



Development of Project-Based Digital Teaching Modules in Social Studies Learning on the Critical Thinking Skills of Elementary School Students

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Abstract

Critical thinking skills are used by students to face global challenges. This study aims to develop project-based digital teaching modules through social studies learning on students' critical thinking skills in elementary schools. This study is a developmental study using the Borg and Gall model. The subjects of the study are teachers and students of phase C of class V in social studies learning in Majalengka district. Data was collected through interviews, questionnaires, and critical thinking tests, and SPSS was used to analyze them. Data was collected through interviews, questionnaires, and critical thinking tests, with SPSS used for analysis. The results of the study show that teachers need project-based digital teaching modules in social studies learning. The products produced are valid for 86% material experts, 87% media experts, 87% linguists. The Ngain value in the experimental class was 0.73 while the average Ngain value in the control class was 0.24, which means that project-based digital teaching modules are more effectively used in social studies learning. The practicality of project-based digital teaching modules from the overall results of teacher and student questionnaires showed that a score of 91% of the category was very good for use in social studies learning. The project-based digital teaching module developed helps teachers in the social studies teaching process so that it significantly impacts the improvement of students' critical thinking skills.

Keywords: digital teaching module; project-based; social studies; critical thinking

INTRODUCTION

Modern civilization demands exceptional thinking abilities, one of which is critical thinking (Erdoğan, 2020). Critical thinking is necessary for individuals to confront new information, provide solutions, and generate knowledge. One must also be able to evaluate the information received. Critical thinking skills are essential for individuals to meet the challenges of the 21st century (Purwanto et al., 2022). The education sector is expected to equip students with critical thinking skills in the 21st century to ensure their competitiveness. Students must possess the ability to discover, manage, communicate, and utilize information and technology (Chasanah, 2019). This underscores the importance for teachers to instill critical thinking skills to ensure the success of the next generation through the learning process (Cintamulya, 2019; de Vero & Barr, 2023).

The Merdeka Curriculum is designed to align with the demands of the times. The implementation of the Merdeka Curriculum is expected to enhance the capacity of both teachers and students to be consistently innovative, thereby improving the quality of learning independently (Aulia et al., 2024; Damiati et al., 2024). Learning within the Merdeka Curriculum is conducted in a meaningful, engaging, relevant manner and is tailored to the characteristics of each educational institution (Manda et al., 2024). One of the positive outcomes of the Merdeka Curriculum's implementation is the improvement in students' critical thinking competencies (Syahbana et al., 2024). However, the implementation of the Merdeka Curriculum in elementary schools has faced numerous obstacles. Research by Noorhapizah et al (2023) revealed that teachers and principals were reluctant to independently implement the Merdeka Curriculum due to limited facilities, inadequate infrastructure, and difficulties in developing a curriculum that reflects the specific characteristics of students in Banjarmasin. Prihastari & Widyaningrum (2024) stated that teachers' understanding of the structure and implementation of the Merdeka Curriculum is generally low, particularly in designing learning activities and assessments used in classrooms. This aligns with the findings of Siregar et al (2024), who noted that teachers struggle to develop teaching modules based on learning achievement analysis and to formulate learning objectives (ATP) aligned with students' capabilities.

Similar obstacles were observed in elementary schools in Majalengka. Interviews and observations in five schools—SD Negeri CMS II, SD Negeri KWL, SD Negeri KR, SD Negeri SDL, and SD Negeri SWL III—revealed that teachers encountered significant difficulties in planning instruction and developing teaching modules. Most teachers did not develop their own teaching modules but instead used modules from the "Merdeka Mengajar" (PMM) platform or sourced materials from *Google*. It is crucial for teachers to develop their own teaching modules tailored to the specific characteristics of students at their respective schools. Teaching modules function as essential tools that assist teachers in designing effective learning experiences. When the instructional activities within these modules are aligned with the development of 21st-century competencies, they are more likely to be applicable and effective. With technological integration into teaching modules, students' learning experiences can be significantly enriched (Caspari-Gnann & Sevian, 2022; Dini et al., 2020). A project-based digital teaching module is a learning plan presented using the *Canva* application. The learning process involves authentic learning activities that directly engage students with concepts related to daily life, thus challenging students to collaborate in groups (Vantika et al., 2024). Developing project-based digital learning modules meets the demands of 21st-century learning.

