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# ANALYSIS OF CRITICAL AND CREATIVE THINKING SKILLS IN PANCASILA EDUCATION LEARNING IN THE ELEMENTARY SCHOOL MOVER PROGRAM

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**ABSTRACT**

This study aims to describe the implementation of critical and creative thinking skills in Pancasila Education learning at Penggerak Elementary School with a focus on Phase B. This study uses a qualitative approach with a case study method, and data are presented descriptively through observation, interviews, and documentation. The results of the study indicate that the planning for the implementation of critical and creative thinking skills has been structured in the teaching module. During the implementation, teachers apply active learning strategies such as group discussions and presentations that successfully involve students actively and facilitate the development of critical and creative thinking skills. Evaluation of the implementation of critical and creative thinking skills is not only seen from learning outcomes, but teachers also assess the learning process and reflection of students. Pancasila Education learning does not only emphasize mastery of content, but also the formation of critical and creative thinking patterns. This study provides recommendations for teachers to continue developing student independence in thinking and documenting the learning process more systematically to support improving the quality of learning in the future.

**Keywords:** Critical Thinking*, Creative, Pancasila Education*

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## INTRODUCTION

Education is a crucial aspect of sustainable societal development. Improving the quality of human resources through education can lead to progress in various areas of life. In addition to providing knowledge and skills, education is expected to develop the character and values needed to face future challenges. It is hoped that educated future generations will be more inventive and flexible, enabling them to solve various social problems. Learning in the 21st century must undergo a paradigm shift to equip students to face increasingly complex global challenges. Characteristics of 21st-century education include the development of critical thinking, creativity, collaboration, communication, digital literacy, and leadership skills (Wajdi, F et al., 2024). Critical and creative thinking are known as higher-order thinking processes.

Students' character and social intelligence can be shaped by Pancasila Education. Developing critical and creative thinking skills is one of the key areas emphasized in Pancasila Education, as both are necessary to face future challenges. Learning in elementary schools should foster students' capacity to develop 21st-century skills by utilizing various teaching techniques and methods. However, conventional learning methods such as lectures and memorization are still frequently used. As a result, students are less active in the learning process. Students tend to be passive and reluctant to express their thoughts or ask questions. This does not mean that the lecture method is outdated, but educators need to innovate and vary their learning to prevent boredom. Innovation and variation in learning are also expected to support the development of students' 21st-century skills.

One of the skills developed in the 21st century is critical and creative thinking, the development of which also depends on the teacher's role as a facilitator and the learning methods used. Critical thinking is a mental activity that allows for in-depth analysis or evaluation of information (Suciono, 2021). Another opinion states that critical thinking is a way of thinking that guides the thought process by developing a framework and dividing it into concrete steps (Lismaya, 2019).

Critical thinking involves managing a problem by considering previous experiences in different situations and seeking connections between them. A person who thinks critically decides something through a process of interpretation, analysis, evaluation, and inference until finally evidence can be presented based on findings obtained from references or concepts that are owned in accordance with the criteria or contextual considerations that form the basis for decision-making (Facione, 2015). Ennis (2011) states that the ability to clarify fundamental concepts is a critical thinking skill. This ability serves as a basis for decision-making, concluding findings, explaining additional findings, estimating and integrating findings, and other skills.

Creative thinking is a mental process that requires the courage to explore new and unusual concepts. Students who are able to think creatively are able to solve problems by generating various ideas and viewing them from multiple perspectives. When solving existing problems, students are able to think freely and adaptively (Asmara et al., 2015). Creative thinking skills are crucial in today's ever-changing world. Creative thinkers are able to innovate and solve problems in new, more effective ways. This aligns with Dewi, (2020) opinion, which states that various innovations and new developments in life are born from creativity. New concepts or ideas that increase the effectiveness and efficiency of a system require creativity. Creative thinking involves various steps, such as combining, developing, organizing, and implementing ideas. Creating new concepts or products requires creativity (Carson, 2015). However, in teaching, teachers often impose their own ways of thinking on students. As a result,

students will find it difficult to answer questions when faced with different problems (Harisuddin, 2019).

