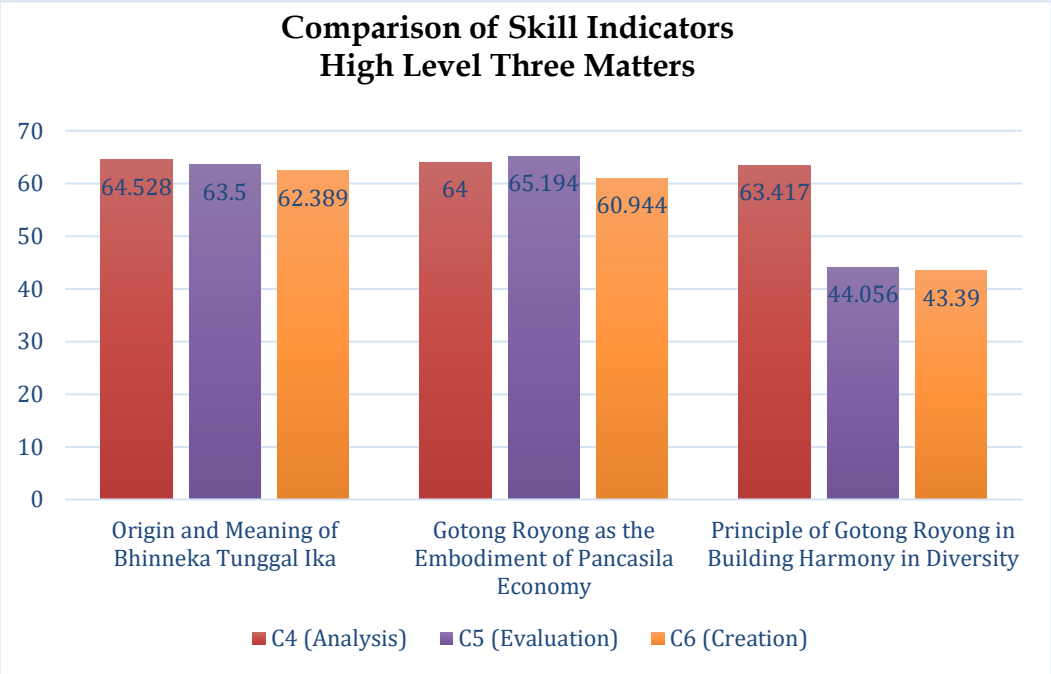

Figure 3. Comparison Indicator Skills Higher Level Thinking in Three Material

Based on the data in the chart, the stem above, it can conclude that skill levels think high on the third eye lesson show results vary in each domain C4, C5, and C6. In the material " Origin Proposal & Meaning of Bhinneka Tunggal Ika ", score For Analysis (C4) is 64.53, Evaluation (C5) reaches 63.5, and Creating (C6) obtains 62.39. The results of the study This show that student own skills a little analytical more ok, followed with evaluation and creation with almost the same value balanced. In material "Mutual Cooperation as Embodiment Pancasila Economy ", score Analysis (C4) recorded of 65.19, which is score the highest among third material The Evaluation Score (C5) was 64, and Creating (C6) obtained score 60.94. This shows that students have more skills , Good at analyzing information and evaluating material related to Pancasila economy, although the creative aspect still needs improvement. While that, in the material " The Principle of Mutual Cooperation in Build Harmony in Diversity ", score Analysis (C4) reached 63.42, Evaluation (C5) 44.056, and Creating (C6) only get score 43.39.

In general, students are more superior in terms of analytical skills (C4) on each material, compared to skills evaluation (C5) and creation (C6), but still have not yet

reached the category of high. This is show that student own sufficient skills Good For analyze information, identify connection between concept, and understand structure material with Better However need strengthening more carry on in evaluation (C5) and creating (C6) skills that demonstrate challenge in assess, criticize, and create ideas or solution new based on the material studied to be more optimal in produce solution new and innovative. Thus, the results show that although high-level thinking skills are already developed in learning, there is still room for improvement in reaching more categories in accordance with the standard for optimal learning. Differences significant score between domains C4, C5, and C6 on all three material the show pattern interesting related high-level thinking skills student.