In line with technological advancements, the use of digital teaching modules has been widely explored in prior research, including to foster student independence in mathematics (Setiyani et al, 2020), to facilitate grammar instruction (Ozkaya & Sitki, 2023), to support ICT literacy for Aboriginal students (Salleh et al., 2019), and to aid oral language instruction for prospective elementary school teachers (Colognesi & Hanin, 2024). The integration of applications such as *Canva* into project-based digital modules represents a new approach believed to bridge learning with real-life contexts and increase student engagement (Hinchcliff & Mehmet, 2023; Kurniawan et al., 2024). Despite the growing body of literature on the effectiveness of digital teaching modules across various subjects such as mathematics, language, and ICT literacy, few studies have specifically: 1) developed project-based digital teaching modules for social studies instruction in elementary schools; 2) examined the impact of these modules on improving

elementary students' critical thinking skills; and 3) utilized the *Canva* application to design contextual and authentic digital teaching modules tailored to student characteristics. Therefore, this study addresses these gaps by developing and testing the effectiveness of a project-based digital teaching module for social studies instruction in enhancing elementary students' critical thinking skills, using *Canva* as a development medium.

METHOD

This study employed a research and development (R&D) methodology. The research and development process was based on the *Borg & Gall* model (Gall et al., 2003), which includes the following steps: 1) needs analysis through research and data collection; 2) product planning based on the needs analysis; 3) development of a project-based teaching module; 4) product trial by experts; 5) product revision; 6) limited-scale product testing in experimental and control classes; 7) product revision based on limited trials in experimental and control classes; 8) large-scale product testing involving six elementary schools; 9) product revision based on large-scale trials; and 10) dissemination. The *Borg & Gall* research model was applied to produce a project-based digital teaching module that meets the criteria of validity, effectiveness, and practicality. Figure 1 illustrates the research steps based on the *Borg & Gall* model.

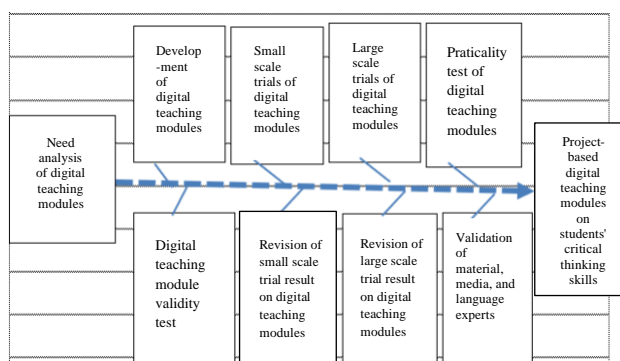


Figure 1. Borg & Gall research steps

The research was conducted in Majalengka, West Java Province, Indonesia. The study involved 10 elementary school teachers and 186 fifth-grade students. The targeted elementary schools were SD Negeri KWL in CGS sub-district, SD Negeri CMS II in SKH sub-district, SD Negeri KR in BJN sub-district, SD Negeri SDL in BJN sub-district, and SD Negeri SWL III in BJB sub-district. The research was conducted during the even semester of the 2023/2024 academic year. Data collection was carried out randomly from schools implementing the Merdeka Curriculum.

The research data were obtained through interviews, questionnaires, and critical thinking skills tests. Semi-structured interviews were conducted to explore issues and needs analysis related to the development of the teaching module. Questionnaires were used to measure the validity and practicality of the project-based digital teaching module. Tests were conducted to assess the critical thinking skills of elementary students. The achievement of students' critical thinking skills includes the following indicators: 1) analysis, 2) evaluation, 3) synthesis, and 4) conclusion (Chasanah, 2019). The following formula was used to calculate the percentage of students' critical thinking skills test results for each achievement indicator:

$$\text{Percentage of critical thinking skills} = \frac{\text{score obtained}}{\text{maximum score}} \times 100\%$$

The percentage results of critical thinking skills will be categorized according to the criteria listed in Table 1.