Implementing critical and creative thinking skills is crucial for preparing students for the future. Critical and creative thinking are complementary skills, with critical thinking skills being useful for analyzing information and making logical decisions, while creative skills are useful for generating innovative ideas as solutions that can benefit their lives. From the perspective of teachers in the United Kingdom, critical thinking learning needs to involve intellectual activity, questioning, reasoning, and assumptions, as well as evaluating arguments and assessing claims (Shaheen, 2016). The development of critical thinking skills is an independent process for each individual, with the surrounding environment acting only as a facilitator. When individuals are faced with a problem, they find a solution to the problem through various analyses, evaluations, and reflections, and how they can express their perspectives shapes students into critical thinkers. All of these processes are independent and cannot be imposed by others (Kopzhassarova et al., 2016). Creative skills, then, are a function of knowledge, imagination, and evaluation, which play different roles in different situations (Kumar, 2020).

Creative skills make individuals sensitive to deficiencies in the problems they face, allowing them to identify needs and find creative solutions. The definition of creative skills essentially emphasizes two elements: novelty and usefulness (Brem et al., 2016). Integrating these two skills into learning can be achieved through a holistic, context-based approach. For example, in a project that implements Pancasila values, students can utilize critical thinking skills to analyze each Pancasila value and its practical application, examining various challenges in implementing Pancasila values. At the same time, they also use creative thinking skills to plan innovative solutions to address these problems. Teachers can facilitate this process by providing challenges that require a combination of in-depth analysis and innovation.

Learning assessment is also a primary focus in developing instructional activities to train critical thinking skills (Alsaleh, 2020). Learning assessments also identify deficiencies and areas that need improvement in the learning process, as well as areas that have been implemented effectively. To assess students' critical thinking skills, tests can be administered after the learning treatment (Yousef, 2021). Similar to critical thinking skills, assessing students' creative skills can be done by assessing their performance during the learning process and the grades they receive after the learning outcomes. In learning activities, creativity cannot be the sole goal, so teachers need to review both the learning outcomes and the learning process during implementation (Lille & Romero, 2017).

*Table 1. Critical Thinking's Indicators*

| Indicators | Sub Indicators |
|---|---|
| *Interpretation* | The ability to understand and convey one's understanding from various experiences or situations. |
| *Analysis* | The ability to identify intended and actual inferential relationships between statements, concepts, questions, and descriptions. |
| *Evaluation* | The ability to assess and consider information, actions or explanations from perceptions, experiences, opinions is good and is able to provide reasons. |
| *Inference* | The ability to identify and obtain elements, make conjectures and hypotheses, and conclude consequences from data. |
| *Explanation* | The capacity to articulate the outcomes of clarifications and offer reasoning through compelling arguments. |

Source: Facione & Facione, (2013)

*Table 2. Creativity's Indicators*

| Indicators | Sub Indicators |
|---|---|
| *Fluency* | The ability to consider multiple concepts and potential solutions to a problem. Individuals with high fluency can quickly generate multiple alternatives to a problem. |
| *Flexibility* | The capacity to create concepts from various viewpoints. Flexibility refers to the capacity to shift smoothly between ideas, enabling a person to examine issues from different viewpoints and adjust their strategy when necessary |

Source: Guilford, (1958)

The learning methods applied by teachers at SD Muhammadiyah 1 Ketelan Surakarta, especially in class 3 Pancasila Education subjects, still tend to be conventional and lack variety. The learning process is still dominated by simple lecture and question and answer methods which focus on conveying material from the teacher to the students. As a result, students become passive recipients of knowledge without much opportunity to explore ideas or concepts with everyday experiences. Such learning causes the classroom atmosphere to become monotonous and does not stimulate students' active thinking.