Based on the above data and the range mark learning according to Rohmah & Prahani (2021), can concluded that skills level high in categories C4 (Analysis), C5 (Evaluation), and C6 (Create) are in category middle and low. On the material Origin & Meaning of Bhinneka Tunggal Ika, skills analytical (C4) has score 64.53, evaluation (C5) 63.5, and creating (C6) 62.39, all of which is at in medium category. The same thing also happened in the Gotong Royong material as Embodiment Pancasila Economy, with score analysis (C4) 64.00, evaluation (C5) 65.19, and creation (C6) 60.94 which are still be in the range category medium. Likewise in the material about the principle of mutual cooperation in Build Harmony in Diversity, where score skills analysis (C4) reached 63.42 in the category medium, evaluation (C5) 44,056, and creation (C6) 43.39 which are classified as low.

In the material " The Principle of Mutual Cooperation in Building Harmony in Diversity ", differences are enough to score drastically between the realm Analysis (C4), Evaluation (C5), and Creating (C6), showing that students experience difficulty in assessing and developing solutions based on the principle of mutual cooperation. This shows that understanding student tend to be descriptive and less capable at developing to more advanced stages in evaluation and creation. Therefore that, is needed study more carry on for analyze factors reason low high-level thinking skills in material the principle of mutual cooperation for build harmony in diversity. Some aspects that can investigated including the learning strategies used, interest and motivation students, learning media support, contextualization materials, and teacher skills to push learning with skills think level high. The learning strategies applied need to be evaluated whether they are effective enough in stimulating skills at a high level of thinking. Besides that, it is necessary analyzed whether student consider material This difficult or not enough interesting so that they not enough motivated for explore and develop ideas. Other factors that can influence is teaching materials used, are they Enough interactive for increase skills think critical and creative. Contextualization material is also important for ensure that the concept of mutual cooperation in diversity can understood and applied with good by students in life every day. Besides that, the role of teachers in give stimulation Study based on skills think level height is also necessary attention. Research can be carried on, such as interviews with students and teachers, observation classes, and analysis of results, or evaluations based on skill levels.

Based on results interview with teachers and students, the author uses technique analysis thematic, which refers to the method developed by Braun & Clarke (2006), for to encode response interview and identify themes main thing that appears from the data

(Braun & Clarke, 2006). Analysis process started with transcription the interview later read in a way comprehensive for understand context and meaning from teacher and student responses. After that, the researcher identifies and group themes main related with teaching strategies, influencing factors skills think level height, and experience student in Pancasila Education learning. The codes produced from this process grouped for dig patterns and relationships between theme, the next one give outlook more in about what are the teaching strategies and factors other contribute to development high-level thinking skills students (King et al., 2020). The results of analysis thematic This show that implementation of various learning strategies, such as discussion groups and learning based on problem, plays a big role in increase high-level thinking skills students, especially in overcome issues related diversity and multiplicity (Halpern, 2014). In addition, that, factors like availability source varied learning environment conducive learning and motivation as well as habit Study students are also identified as element important that influences development skills think level high (Saraswati & Agustika, 2020). Findings This support argument that supportive environment and interactive approach in learning can help student for think more critical, creative and reflective in understand material (Mayer, 2021). In effort understand implementation high-level thinking skills in Pancasila Education learning and for explore information related to the teaching strategies applied and the factors that influence them high-level thinking skills students, done interview with Mrs. Dra. Suliyami as fellow Pancasila Education teachers. The following This is description results interview about teaching strategies and influencing factors.

> *"I apply discussion group as the main strategy for hone high-level thinking skills students. With this method, students were invited to analyze various case diversity in Indonesia, discussing challenges faced in the guard unit, and evaluating government policy related to diversity. Besides that, an approach to learning based on problems is also applied for practicing students to solve social problems related to diversity and national development. Through learning based on problem, students No only understand theory, but also learning How formulate solution on various challenge social that exists in society. There are several factor main influencing factors high-level thinking skills student in learning Pancasila Education. One of the most influential factors is the teaching strategy applied by teachers, availability of learning sources also becomes an important factor. If students own access to various references, such as journal scientific, news latest, or studies case real, they will more used to see a issue from various perspective. Other factors that also influence is environment conducive learning. Classes that encourage discussion open and respectful difference opinion can help student feel comfortable in disclose idea. No lost important, motivation and habits Study students also have role big. " Students who have a sense of curiosity, high knowledge, and habits of study tend to develop high-level thinking skills more easily. However, in implementing high-level thinking skills training for students, there are obstacles that I face in applying high-level thinking skills, such as limitations on time. Pancasila Education lessons only have 2 hours of lessons in one meeting, and resources, Power facilities, and infrastructure at the school are not adequate."*

Based on results interview with the teacher above, the author sees that application of appropriate learning strategies play a role important in develop high-level thinking skills student in Pancasila Education learning. Strategies such as discussion groups and *learning based on problem* help student analyze, evaluate, and find solution on various problem social, especially related with diversity and diversity. In addition, that, factors like availability source varied learning environment conducive learning, and motivation and habits Study students also influence development skills think level high. With approach interactive learning and support from various aspects, students the more pushed for think critical, creative and reflective in understand and face challenge social in society.