Table 1. Criteria of Critical Thinking Abilities

No	Percentage	Category
1	81,25<X<100	Very High
2	71,50<X<81,25	High
3	62,50<X<71,50	Medium
4	43,75<X<62,50	Low
5	0<X<43,75	Very Low

Source: Jariyah & Husamah (2024)

The data analysis technique for interviews used in this study included semi-structured face-to-face interviews with fifth-grade teachers. The interview results were recorded by the researcher on an interview note sheet (Creswell, 2017). The collected interview notes were then analyzed in detail and subsequently documented in an interview report (Miles & Huberman, 1994). The validation of the resulting digital teaching module product was analyzed descriptively based on questionnaire results provided to content, media, and language experts. The needs analysis questionnaire was completed by validators, who indicated their responses using a checklist (√) based on a Likert scale ranging from 1 to 4. The combined average results from the validators, based on the validity criteria cited from Sa’dun (2017), are presented in Table 2.

Table 2. Product Validity Criteria

No	Average Score	Criteria
1	85,1% - 100%	Very Valid
2	70,1% - 85%	Valid
3	50,1% - 70%	Less Valid
4	0,1% - 50%	Not Valid

Source: Sa’dun (2017)

The practicality questionnaire was completed by teachers and students by checking (√) items on a Likert scale ranging from one to four (1–4). The assessment results from the practicality questionnaire are interpreted in Table 3 according to the following criteria.

Table 3. Practicality Criteria

No	Average Score	Criteria
1	85,1% - 100%	Very Practical
2	70,1% - 85%	Practical
3	50,1% - 70%	Less Practical
4	0,1% - 50%	Not Practical

The effectiveness test was conducted using the Normalized Gain formula or N-gain score. The N-gain score was used to determine the effectiveness of the use of the project-based digital teaching module. To calculate the N-gain score, pretest (before treatment) and posttest (after treatment) scores were compared. The formula used to calculate the N-gain score test is:

$$\text{N Gain} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Ideal score} - \text{Pretest score}}$$

The N-gain acquisition results were categorized based on the N-gain score results in percentage (%) form. The categorization of the N-gain score results is shown in Table 4.

Table 4. N-Gain Score

N-Gain Score	Category
< 40	Very Practical
40 - 55	Practical
56 - 75	Less Practical
< 76	Not Practical

Source: Hake (1999)

Independent Samples T-Test was used to determine the difference between the experimental class using the project-based digital teaching module and the control class using only the project-based teaching module. The test criteria for comparing the t-value are as follows: 1) If the calculated t-value is greater than the t-table value, then H_0 is rejected; 2) If the calculated t-value is less than the t-table value, then H_0 is accepted.

RESULT AND DISCUSSION

Result

The research findings related to the needs analysis conducted through interviews with 10 elementary school teachers showed that 100% stated that teachers implemented social studies learning using only the instructional books provided by the government. This is consistent with the results of the teacher questionnaires, as shown in Figure 2.

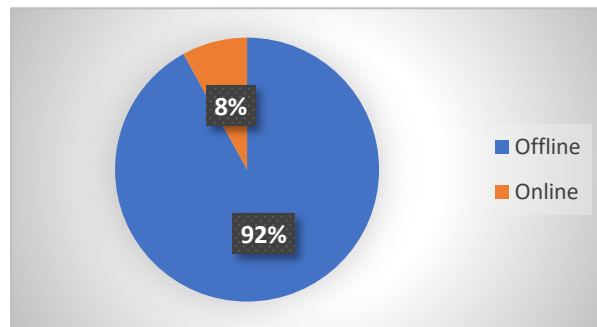


Figure 2. Social Studies Learning Process at Elementary School

Figure 2 above shows that 92% of respondents indicated that the social studies learning process was carried out offline or face-to-face, while 8% was conducted online. It can be concluded that the offline method is far more dominantly used by teachers in social studies learning compared to online learning, based on the data presented. The majority of teachers also use textbooks provided by the government, as shown in Figure 3.

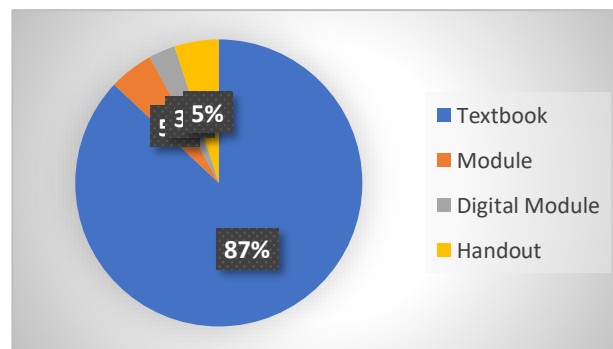


Figure 3. Social Studies Teaching Materials

Figure 3 above shows that most of the teaching materials used by teachers come from textbooks, accounting for 87%; 5% of teachers use modules and handouts, but teachers rarely use digital modules, with only 3%. This is in line with the documentation findings that show teachers use textbooks provided by the government during the learning process. Government-provided textbooks are the only instructional materials used by teachers in social studies learning. Teachers do not develop social studies teaching materials according to students' needs.