The limited variety of methods also has an impact on the lack of development of students' critical thinking abilities. In learning Pancasila education, students should be invited to analyze moral values, understand the meaning of Pancasila attitudes, and

assess situations based on the principles of right and wrong. However, because teachers have not used many problem-based learning approaches, group discussions, or simple case studies, students are not used to expressing opinions, giving logical reasons, or understanding the things they learn. In fact, critical thinking skills are very important to form students' reflective character and moral responsibility from an early age.

Apart from critical thinking, learning that is not yet creative is also an obstacle in developing students' overall potential. Teachers still rarely provide activities that challenge students' imagination, collaboration and expression of ideas in the form of projects, educational games or art-based activities. In the context of Pancasila Education, creative learning can be carried out through role plays, making posters of Pancasila values, or simulating mutual cooperation activities. However, because this kind of approach has not been widely implemented, students become less motivated and do not have much room to develop their creativity.

Therefore, innovation is needed in learning strategies so that learning Pancasila Education at SD Muhammadiyah 1 Ketelan Surakarta can be more interesting, meaningful and effective. Teachers need to enrich their methods by combining various active learning models. Through this approach, students not only understand the concept of Pancasila cognitively, but are also able to internalize its values through fun and reflective learning experiences. In this way, learning will be able to develop students' critical and creative thinking abilities in a balanced way.

Based on the problems above and the indicators of critical and creative thinking, the aim of this research is to describe the implementation of critical and creative thinking skills in Pancasila education learning at Pengpeng Elementary School with a focus on Phase B.

## RESEARCH METHOD

This research uses a qualitative approach with a case study type. The research aims to describe how to plan the implementation of critical and creative thinking skills into Pancasila Education learning activities, determine the implementation of critical and creative thinking skills for students, and determine the evaluation of the implementation of critical and creative thinking skills in Pancasila Education learning in Phase B of a case study at the Muhammadiyah 1 Ketelan Surakarta School Mover Program. This approach was chosen to explore in-depth phenomena that occur in the field, including the subjective experiences of students and teachers during the learning process. A case study is a type of qualitative research that conducts in-depth research on a group or organization or on a program of activities at a specific time with the aim of finding a complete and in-depth description to produce data that is then analyzed to develop a theory (Abdussamad, 2021). Data in the study were collected and documented in written form to be analyzed and presented descriptively. Data collection

techniques were carried out through direct observation, in-depth interviews, and documentation to obtain comprehensive information regarding the application of critical and creative thinking skills in Pancasila Education learning. The main instruments in this study were observation guidelines, interview guidelines, and field notes. Meanwhile, research materials included documents such as teaching modules and learning portfolios. Triangulation was used to test the credibility of the collected data. Triangulation is a data collection process that combines various data collection techniques and data sources, so that the data collected from these various techniques and data sources can improve the researcher's understanding of the research results (Abdussamad, 2021). Data analysis was carried out in three stages: data reduction, data presentation, and concluding/data verification (Miles and Huberman, 1992).

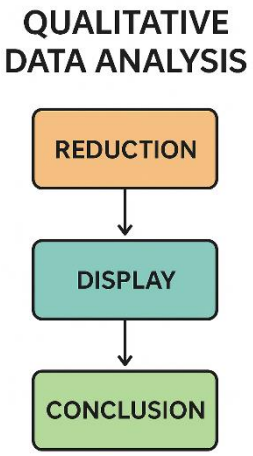


*Chart 1. Data analysis flowchart according to Miles and Huberman*

## RESULT AND DISCUSSION

### Result

*Planning the Implementation of Critical and Creative Thinking Skills in Pancasila Education Learning*

Plan's learning that implements critical thinking in Pancasila Education seen from critical thingking's indicators:

a. Interpretation

The activities in the teaching modules, which demonstrate the existence of activities that direct students to interpret, both in grades 3 and 4, are not much different. In the grade 3 teaching module, the teacher uses images to convey the various types of Indonesian diversity. The teacher also plans a question-and-answer session regarding the types of Indonesian diversity. In the grade 4 teaching module, the material taught is cooperation (gotong royong), and the teacher delivers the

material using learning videos. Here, the teacher also plans a question-and-answer session regarding the videos presented.