Apart from Pancasila Education teachers, this was also carried out interview with One student as informant addition, namely Muhammad Syahdan. The election and so as informant addition based on his involvement in the learning process, understanding to materials, and skills in disclose his experiences and views about implementation high-level thinking skills in Pancasila Education learning.

> *" According to I, how to teacher's teaching is very influential in make We think more in. In class, we often requested for do discussion group, so we can exchange opinion with friends about various issues in Indonesia. For example, we have discussed diversity and how guard unity. Besides that, teachers also often give task in the form of studies case or problem that must be We break it down. With method this, we Study look for solution alone, not only memorize material in book. Besides the way the teacher teaches, I think There is a number of other things that affect method think we. If we only read from book text, taste No enough. However, If There is addition like articles, news, or videos, we can more understand and see the problem from different side. Atmosphere class is also important. If the atmosphere in the class good and we Can with free disclose opinion, we will more Spirit For think and discuss. But If class too rigid or Afraid make error, we don't will brave speak. Then, according to I, motivation also plays a role. If there is diligent student look for now Alone or Like reading, usually they more fast understand and more critical in respond a problem. So according to I for think higher, besides the way teachers teach, must also There is support from environment learning and willingness from self Alone."*

Based on results interview with students above, writers see that the teaching strategies teachers apply are important in increasing students' high-level thinking skills. Methods like discussion groups help students become more active in analyzing, discussing, and searching for solutions to various social problems related to diversity in Indonesia (King et al., 2020). In addition to that, other factors such as availability of diverse learning sources, a conducive class atmosphere, and study habits also influence the development of higher-level thinking skills (Mayer, 2021). Students who have access to various reference materials and are accustomed to thinking critically in a supportive environment tend to be more capable of developing skills, think analytically and creatively (Halpern, 2014). Therefore, skill think level tall student can develop optimally if the teaching

strategy is right combined with environment supportive learning and willingness student For Keep going learn and explore information independently (Saraswati & Agustika , 2020).

In implementation questionnaire to students, focus study only emphasis on material the principle of mutual cooperation in build harmony in diversity, although There is three material main topics discussed in learning that is origin suggestion and meaning Bhinneka Tunggal Ika, mutual cooperation as form Pancasila economy, and the principle of mutual cooperation in build harmony in diversity. Election material based on the principle of mutual cooperation as focus questionnaire based on the results bar chart calculation showing that material This get mark lowest compared to with two material others. This is to signify that understanding student about the principle of mutual cooperation still exists need improved (Wahyuni et al., 2020). Therefore that, is done analysis more carry on for know How student respond learning related material this, and how far they are understand and be able to apply the concept of mutual cooperation in life every day. Based on results questionnaire that has been analyzed, the majority student give response positive to Pancasila Education learning in chapter management diversity single fish as social capital development national. In chapter This there is three material, namely origin suggestion and meaning diversity single ika , mutual cooperation as form Pancasila economy , the principle of mutual cooperation for build harmony in diversity . Percentage results Likert scale shows that 45.74% of students is in the category Neutral (N), 43.89% chose Agree (S), and 10.37% chose Strongly Agree (SS) No There is students who choose Strongly Agree (TS) or Strongly Disagree (DSA) categories Agree (STS), which shows that Pancasila Education learning gets response positive from student like Figure 4.

