

WORD WALL WITH DESIGN THINKING AND LOCAL WISDOM TO ENHANCE CRITICAL THINKING

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Abstract

Civics education in elementary schools often faces challenges due to conventional approaches that fail to optimally foster students' critical thinking skills. This study aims to identify and analyze the potential integration of Wordwall media, the Design Thinking approach, and local wisdom in enhancing critical thinking in Civics education. This research employs a Systematic Literature Review (SLR) method, reviewing articles published between 2015–2025 retrieved from databases such as Google Scholar, DOAJ, Scopus, and Garuda. Selected articles met the inclusion criteria and were analyzed using content analysis techniques to identify recurring themes, patterns, and research gaps. The findings show that Wordwall effectively improves concept comprehension and student engagement, Design Thinking fosters collaboration and problem-solving, while local wisdom strengthens the relevance of Pancasila values in students' daily lives. However, very limited research integrates all three elements within the context of Civics education. This study recommends developing an innovative learning model that combines these approaches to meet the demands of the Merdeka Curriculum and shape students with critical, reflective, and value-oriented character traits. The results of this review serve as a conceptual foundation for educators and curriculum developers in designing more contextual and meaningful learning strategies.

Keywords: wordwall; design thinking; local wisdom; critical thinking; civics education

Abstrak

Pembelajaran Pendidikan Pancasila di sekolah dasar seringkali menghadapi tantangan akibat penggunaan pendekatan konvensional yang belum mampu menumbuhkan keterampilan berpikir kritis siswa secara optimal. Penelitian ini bertujuan untuk mengidentifikasi dan menganalisis potensi integrasi media Wordwall, pendekatan Design Thinking, dan kearifan lokal (local wisdom) dalam meningkatkan keterampilan berpikir kritis siswa dalam mata pelajaran Pendidikan Pancasila. Kajian ini dilakukan menggunakan metode Systematic Literature Review (SLR) terhadap artikel-artikel terbitan 2015–2025 yang diperoleh dari berbagai database seperti Google Scholar, DOAJ, Scopus, dan Garuda. Artikel diseleksi berdasarkan kriteria inklusi dan eksklusi, kemudian dianalisis dengan teknik content analysis untuk mengidentifikasi tema, pola, dan celah penelitian. Hasil kajian menunjukkan bahwa Wordwall efektif meningkatkan pemahaman konsep dan partisipasi siswa, Design Thinking memfasilitasi pembelajaran kolaboratif dan pemecahan masalah, serta kearifan lokal memperkuat relevansi nilai Pancasila dalam kehidupan nyata siswa. Namun, belum ditemukan penelitian yang mengintegrasikan ketiganya secara utuh dalam konteks Pendidikan Pancasila. Kajian ini merekomendasikan pengembangan model pembelajaran inovatif berbasis integrasi ketiga pendekatan tersebut guna menjawab tuntutan Kurikulum Merdeka dan membentuk profil pelajar Pancasila yang kritis, reflektif, dan berkarakter. Hasil kajian ini dapat dijadikan dasar bagi pendidik dan pengembang kurikulum dalam merancang strategi pembelajaran yang lebih kontekstual dan bermakna.

Kata Kunci: wordwall; design thinking; kearifan lokal; berpikir kritis; pendidikan pancasila

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Introduction

Pancasila education is one of the important pillars in shaping the character and identity of the nation from an early age (Firdaus & Ahadah, 2022). At the elementary school level, this

subject not only serves as an introduction to the basic values of the nation but also as a means to build students' critical attitudes and social responsibility. However, in reality, Pancasila Education learning still predominantly uses a conventional approach centered on the teacher and rote memorization of material (Dikarsa, 2024). The lack of media innovation and learning methods causes students to be less interested and unable to relate the values of Pancasila to real life. As a result, the main goal of character education through Pancasila has not been optimally achieved. Therefore, a breakthrough is needed that can enhance students' active and reflective engagement in the learning process (Putra et al., 2024).