b. Analysis

Activities that guide students in conducting analysis are demonstrated during group activities. In the 3rd-grade module, students, divided into discussion groups, are asked to categorize cultural diversity by region. They are also asked to write down information about these cultures. Meanwhile, in the 4th-grade module, students are given questions to discuss with their groups.

c. Evaluation

The activities that demonstrate students' evaluation skills in the 3rd-grade teaching module are still simple, with students asked to find examples of culture in a region discussed by their group. Meanwhile, in the 4th-grade teaching module, evaluation activities are demonstrated in questions given for group discussion: "What happens if cooperation is not carried out?";"What do you do if someone doesn't want to participate in cooperation?"

d. Inference

The activity in the Grade 3 learning module that guides students to practice inference occurs at the end of the lesson, when the teacher invites them to summarize the learning activities and reflect on the learning. Meanwhile, in the Grade 4 learning module, the activity that allows students to practice inference skills occurs during the learning video presentation, where the teacher explains and discusses the video.

e. Explanation

In both grades 3 and 4, the activity that guides students to practice the explanation skills contained in the teaching module is the presentation of discussion results. It is also explained that the teacher guides the presentation.

Plan's learning that implements creative Skills in Pancasila Education seen from creativity's indicators:

a. Fluency

Activities in the Grade 3 learning module that guide students to practice fluency skills require them to collect and write about cultural diversity from a particular region. Meanwhile, in Grade 4, activities that guide fluency include discussing their experiences of cooperation (gotong royong) and the benefits gained through these activities.

b. Flexibility

In the Grade 3 and 4 learning modules, activities that foster flexibility skills include questions to discuss with their groups. These questions encourage students to think flexibly, such as in the Grade 3 learning module: "How should we respond to cultural

diversity?" In the Grade 4 learning module, students are asked the question: "What might happen if there were no cooperation (gotong royong) around us?".

*Implementation of Critical Thinking Skills in Pancasila Education seen from critical thinking indicators:*

a. Interpretation

   In third-grade activities, teachers use instructional videos to train students' interpretation skills. While watching the videos, they also invite students to discuss the diversity being presented. Fourth-grade activities are similar. Teachers use instructional videos to convey the topic of cooperation (gotong royong). They also use the Pancasila Education textbook as a source of additional information. Students are also encouraged to discuss the material presented. The teacher sometimes calls on students to answer questions about the videos to ensure everyone is focused on the lesson.

b. Analysis

   In third-grade and fourth-grade activities, the teacher divides students into discussion groups. In third-grade activities, group activities lead students to discuss the diversity of a region. Meanwhile, group activities in fourth-grade activities lead students to answer discussion questions such as: "What are the benefits of cooperation?" and "What if society doesn't cooperate?" Throughout the activities, the teacher also guides students to ensure each group member is active, stating, "The discussion must involve all members. Don't just have one person speaking."

c. Evaluation

   Learning activities that guide students to practice evaluation skills include questions posed by the teacher. In a third-grade lesson, the group asked, "How do we respond to the diversity that exists in Indonesia?" Several students were able to answer the question with the following answers: "We must respect each other's regional cultures"; "We should not mock other cultures"; and "Learn other regional cultures." Meanwhile, in fourth grade, the teacher posed questions that encouraged students to practice evaluation skills: "What happens if cooperation is not carried out?" and "What are the benefits of the cooperation that you have done?"

d. Inference

   Learning activities in both third and fourth grades that guide students to practice inference skills occur at the end of the lesson. In a third-grade lesson, after a presentation, the teacher posed questions: "What are the types of cultural diversity in Indonesia?"; "Some cultures appear similar because of interactions between cultures?"; and "How do we respond to cultural diversity in Indonesia?" Meanwhile, in fourth grade, the teacher posed questions to guide students in inference practice:

"What are the benefits of cooperation?" "Which principle of cooperation is there in Pancasila?"

e. Explanation

Learning activities that train students in explanation in both grades 3 and 4 are almost the same, namely when students present the results of their discussions. In grade 3, after completing a poster on cultural diversity, students give a presentation. During this presentation, the teacher directs all group members to have time to explain the results of their discussions. Similarly, in grade 4, each group member also gets a turn to speak. In this class, the teacher actively provides feedback on the presentations.