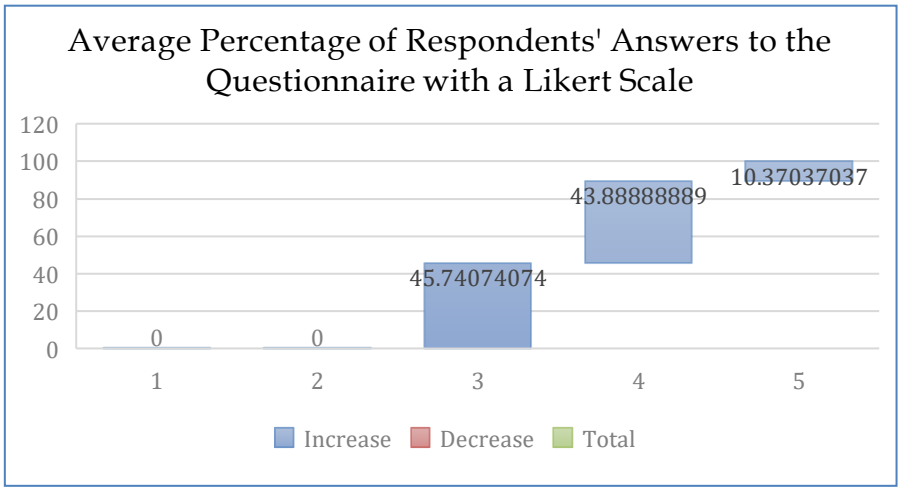

Figure 4. Average percentage of responses questionnaire

The height percentage in category Neutral (N) indicates that there is a need to increase Power pull learning to be more interactive and motivating students to be more active in understanding and applying mark diversity in life every day. Besides that, statement second namely "I am able describe benefits of mutual cooperation in build harmony in society ", get domination answer in agreeable category, with 25 students or 70% of the

total respondents. A high percentage This show that majority student capable explain and understand benefits of mutual cooperation in life society. Statement This including in category C4 (analysis) in Bloom's Taxonomy. The statement questionnaire tenth namely "I can evaluate impact lack of mutual cooperation in diversity social ", get domination answers to categories agree with 17 students choosing answer. This is show that part big student capable assess and understand consequence negative from lack of spirit of mutual cooperation in life diverse social. Statement This includes category C5 (Evaluation), which shows that the student has reached a higher level of thinking, where they not only understand the concept of mutual cooperation, but also are able to evaluate the impact on social harmony, good from the aspect of possible conflicts, and also solutions that can be applied to increase togetherness in society. And the statement number four twelve, namely "I can make digital or social media campaigns for promote the importance of mutual cooperation in diversity ", got domination Answers in the Strongly Agree category with 9 students choosing answer. The result is show that a number of student own trust self and readiness for create digital media for to spread the values of mutual cooperation in diverse society. Statement This entry is in category C6 (creative), which means that the student not only understands the concept of mutual cooperation, but also is able to produce creative work in the form of a digital campaign that can contribute to building social awareness in the environment around.

Discussion

Based on results research that has been done, found existence significant variation in high-level thinking skills students, with more tendency strong in aspects analysis (C4) compared with evaluation (C5) and creation (C6). Research results This show that although skills analytical student belongs to the category intermediate, skills evaluation and creation student Still is in the category intermediate until low, especially on material the principle of mutual cooperation for build harmony in diversity. This shows that although students are capable of identifying and understanding concepts based on well, they face more difficulties in evaluating the impact of social problems and creating innovative solutions based on the principle of mutual cooperation (Wahyuni et al., 2020; Saraswati & Agustika, 2020).

Reason low score on aspect evaluation and creation This can explained through a number of factors that influence the learning process. One of them is is lack of exposure question level high in the room class. In Lots case, vocational school students may more often faced with tasks that emphasize memorization or implementation concepts basic, which is not give chance for they for practice skills evaluation and creation (Mayer, 2021). In addition, that, preference student for learning practical than analysis theoretical can also become factor cause. As student vocation, they are more used to skills-focused tasks , practical, such as training techniques and simulations, which tend to be more concrete and applicable, so that they do not have enough push to develop skills to think more critically and analytically (Halpern, 2014). Method teaching that emphasizes memorization than think critical can also to worsen situation this, because student Possible more often faced with learning that focuses on mastery information factual and

not Enough invited for think in a way reflective or creative about implementation concepts the in context social (Braun & Clarke, 2006). Therefore, the results of this study show the need for a more learning approach to overcome weaknesses in the evaluation and creation aspects. More learning strategies interactive and based discussion, which invites student For No only memorize but also criticize and create solution, need implemented. Learning that involves studies cases, simulations, and projects social needs analysis deep and thoughtful creative can help student in develop high-level thinking skills they, in particular in evaluate problem social and create applicable, appropriate solutions with Pancasila values (King et al., 2020).