Critical thinking skills have become a highly needed ability in facing the complexities of social issues in the digital era (Wahyuningrum, 2025). In the context of Pancasila Education, critical thinking skills enable students to analyze, evaluate, and make decisions based on national values. Critical thinking is not only a cognitive skill but also an affective one because it involves a sense of responsibility and social empathy (Zuhro et al., 2024). However, the strengthening of critical thinking is often hindered by learning media that do not support idea exploration and open discussion. One-way learning is inadequate for shaping students who think reflectively and critically. Therefore, student-centered learning strategies need to be developed.

One of the media that has the potential to support active and critical learning is the word wall. Word wall is a visual medium that displays key words related to the learning topic and is presented interactively in the classroom (Lisandra et al., 2025). This media helps students remember concepts, connect different concepts, and encourages active participation in discussions. Word wall provides space for students to express ideas and build understanding collaboratively (Putri et al., 2024). In the context of Pancasila Education, a word wall can contain key value words such as "tolerance," "mutual cooperation," or "justice" as thought stimuli. Thus, this media serves as a bridge between visual symbols and the development of values within students.

Design thinking approach (Ansori et al., 2023) becomes a relevant method to be combined with media such as word wall in Pancasila learning. Design thinking positions students as active problem solvers through the stages of empathy, problem definition, ideation, prototyping, and testing. This approach encourages students to think critically, creatively, and collaboratively in understanding and solving real-world problems. In the learning of Pancasila values, students can be invited to map social problems in their environment and design solutions that have national value (Asmaroini, 2023). This process strengthens the internalization of values because students experience learning directly and contextually. The integration of design thinking in Pancasila Education is an innovative approach that can address the challenges of 21st-century learning.

Besides media and learning approaches, the local context is also important in supporting the connection between Pancasila values and students' lives. Local wisdom provides a source of values and cultural practices that are in line with the social context of the students (Sidabutar, 2024). Values such as deliberation, mutual cooperation, and respect for nature have long been embedded in society and are in line with Pancasila. By incorporating local wisdom into the learning process, students not only learn from texts but also from the realities and cultural practices around them. This strengthens the identity and pride in local culture within the students. Therefore, the integration of local wisdom becomes an important aspect of character education based on Pancasila.

The combination of word wall media, the design thinking approach, and local wisdom becomes a promising approach to improving the quality of Pancasila education. These three

components each have their own strengths: the word wall as a visual trigger, design thinking as a problem-solving framework, and local wisdom as a context of values. Unfortunately, the integration of all three into a single learning model is still rarely implemented in elementary schools. Most research only examines them separately, not yet in an integrated approach. According to (Nadia, 2022) the use of Wordwall learning media is superior compared to conventional learning or learning without involving learning media. Study by (Wulandari et al., 2023a) there is an influence of using the STEM-based design thinking project-based learning model on students' critical thinking skills. Research conducted by (Fairus et al., 2024) stating that there are many ways that schools integrate local wisdom, including adjustments to strengthen character education, school literacy activities, and classroom learning. Of course, the implementation of this local wisdom must be strengthened by the roles of teachers, schools, and parents who directly interact with the students.

Therefore, it is important to systematically examine how the three can be integrated to form contextual, creative, and valuable learning. Such studies will make an important contribution to the innovation of Pancasila Education learning.

The Merdeka Curriculum provides ample space for teachers to innovate learning that is contextual and based on students' needs (Hehakaya & Pollatu, 2022). The principle of independent learning directs towards the freedom to choose methods, media, and approaches that are relevant to the students' environment. In this framework, the integration of simple technology, creative thinking, and the richness of local culture is very suitable for application in learning. Learning is not just about transferring information, but it must inspire and empower students as active learners. With the appropriate approach, students will find it easier to internalize the values of Pancasila in real life. This is the importance of designing a learning model that is adaptive to the local context and the times.

Based on this urgency, this research is conducted in the form of a systematic literature review (Systematic Literature Review/SLR) to identify and analyze relevant findings related to the integration of word walls, design thinking, and local wisdom. This study aims to evaluate the extent to which these approaches have been used in the context of Pancasila Education and their impact on students' critical thinking skills. In addition, this research also aims to identify gaps that can be utilized for the development of innovative learning models in the future. By systematically reviewing the literature, this study is expected to provide a scientific synthesis that is useful for education practitioners. The results of the study are also expected to serve as a basis for policy-making and curriculum development. This study serves as the initial step in building contextual, collaborative, and meaningful Pancasila Education.