Implementation of Creative Skills in Pancasila Education seen from creativity's indicators:

a. Fluency

In grade 3 activities, after students watch a video on cultural diversity in Indonesia, they are asked to name examples of other cultures that have not been presented. Several students who were able to answer the question mentioned Javanese culture because it is closer to them. Meanwhile, in grade 4, students are asked to write about their experiences in cooperation and the benefits gained.

b. Flexibility

In both grades 3 and 4, to train students' flexibility in thinking, the teacher poses questions that lead students to consider the impact of the material learned in society. In a third-grade learning activity, at the end of the lesson, after a presentation, the teacher asked, "How should we respond to the diversity around us?" Meanwhile, in fourth grade, the teacher asked, "What might happen if cooperation didn't exist?".

*Evaluation of Critical and Creative Thinking Skills in Pancasila Education Learning*

In evaluating critical and creative thinking skills in Pancasila Education, teachers do not use specific instruments to assess these skills. Instead, they assess by observing the students' learning process. A fourth-grade teacher explained that students who begin to develop critical thinking skills will typically actively ask questions and attempt to explain their thoughts. Similarly, with creative skills, students who develop them will have many ideas in their heads. A third-grade teacher explained that, for example, when creating a poster, students determine the poster's design, the images chosen, and its layout. From this activity, teachers will assess students based on their skills. Furthermore, student grades are also important to note. To evaluate themselves, at the end of the lesson,

teachers usually ask students about what they have learned. They also exchange information and suggestions with fellow teachers regarding the learning.

***Discussion***

Based on the results of the analysis of critical and creative thinking skills in Pancasila Education learning in phase B, the following results were obtained:

*Planning the Implementation of Critical and Creative Thinking Skills in Pancasila Education Learning*

Plan's learning that implements Critical Thinking Skills in Pancasila Education seen from critical thinking indicators:

a. Interpretation

   An activity that demonstrates the development of understanding in the Grade 3 teaching module is when the teacher delivers material on Indonesian Cultural Diversity using images as a learning medium. After students view the images, the teacher doesn't stop there, but also engages them in a discussion through questions and answers. Meanwhile, in the Grade 4 teaching module on Gotong Royong (Mutual Cooperation in the Subdistrict, Village, and Village Environment), the material is presented through an instructional video. However, students are not simply asked to watch the video. After the video is finished, the teacher engages them in a discussion with questions. Through these two activities, the teacher demonstrated an effort to train students not only to receive the material but also to guide them in questioning the information presented and relating it to their daily experiences through question-and-answer sessions. Through these activities, students can practice processing the information they receive. This aligns with the opinion of Facione & Facione, (2013), who define interpretation as the ability to understand and convey one's understanding of various experiences or situations; to question why and how.

b. Analysis

   In the 3rd grade teaching module, students and their groups are asked to group various types of Indonesian cultural diversity based on their regions. Students are also asked to write information about these cultures. After that, they are also asked to write brief information about the cultures they grouped. Meanwhile, in the 4th grade teaching module, students are asked to discuss questions given by the teacher. In this process, students not only repeat information, but also process it and compare ideas, so this activity is part of analytical skills. This is in accordance with the opinion of Novitasari, (2023) that discussions help students excel in analyzing an idea/information. This is because during the discussion activity, students express their opinions and evaluate those opinions to form a conclusion.