Learn material about the principle of mutual cooperation in building harmony in diversity. Not only aiming to give an understanding of the draft theoretically, but also to develop skills at a high level in students. Learning This emphasize on three skills main, namely analysis, evaluation, and creation. Skills analytical developed when student requested for identify deep forms of mutual cooperation various aspect life social, such as in the environment schools, communities, and government. Through analysis this, students can understand how mutual cooperation becomes key for create harmony and overcome conflict in heterogeneous society. Findings This in line with theory development Piaget's cognitive (1952), which states that students at the stage formal operational capability think in a way logical and analytical concept abstract, including connect the principle of mutual cooperation with dynamics more social wide (Handika et al., 2022). However, in the context of vocational education, vocational school students may still face challenges in applying theoretical principles, such as mutual cooperation with more complex social dynamics, considering they may not have yet fully reached the ideal cognitive development stage, formal operational, or focus more on practical skills than theoretical thinking. This is show challenge in connect concepts abstract with dynamics more social wide, which requires development more carry on in think critical. Learning this also encourages student for develop skills evaluation, where they give chance for evaluate to what extent are the values of mutual cooperation still applied in life public moment This. Students can to criticize inhibiting factors spirit of mutual cooperation, such as increasing individualism increase consequence development technology and globalization. Vygotsky's (1978) theory of the Zone of Development Progressive (ZPD) relevant in context this, where vocational school students will more capably develop skills evaluation with guidance from the teacher or discussion with Friend peers. Findings This show that through interaction social events that occur in discussion group and with teacher guidance, vocational school students can expand understanding they about challenge social and improve skills think critically they. This in line with Vygotsky's theory states that better understanding deep can achieved through collaboration and experience together.

Temporary that, skill creative developed with push student for create solution innovative in to plant return the value of mutual cooperation in their environment. For example, students can make project social based on Work same, like the cleaning program environment, movement care fellow, or inviting digital campaign public for

more active in activity social. In this context, theory constructivism Vygotsky's (1978) social play role is important because it emphasizes that learning happens in social interaction, where participants educate and build understanding through collaboration and experience real-world (Vygotsky, 1978; Handika et al., 2022). Findings This show that vocational school students, with background more back skills oriented practical, more fast develop skills creative when they can direct contribute to the project social or activity practical that integrates the principle of mutual cooperation (Saraswati & Agustika, 2020). With implementation skills creative this, students No only understand the concept of mutual cooperation theoretical, but also capable apply it in life real for build harmony in diversity.

Finding's study this also shows that high-level thinking skills vocational school students, especially in analyze, evaluate, and create, can understood through stage development Piaget's cognitive development. Vocational school students, who are at the formal operational, starting capable think in a way logical and analytical concept abstract (Handika et al., 2022). However, the findings show that Vocational school students still face challenges in applying theoretical principles, such as mutual cooperation values, with a more social dynamic. This is reflected in the difficulty in reaching a higher level of thinking, caused by their dependence they are on more concrete, distinctive thoughts, who have not fully reached the formal operational stage according to Piaget's theory (Piaget, 1952).

On the other hand, Vygotsky's theory of the Zone of Developmental Proximal (ZPD) is also relevant to these findings. Vocational school students, who are more skills-oriented and practical, can develop high-level thinking skills through interaction, socialized by teachers and peers. Findings show that through discussion groups and teacher guidance, vocational school students can more easily develop skills to think critically and analytically, which is in line with Vygotsky's theory, which states that social interaction and play play an important role in increasing students ' understanding, especially in the later stages of further development (Vygotsky, 1978).

Besides that, the implementation Bloom's Taxonomy in study This show that although vocational school students are able reach a number of levels base like remember and understand, they Still difficulty for reach higher level tall like evaluation and creation. Findings This in line with Bloom's theory shows that high-level thinking skills need more mastery deep to the concepts taught (Anderson & Krathwohl, 2001). Therefore that, vocational school students need more Lots pushed for move from understanding simple concept going to analysis, evaluation, and creation, which reflects high-level thinking skills in context more learning complex (King et al., 2020).

Analysis results questionnaire and implementation high-level thinking skills show that Pancasila Education learning above the principle of mutual cooperation in build harmony in diversity has walk with good. However, for increase effectiveness learning, required innovation that can applied in learning this, namely use of digital flipbooks with quiz interactive based on gamification as more teaching materials interesting. Digital flipbook is a learning media interactive that can serve material in a more visual and

dynamic form, with a combination of text, images, animations, and videos that can increase interest and involvement of students (Prasetyo & Rahmawati, 2021). Through use of digital flipbooks, students No only in a way passive to obtain information but also can interact with material more in. Overall, the results analysis of the questionnaire show that although Pancasila Education learning above the principle of mutual cooperation in building harmony in diversity is already accepted by students, using more interesting teaching materials, such as a digital flipbook, can increase their involvement in the learning process (Wahyuni et al., 2020). With a more approach interactive and based technology, students No only understand the concept of mutual cooperation theoretical but also capable apply it in life real with a better way creative and innovative. Learning this digital based expected can to awaken Spirit student for more active build harmony in diversity and empowerment values nationality in the digital age.