Research Methods

This research uses a Systematic Literature Review (SLR) approach to examine the integration of word wall media, design thinking, and local wisdom in the teaching of Pancasila Education in elementary schools. Literature search was conducted through electronic databases such as Google Scholar, DOAJ, Scopus, and Garuda using keywords "word wall," "design thinking," "local wisdom," "critical thinking," and "elementary civics education." The selected articles are from accredited national journals and reputable international journals published within the last 10 years (2015-2025). Inclusion criteria include articles relevant to the context of basic education, presenting empirical data or experimental results, and using innovative learning approaches. Exclusion criteria include opinion articles, articles not available in full text,

or articles not in Indonesian/English. All articles were selected using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) stages.

The methodology explanation for the Systematic Literature Review (SLR) in this study is generally well-structured and follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. However, to enhance the transparency and reproducibility of the review process, it is important to further clarify the screening procedures employed. Specifically, a detailed description of how the initial search results were filtered according to the inclusion and exclusion criteria would strengthen the methodological rigor. Additionally, it is highly recommended to present the screening process visually through a PRISMA flowchart. This visual representation would provide a clearer overview of the selection stages, including the number of articles identified, screened, assessed for eligibility, and ultimately included in the review, thus improving the readers' comprehension and the study's credibility.

The data analysis process is carried out through content analysis techniques, which include information coding, theme categorization, and identification of patterns of inter-variable relationships. Auxiliary tools such as Microsoft Excel are used to create a synthesis matrix of articles based on topics, methodologies, subjects, results, and main conclusions. Validation is carried out by assessing the quality and credibility of the articles using the Critical Appraisal Skill Programme (CASP) guidelines. No formulas or laboratory experiments were used because this research is document-based qualitative in nature. However, this SLR method is designed to be replicable in the context of other literature studies. With this approach, researchers can map research trends, scientific gaps, and the potential for developing innovative learning models for character education based on Pancasila.

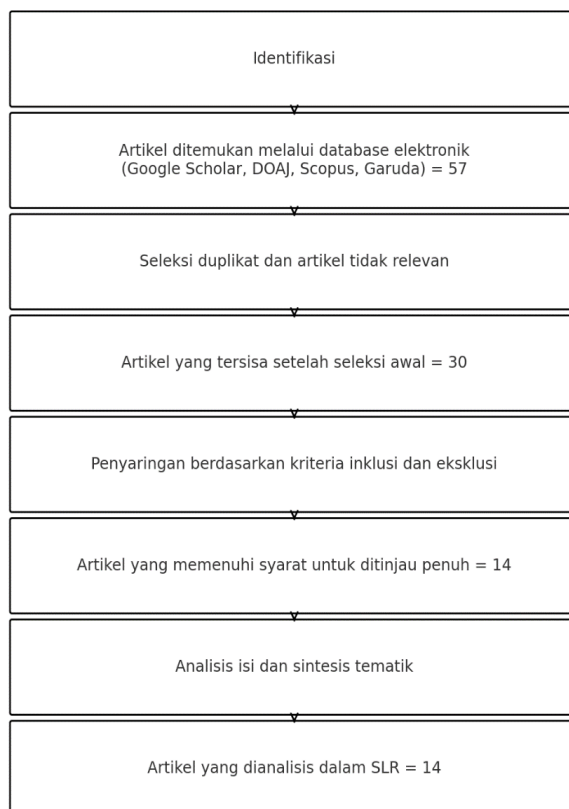


Figure 1. PRISMA Steps

Result and Discussion

The results of the literature search indicate that out of a total of 57 articles found, only 11 articles met the inclusion and exclusion criteria. Of the 11 articles, 6 articles discuss the effectiveness of word wall media in improving concept understanding and student learning motivation in elementary schools. As many as 2 articles discuss the use of the design thinking approach in project-based and problem-solving learning processes. Meanwhile, 3 articles explicitly examine the integration of local wisdom elements in the learning of Pancasila Education or similar subjects. Not a single article was found that simultaneously integrates the three approaches (word wall, design thinking, and local wisdom) in the context of Pancasila Education. This result indicates a significant research gap in the development of contextual and innovative integrated learning strategies. Here is Table 1. The results of the Systematic Literature Review can be seen below.