c. Evaluation

In the 3rd grade teaching module on the subject of Indonesian Cultural Diversity, there is an activity where students are asked to group various types of culture based on their region of origin. In the 4th grade teaching module, teachers strive for students not only to know what mutual cooperation is, but also to be able to assess, consider, and make decisions based on Pancasila values. In this material, it is explained in the teaching module that the teacher asks questions: "What happens if mutual cooperation is not carried out?"; "If someone does not want to participate in mutual cooperation, what should be done?". This question not only trains students to understand and analyze the concept of mutual cooperation, but also trains them in evaluation. Both activities align with Facione & Facione, (2013), who state that evaluation in critical thinking is the ability to assess and consider information, actions, or explanations based on perceptions, experiences, and opinions as sound and to justify them. Therefore, this demonstrates an effort to train evaluation skills in critical thinking.

d. Inference

In the Grade 3 learning module, the activity of drawing conclusions is still very simple, occurring at the end of the lesson, where the teacher asks students to briefly review the learning they have completed. In the Grade 4 learning module, students watch a learning video and engage in a discussion based on the questions provided. Providing this learning video can help students practice their inference skills if the teacher facilitates students not only to listen but also to interpret the values conveyed by the video. This is in line with the opinion of Dwi Putri et al., ( 2019) who stated that students are expected to draw reasonable conclusions by considering various perspectives and synthesizing the information received into a unified understanding.

e. Explanation

One important part of critical thinking is the ability to explain what is understood, not just knowing but being able to express it in your own words in an organized and clear manner. Alisa Putri, (2023) explains that the ability to explain can be demonstrated by finding an analysis that is connected to logical and relevant reasons. In the Pancasila Education learning module for both grades 3 and 4, this skill is demonstrated when students write down the results of group discussions and present them to the class. These presentations are conducted under teacher guidance. The module also explains how teachers guide other students to provide feedback.

Plan's learning that implements creative Skills in Pancasila Education seen from creativity's indicators:

a. Fluency

Fluency is a person's ability to generate many ideas easily and quickly when discussing a topic (Guilford, 1973). The more ideas a person can generate, the more developed their thinking skills are. In Pancasila Education learning, fluency indicators are trained through activities that encourage students to remember, mention, and write down as many examples or ideas as possible related to the material being studied. Activities in the teaching module that guide students to practice fluency are already available in grades 3 and 4, although the activities are still very simple. In the open module for grade 3, students and their groups are asked to write examples of various types of regional culture. In the open module for grade 4, participants are asked to describe their experiences in mutual cooperation and the benefits of mutual cooperation activities.

b. Flexibility

In the Pancasila Education learning module in grade 3, an activity that guides students to practice flexible thinking is when the teacher asks the question, "How do we respond to Indonesia's cultural diversity?" Meanwhile, in grade 4, a key activity is a group discussion on the topic of mutual cooperation. One of the questions the teacher asks is: "What might happen if there were no mutual cooperation in our environment?". This question seems simple, but in the process, students will connect ideas with experiences or knowledge they have gained, thus training their way of thinking, especially in exploring cause and effect, considering consequences, and understanding the value of mutual cooperation in everyday life. According to Kusuma et al., (2018), the flexibility aspect can be trained when students are faced with problems that can be solved in different ways. Through this question, students in each group are expected to provide their opinions by elaborating on their knowledge.

*Implementation of Critical and Creative Thinking Skills in Pancasila Education Learning*

Implementation of Critical Thinking Skills in Pancasila Education seen from critical thinking indicators:

a. Interpretation

In third grade, while learning about Indonesia's cultural diversity, the teacher used pictures to help students see various cultures, such as traditional clothing, traditional houses, or regional dances. Afterward, the teacher didn't stop immediately, but instead engaged the students in a question-and-answer discussion. The teacher asked, "Of the 10 ethnic groups mentioned above, which is the largest?" After showing the video, the teacher also presented examples of