Based on results study This is a digital flipbook with quiz interactive based on gamification proven capable increase involvement student in Pancasila Education learning and can strengthen high-level thinking skills they. Interactive digital materials. In this way, they improve HOTS by providing an experience learn more interesting and enjoyable, which encourages students to not only remember information, but also to analyze, evaluate, and create innovative solutions (Mayer, 2021). In use gamification, elements challenges and rewards given through quiz interactive make student more active in think critical, because they sued for solve problem and solve task in more context application (Wahyuni et al., 2020). For example, a quiz that includes a social scenario that requires students to analyze the diversity of situations and design solutions based on the principle of mutual cooperation can push students to think analytically and evaluatively, as well as create new ideas to overcome the social problems mentioned. Besides that, studies conducted by Wahyuni et al. (2020) and Prasetyo and Rahmawati (2021) have shown that the use of digital media, such as flipbooks, can increase skills think critical student with give experience learn more interactive. However, to ensure the effectiveness of digital flipbooks with gamification in improving HOTS, a more in-depth approach is required. Study cases in some class can give description clearer about How student apply high-level thinking skills in situation real, and how much big impact from use of digital flipbooks improvement skills analysis, evaluation, and creation students (King et al., 2020).

Related with teacher training, results interview with the teacher showing that the teacher admits importance use technology in learning but also face challenge in utilize digital tools in effective (Halpern, 2014). Therefore that, is very important for teachers to get adequate training about using digital flipbooks with gamification in learning. Training This not only needs to cover the technical aspects of using the tool, but also how to integrate an approach based on competencies that emphasize HOTS development in the context of Pancasila Education learning. With proper training, teachers will be more Ready to facilitate students in increasing high-level thinking skills through more interactive and adaptive materials.

CONCLUSION

Fundamental Finding: Based on results study the introduction that has been done, can concluded that teachers and students experience various problems: (1). Research results show that student own skills analytical (C4) which is Better compared to with evaluation (C5) and creation (C6) throughout tested material. Analysis score is in the category while, while evaluation and creation are in the category low, especially on the material " Principles of Mutual Cooperation in Build Harmony in Diversity ", which shows gap in high-level thinking skills. This matter shows that students are more capable of describing information and understanding the connection conceptually, but still experience difficulty in assessing and developing innovative solutions. (2) The learning methods used by teachers are still conventional, dominated by lecture methods with inadequate interactive teaching materials, so that they are not capable of optimally developing high-level thinking skills in students. **Implication:** From study this covers two aspects main. (1) Share educators, required innovation in the form of teaching strategies with adopt method *learning based on problems* and use of interactive media and teaching materials for push involvement more students active. (2) Share school and maker policy education, important for give training and development competence for teachers to be more Ready carry out learning based on high-level thinking skills with utilise digital technology. However, research This own necessary limitations be noted. **Limitation:** In study This only done in One class with amount limited sample so that the result No can generalized in a way wide. Besides that, research has focused more on analyzing high-level thinking skills in students without using an intervention method learning used. **Future Research:** give significant contribution and also deep understanding about importance to build high-level thinking skills in Pancasila Education learning can expanded more carry on with help study addition so that there is three recommendation main (1) Research more carry on must see ways creative For make more curriculum good that combines high-level thinking skills with consider context socio-cultural and characteristics participant educate (2) experiment about implementation method learning active and collaborative like discussion groups and *learning based on problem* can explored for see the impact to improvement high-level thinking skills student in understand Pancasila Education learning (3) For follow development of the times, research more carry on can see variable external like how social media and technology help hard learning for push high-level thinking skills student.

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***Laila Vika Safitri (Corresponding Author)**
Department of Pancasila and Citizenship Education
Universitas Negeri Surabaya,
Jl. Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia
Email: 24041965003@mhs.unesa.ac.id

Listyaningsih
Department of Pancasila and Citizenship Education
Universitas Negeri Surabaya,
Jl. Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia
Email: listyaningsih@unesa.ac.id

Sarmini

Department of Pancasila and Citizenship Education
Universitas Negeri Surabaya,
Jl. Ketintang, Kec. Gayungan, Surabaya, Jawa Timur 60231, Indonesia
Email: sarmini@unesa.ac.id