Table 1. The Result Of SLR

No	Author Name	Journal Name	Research result	Relevance	The difference with the research that will be conducted by researchers (Novelty)
1	(Azizah et al., 2023)	<i>JIIP (Jurnal Ilmiah Ilmu Pendidikan)</i> , Volume 6, Nomor 5, Mei 2023, hlm. 3168–3175	Wordwalls can create a fun learning atmosphere, reduce boredom, and increase students' enthusiasm and active participation in the learning process.	Azizah et al.'s (2023) research is relevant in Pancasila Education learning innovation. Wordwall interactive media encourages active participation and a fun learning atmosphere. This approach emphasizes critical thinking with design thinking and local wisdom.	Having a systematic approach to existing literature, not limited to one location or subject, and developing innovation by integrating wordwall into the design thinking approach and local wisdom in the context of Pancasila Education. In addition, the main focus of this research is not only on understanding the concept, but also on improving students' critical thinking skills

					through a more contextual and creative learning approach.
2	(Satria & Muntaha, 2022)	<i>Journal of Physics: Conference Series</i>	Design thinking is able to facilitate problem solving in a creative, human-centered and relevant way to the student's context, while project-based learning increases students' active involvement in producing real work.	Satria and Muntaha's (2022) research shows that design thinking is effective in encouraging creative and contextual problem solving. This finding is a strong foundation for the development of critical thinking skills. This study further develops it with the integration of Wordwall and local wisdom in Pancasila Education learning.	The application of design thinking specifically in the context of Wordwall media which also integrates local wisdom. In addition, this research approach is a systematic literature review, not a descriptive phenomenological one, with an orientation on developing students' critical thinking skills in the Pancasila Education subject in Elementary Schools.
3	(Anwar et al., 2024)	<i>Eduinovasi: Journal of Basic Educational Studies</i>	The application of the design thinking method in Visual Communication Design learning can significantly improve students' problem-solving and creative abilities.	Anwar et al.'s (2024) research shows that design thinking improves students' creative and solution-oriented abilities. Although focused on visual arts, the results are relevant to the development of	Not only implementing design thinking in the context of visual arts, but also integrating it with WordWall learning media and local wisdom elements in Pancasila Education learning. The focus of this research is the development of students' critical thinking skills through systematic

				critical thinking. This study expands the approach by integrating Wordwall and local wisdom in Pancasila Education.	literature reviews, not empirical case studies, so that its contribution is more conceptual and strategic in designing learning models based on cultural values and innovative approaches.
4	(Wulandari et al., 2023b)	<i>Prosiding NCOINS: National Conference of Islamic Natural Science</i>	The Project-Based Learning model based on STEM Design Thinking has a significant effect on improving the critical thinking skills of fifth grade students at SDN Sentul 03.	Wulandari et al.'s (2023b) research shows that PjBL based on STEM Design Thinking is effective in improving students' critical thinking. This study extends the approach with a systematic literature review and Wordwall integration. The main context is Pancasila Education which combines technology and local wisdom.	Having a different approach, namely a systematic literature review, not based on direct experiments, and adding elements of innovation in the form of the use of Wordwall media and integration of local wisdom. In addition, the focus of this research is on the Pancasila Education subject, not Science, with the target of increasing critical thinking developed through the integration of culture and interactive digital technology.
5.	(Rustam et al., 2024)	<i>Jurnal Semantik</i>	Teachers are able to implement student-centered	Rustam et al.'s (2024) research emphasizes the effectiveness of design thinking	Not only focusing on developing modules or implementing design thinking for

			learning through the stages of design thinking: empathy (empathize), problem formulation (define), idea creation (ideate), prototype development, and evaluation. This strategy is applied to the differentiation of content, process, and learning products.	in student-centered learning. This strategy helps differentiate learning creatively. This study develops an approach with a literature review and integration of Wordwall and local wisdom in Pancasila Education.	teachers, but also reviewing various studies to develop Wordwall-based learning media with a design thinking approach and local wisdom to improve students' critical thinking skills in the context of Pancasila Education. In addition, the approach is systematic and based on literature, not field case studies.
6.	(Dinata et al., 2025)	<i>Jurnal Culture Education and Technology Research (Cetera)</i>	Analysis of five main articles shows that design thinking has a positive impact on improving students' critical thinking skills, creativity, and innovation. This study also found major challenges in its implementation, namely the lack of teacher	Dinata et al.'s (2025) research shows that design thinking improves students' critical thinking, creativity, and innovation. The main challenges are teacher understanding and limited resources. This study develops an approach with the integration of Wordwall and local wisdom in Pancasila	Specifically focused on the development of Wordwall-based learning media, which is integrated with the design thinking approach and local wisdom values in the context of Pancasila Education subjects. This study also aims to construct a synthesis of relevant literature, not only reviewing the general effectiveness of design thinking in secondary education, so as to offer a more focused conceptual contribution to