Indonesian cultures not yet featured in the video. In fourth grade, while learning about cooperation (gotong royong) in the local community, the teacher used videos as a medium. Students not only watched but also engaged in reflection and discussion afterward. The teacher asked, "Have you ever seen mutual cooperation like this where you live?", "Who can explain the benefits of mutual cooperation?" From these two activities, it's clear that teachers aren't just delivering material, but also guiding students to think, understand meaning, and connect the lesson to real life. Students are encouraged to not just accept information at face value but also to ask, "Why is this happening?". This aligns with Facione & Facione, (2013) opinion on inference, which is the ability to understand the meaning of information and explain it based on experiences or situations seen, read, or heard. Through question-and-answer activities, students are trained to process information, discover its meaning, and relate it to everyday life.

b. Analysis

In third-grade classes, teachers divide students into small groups, each representing a region in Indonesia, such as Java, Sumatra, Bali, or Kalimantan. Before the discussion begins, the teacher clearly explains the task, such as: "Choose an example of culture from the region you found and write a brief description of that culture." During the discussion, students discuss with their group mates, choose the appropriate image, and find out information about the culture of that region. In fourth-grade classes, analysis activities also arise through group discussions. The teacher provides questions or issues to be discussed, for example: "What are the benefits of mutual cooperation for the community?", "What if residents don't want to work together?" The teacher provides direction: "The discussion must involve all members. Don't just have one person speaking." During the activity, the learning resources used are Pancasila Education books and previously watched learning videos. The problem-solving process helps students integrate their previously acquired knowledge with the problem to find answers (Supriyanto Manurung et al., 2023).

c. Evaluation

Evaluation means the ability of students to give consideration, choose the right attitude, or make decisions based on the right reasons and values. In learning activities in grade 3, the teacher asked the question: "How do we respond to the diversity that exists in Indonesia?" This question does not ask for a right or wrong answer, but requires students to think about the attitude they should have as Indonesian citizens. Students were asked to express their opinions, some of the answers that emerged included: "must respect each other's regional cultures"; "should not mock other cultures"; "learn other regional cultures". The results of observations in grade 4, the teacher also invited students to conduct evaluations

through two questions: "What happens if cooperation is not carried out?" and "What are the benefits of the mutual cooperation that you have done?" The first question helps students assess the impact of an action so that it will later help students in taking a stance. This is achieved through thought-provoking questions, group discussions, and value reinforcement. This is in accordance with the opinion of Suciono (2020) who stated that evaluation in critical thinking skills is not about answering right or wrong but being able to assess the information held, whether from experience or other sources, to address problems.

d. Inference

In 3 grade learning, after students have made a presentation, the teacher invites students to draw conclusions from the material they have learned. "What are the types of cultural diversity in Indonesia?", "Some cultures are similar because there is interaction," the teacher also asks questions like "How do we respond to the diversity that exists in Indonesia?". In 4 grade learning, the teacher at the end of the lesson asks questions like: "What are the benefits of mutual cooperation?"; "What principle does mutual cooperation correspond to?". Through these questions, students conclude important things from the material they have learned. Shofiyah Hamidah et al., (2023) stated that inference can be done by giving questions that enable students to explain and elaborate based on existing information in certain situations.

e. Explanation

This explanation activity is clearly visible at the end of the discussion activity, when students are asked to read or present the results of their group discussions. In a 3rd grade lesson on Indonesian Cultural Diversity, after completing the discussion and making posters, students are asked to come to the front of the class to present the results of their group work. The teacher does not let just one person speak, the teacher asks all group members to take turns speaking. With this division of tasks, each student is actively involved and trained to explain their part. In 4th grade, after the group discussion is finished, each group presents the results of their discussion one by one. The teacher does not just listen silently, but actively guides with questions that encourage students to explain more deeply, such as: "Try to explain, what is an example of mutual cooperation activity?". Noor Kholid et al., (2020),the questions given by the teacher make students not only fixated on their notes, but must understand and re-explain in detail in their own words. The answers encourage students to be able to explain the process, actors, and benefits of their mutual cooperation experience.