			understanding and limited educational resources.	Education.	learning innovation based on cultural values and interactive digital technology.
7.	(Siregar & Suboh, 2025)	<i>Jurnal Education & Learning</i>	This article emphasizes that the Independent Curriculum provides space to strengthen students' identity and character through Pancasila values and local wisdom, which are integrated in the Pancasila Student Profile Strengthening (P5) project.	Siregar & Suboh's (2025) research highlights the importance of the Independent Curriculum in shaping character through P5. Its focus on the integration of local wisdom in the curriculum is different from this study. This study combines Wordwall, design thinking, and local wisdom in Pancasila Education.	Not only studying the integration of local wisdom in one subject, but also combining it with interactive digital media (Wordwall) and a design thinking approach to encourage students' critical thinking skills more broadly in the Pancasila Education subject. In addition, the research approach used is Systematic Literature Review, not qualitative descriptive with specific curriculum studies as in Siregar and Suboh's research.
8.	Listyoningrum, Rochana & Zulfiati (2024)	Pendas: Jurnal Ilmiah Pendidikan Dasar	The use of TPACK-based Wordwall in science learning encourages students to think critically, be more relaxed in answering game-based questions, and increase interest and	Relevant in the context of technology integration (TPACK) and Wordwall in science learning and supports the development of interactive learning based on local wisdom.	The researcher's research combines Wordwall with a design thinking approach and local wisdom values in learning Pancasila Education, not just IPAS, and focuses on critical thinking skills.

			motivation in learning.		
9.	Setyorini,S uneki, Prayito, & Prasetiawati (2023)	Jurnal Sinektik	Wordwall increases the learning interest of 4th grade elementary school students, creating a fun and effective learning atmosphere.	Demonstrates the effectiveness of Wordwall in increasing learning interest, which supports integration with active learning approaches such as design thinking.	The researcher's research not only focuses on learning interest, but also on critical thinking skills and the integration of Wordwall with local wisdom and design thinking in the context of Pancasila Education.
10.	Damara, Rudyanto, Fida & Hadi (2024)	Prosiding Konferensi Ilmiah Dasar	The application of Wordwall in PTK for grade 1 elementary school significantly improves initial reading skills from cycle I to II.	Provides evidence that Wordwalls are effective in gradually improving students' basic skills.	The researcher's research focuses on critical thinking skills and the context of Pancasila in the upper elementary school grades, as well as the use of systematic literature review methods, not classroom actions.
11.	Alamin & Missouri (2023)	PEMAS: Jurnal Pengabdian Masyarakat	Wordwall training increased teacher understanding by 65%, encouraging teacher creativity and student engagement in interactive learning.	Demonstrates the potential for teacher training in optimizing the use of Wordwalls in interactive learning.	The researcher's research focus is on direct use in the classroom based on design thinking and local wisdom, not teacher training or community service.

Based on the results of the systematic literature review, it is evident that each approach, whether Wordwall, Design Thinking, or local wisdom, has a positive contribution to learning. However, no research has yet been found that fully integrates all three in the context of Pancasila Education at the elementary school level. This opens up great opportunities to design innovative and contextual learning models. This research aims to address that need by designing a

conceptual synthesis that combines visual media, problem-solving approaches, and local content. This integrated approach is believed to be able to foster critical thinking skills more comprehensively and relevantly to students' lives. Thus, the results of this study serve as an important foundation in the development of the Pancasila Education learning model based on Wordwall, Design Thinking, and Local Wisdom.

The integration of Wordwall media in learning has proven to enhance students' conceptual understanding, motivation, and participation. Wordwall utilizes visual and interactive displays that make students more interested and easier to understand the material. In the context of Pancasila Education, Wordwall can display key words that reflect the noble values of the nation such as tolerance, mutual cooperation, and justice. The presence of this media can serve as a bridge between abstract concepts and students' concrete experiences. Moreover, the use of Wordwall enables collaborative learning in the classroom. In other words, Wordwall makes an important contribution to creating a reflective and meaningful learning atmosphere.

The Design Thinking approach positions students as active problem solvers who go through the stages of empathy, problem definition, ideation, prototyping, and testing. This model fosters creativity, collaboration, and critical thinking skills in solving real-world problems. In Pancasila Education learning, students can be invited to map social problems in their environment and formulate solutions based on Pancasila values. The stages of Design Thinking are highly relevant for developing students' character as caring and responsible citizens. Several previous studies have shown the effectiveness of this approach in project-based learning. Therefore, Design Thinking becomes a potential approach to support character strengthening and critical thinking skills.

Local wisdom is an important element that can connect the values of Pancasila with the daily lives of students. Cultural values that thrive in society, such as deliberation, tolerance, and mutual cooperation, are in harmony with the principles of Pancasila. The integration of local wisdom in education allows students to understand Pancasila not only as a concept but also as a way of life. This also strengthens local identity and cultural pride within the students. Unfortunately, this approach is still limited to the introduction of cultural symbols and has not yet touched on reflective and critical aspects. Therefore, it is important to present local wisdom in a more applicable and relevant context through the appropriate pedagogical approach.

The synthesis of the three components—Wordwall, Design Thinking, and local wisdom—demonstrates great potential in shaping more contextual and transformative Pancasila Education learning. The combination of visual media with a problem-solving approach and local cultural values allows learning to more evenly touch on cognitive, affective, and psychomotor aspects. This approach is also in line with the spirit of the Merdeka Curriculum, which provides teachers with the flexibility to design learning based on students' needs. Although each element has proven effective separately, the integration of all three has not been widely developed in basic education practices. This study recommends that the development of the integrative learning model be prioritized in curriculum research and development. Thus, students not only learn about Pancasila but also embody its values in real life.

The results of this study provide an important contribution to the field of developing innovative value-based learning models. This research not only fills the gaps in previous studies but also offers a conceptual framework for teachers and curriculum developers. With a systematic approach, the results of this research can serve as a foundation for further studies in

the development of teaching materials and teacher training. In the future, the learning model based on the integration of Wordwall, Design Thinking, and local wisdom is expected to continuously enhance students' critical thinking skills. This is also relevant in the effort to build a Pancasila Student Profile that is intelligent, character-driven, and cultured. Therefore, support from various parties including the government, academics, and education practitioners is greatly needed to realize this learning transformation.

Findings from (Puspita et al., 2023) Regarding the effectiveness of the integrative learning model based on Javanese local wisdom in enhancing the humanistic literacy of elementary school students, it provides strong support for the approach proposed in this study. In the study, the model adapted from local traditions such as the Ider-Ider ceremony proved capable of enhancing indicators of collaboration, communication, critical thinking, and creativity among students—indicators that are also the focus in the development of critical thinking skills in Pancasila Education. This shows that the integration of local wisdom not only strengthens cultural identity but also effectively shapes students' character and reflective abilities. Therefore, the combination of Wordwall, Design Thinking, and local wisdom in a single learning model as examined in this study, can be a transformative strategy to address the challenges of educational dehumanization and respond to the demands of the Merdeka Curriculum in a contextual and meaningful way.

Study conducted by (Puspita et al., 2019) also emphasized that local wisdom-based learning can significantly improve the creative writing skills of elementary school students. When students are introduced to material rooted in their own environment and culture, they find it easier to develop ideas and concepts in written form. The results of two cycles of classroom action research show a significant improvement in student achievement scores, reflecting the success of this approach in stimulating creativity. These findings align with the argument that local wisdom is not merely a cultural content but also an effective pedagogical tool for developing critical thinking skills and self-expression. Therefore, these findings reinforce the urgency of integrating local wisdom into Pancasila education, especially when combined with Wordwall media and the Design Thinking approach to achieve contextual, creative, and transformative learning.