Implementation of Creative Skills in Pancasila Education seen from creativity's indicators:

a. Fluency

In 3-grade, the teacher shows videos and images of cultures from various regions. Then the teacher challenges: "Try to name examples of other cultures that have not been shown earlier!" This question encourages students to remember and name cultures from regions that may not have been mentioned, without fear of making mistakes or hesitation. In 4 grade, in the material on Gotong Royong in the Surroundings, the teacher also trains fluency in a slightly different way. After listening to the material and examples of gotong royong, students are asked to write about gotong royong activities they have done and the benefits of these activities. Through this activity, students practice fluency in expressing their experiences and take positive values obtained from the activities they have done. As Shofiyah Hamidah et al., (2023) argue, fluency in critical thinking means the ability of students to produce ideas, examples, or concepts fluently when discussing a topic. Activities in 3 grade and 4 grade show that teachers have created space for students to practice fluency of thinking.

b. Flexibility

Flexibility or flexibility of thinking is the ability to see a problem from various perspectives, not just from one perspective (Ayu Sri, 2019). Students who are flexible in thinking can accept different ideas, appreciate differences, and provide varied answers. In learning in grade 3, after the presentation activity is completed, the teacher asks an important question to close the lesson: "How should we respond to cultural diversity?" This question does not have one right answer, but opens up space for many answers. In grade 4, the teacher invites students to think more deeply by asking: "What might happen if mutual cooperation is not carried out?" This question encourages students to imagine situations that are different from reality, and explore the consequences of an action.

*Evaluation of Critical and Creative Thinking Skills in Pancasila Education Learning*

In evaluating critical and creative thinking skills, teachers use student learning outcomes. Learning outcome assessment can be used to measure critical thinking skills implemented in learning (Yousef, 2021). Likewise, creative skills cannot be the sole objective; therefore, in their implementation, teachers need to review both the results and the learning process (Lille, 2017). In addition to reviewing learning outcomes, teachers also use more comprehensive and in-depth methods. This evaluation is carried out not only by observing student learning outcomes but also through observation, reflection, and input from fellow teachers. After the lesson is complete, teachers ask students to write down their opinions or feelings, such as: "What did you learn today?", "How did you feel when discussing cultural differences?", "Have you ever participated

in cooperation? What are the benefits in your opinion?". This kind of reflection helps teachers understand the contents of students' thoughts and feelings, not just how many questions they can answer.

## CONCLUSION

Based on the results of research conducted at Muhammadiyah 1 Ketelan Elementary School, Surakarta, it can be concluded that the implementation of critical and creative thinking skills in Pancasila Education learning in grades 3 and 4 (Phase B) has been carried out in stages and in a planned manner. First, in the planning aspect, teachers have designed learning that is integrated with critical and creative thinking skills through systematically compiled teaching modules. Indicators of critical and creative thinking skills are present, although not all aspects are explicitly documented. Second, in the implementation aspect, teachers apply active learning strategies that directly involve students. Students are given the opportunity to express opinions, consider different perspectives, and connect the material to personal experiences. Teachers also provide guidance by using prompt questions, thus helping students develop critical and creative thinking skills gradually. Third, in the evaluation aspect, teachers conduct holistic and diverse assessments. In addition to assessing learning outcomes, teachers also evaluate the process through direct observation during learning. Teachers also direct end-of-learning reflection activities to determine students' understanding and feelings. In addition, teachers are also open to input from colleagues as a form of reflective evaluation to continuously improve the quality of learning.

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## DECLARATION

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| **Author Contributions** | This article is the result of team collaboration carried out in an equal and participatory manner. Each author plays an active role in all stages of the research, starting from formulating ideas, collecting and processing data, analyzing findings, to writing and refining the final manuscript. The contributions of each author are made in proportion to their field of expertise, |

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| | with the same commitment to the quality and scientific integrity of this work. All authors are responsible for the entire content of the article and have given approval to the final version submitted for publication. |
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| **Conflict of Interest** | The author confirms that this study was conducted objectively and free from any conflicts of interest, with no personal, professional, or financial factors influencing its content or conclusions. |
| **Additional Information** | All data supporting this research are fully presented in the article, with no additional information withheld, ensuring transparency and adherence to academic ethics. |

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