Research conducted by (Rufika et al., 2024) also provides strong evidence regarding the effectiveness of integrating local wisdom into learning to shape the character of elementary school students. Through the use of illustrated storybooks based on Gresik culture, this research shows that students not only experience improvements in cognitive aspects such as understanding story elements and the ability to convey messages, but also in affective aspects such as cooperation, responsibility, and discipline. Media based on local wisdom has proven capable of providing contextual and meaningful learning because it is derived from students' daily experiences and realities. These findings reinforce the idea that the integration of local wisdom with visual media such as Wordwall and the Design Thinking approach has the potential to simultaneously expand the scope of character strengthening and students' critical thinking skills. Therefore, it is important for educators to consider the development of learning models that are not only innovative methodologically but also culturally relevant.

Research conducted by (Nihayah & Setyowati, 2020) strengthening the importance of synergy between local wisdom and Qur'anic spiritual values in shaping students' character from the elementary school level. The study shows that the integration of local values such as mutual cooperation and politeness with worship practices and the strengthening of character programs can build students' discipline, responsibility, and tolerance. The approach taken by the Al-Azhar Islamic Educational Institution not only instills values but also encourages internalization

through habits and habituation within the school and home environment. This aligns with the goals of Pancasila Education, which not only focuses on the cognition of values but also on the formation of attitudes and real actions. Therefore, the integration of local wisdom, the interactive media Wordwall, and the Design Thinking approach into a single learning model is a strategic step to instill Pancasila values comprehensively, contextually, and applicatively in the era of the Merdeka Curriculum.

Study by (Karno et al., 2023) strengthen the effectiveness of using interactive media in enhancing the critical thinking skills of elementary school students, particularly through the development of Lectora Inspire-based media. The research shows that the use of engaging and interactive digital media not only enhances students' understanding of PPKn material but also encourages their active involvement in the learning process. The trial results showed a classical completeness of 91.89%, indicating that digital learning media are effective in fostering logical and reflective thinking skills. These findings align with efforts to integrate Wordwall into Pancasila Education, where interactive visual displays can serve as a catalyst for critical thinking. Therefore, the synergy between interactive media such as Wordwall, the Design Thinking approach, and local wisdom becomes a promising strategy in creating enjoyable, contextual, and impactful learning that strengthens students' character and thinking skills.

Research by (Puspitasari & Setyowati, 2020) shows that the development of learning devices based on the 7E Learning Cycle model significantly enhances critical thinking skills and learning outcomes of elementary school students in the PPKn subject. The application of this model allows students to actively construct knowledge through the stages of elicit, engage, explore, explain, elaborate, evaluate, and extend, which facilitates comprehensive student involvement in the learning process. The posttest results showed an increase in the classical completeness of critical thinking from 23% to 94%, while the N-gain reached a moderate category (0.57). These findings strengthen the argument that structured and student-centered learning designs are effective in developing higher-order thinking skills. Thus, the integration of Wordwall media and the Design Thinking approach, which also focuses on process and reflection, will be even stronger when combined within an active learning framework such as the Learning Cycle 7E. This serves as an additional justification for the importance of developing the Pancasila Education learning model, which not only relies on content but also on strategies that gradually and contextually shape students' critical thinking.

Conclusion

This systematic literature review shows the great potential of integrating Wordwall media, the Design Thinking approach, and local wisdom in enhancing students' critical thinking skills in the Pancasila Education subject in elementary schools. These three components have proven effective separately in various previous studies, but have not yet been extensively examined in an integrated manner within a complete learning model. The synthesis in this study shows that Wordwall can serve as an engaging and interactive visual medium, Design Thinking provides a structured and collaborative problem-solving framework, while local wisdom strengthens cultural relevance and Pancasila values. When combined, these elements form a contextual, reflective, and curriculum-aligned learning approach that aligns with the spirit of the Merdeka Curriculum. As a recommendation, further research can be directed towards the development and direct classroom testing of this integrative learning model. Moreover, teachers need to be trained to implement this integrative approach effectively, particularly in designing modules for the Pancasila Student Profile (P5) program. The results of this study are expected

to serve as a conceptual foundation for educators and curriculum developers in designing character-based, innovative, and meaningful learning strategies.

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