In implementing IPAS (Science and Social Science) learning, teachers encountered obstacles, as indicated by interview results, questionnaires, and documentation. The interview results with teachers in social studies learning showed that teachers faced challenges, especially in presenting social studies materials related to the contextual environment around students, as they only followed the content in the textbooks. Teachers also had difficulty integrating the material with real-life problems, encouraging students to find solutions, and stimulating students to enhance their critical thinking skills.

This is in line with the questionnaire results showing that teachers experienced difficulties in improving students' critical thinking skills through the social studies learning process. The results of this analysis are illustrated in Figure 4 regarding the challenges faced by teachers in social studies learning, as follows.

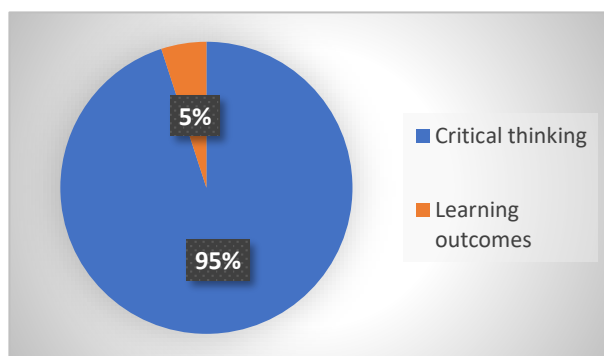


Figure 4. Challenges Faced by Teachers in Social Studies Learning

Figure 4 above shows that 95% of teachers experienced challenges in improving elementary school students' critical thinking skills during IPS learning. This is consistent with the 2024 education report documentation data, as follows.

Table 5. Summary of 2024 Education Report on Critical Thinking

No	School	Education Report on Critical Thinking
1	SDN CMS	65,54 out of 100%
2	SDN SPL	50,81 out of 100%
3	SDN KR	56,84 out of 100%
4	SDN SWL	54,65 out of 100%
5	SDN KWL	79,5 out of 100%

Source: Education Report 2024

Table 5 above shows that the average score from the five schools analyzed using data from the education report indicates that critical thinking ability reached 61.47 out of 100%. It can be concluded that students' critical thinking skills fall into the "fair" category, meaning that critical thinking skills need to be improved in social studies learning at the elementary level.

There are various strategies used by teachers to address the challenges faced in IPS learning. Based on the interview results, most teachers implemented project-based learning models, which positively affected student engagement in both the process and products of IPS learning. The questionnaire results regarding the strategies used by teachers can be seen in Figure 5.

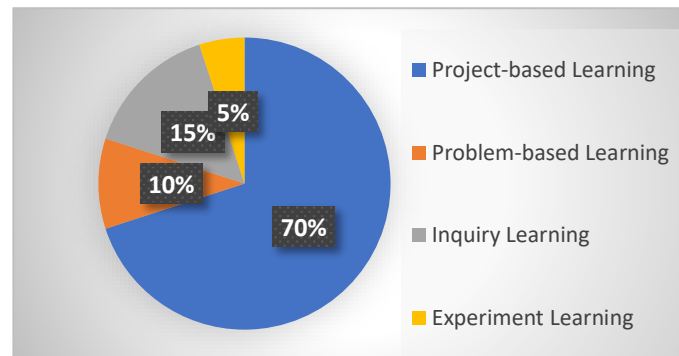


Figure 5. Strategies to Overcome Challenges

Figure 5 above shows that teachers suggested overcoming the challenges faced in social studies learning by implementing a project-based learning model according to students' current needs, where students prefer challenges. Documentation results show that teachers developed instructional plans using more innovative project-based models suited to the characteristics of elementary school students.

The stages of designing a project-based digital teaching module can be seen in the following steps: The **Planning Stage** involves analyzing the need to develop a project-based digital teaching module through interviews, questionnaires, and documentation with fifth-grade elementary school teachers in social studies learning. The planning stage is illustrated in Figure 6.

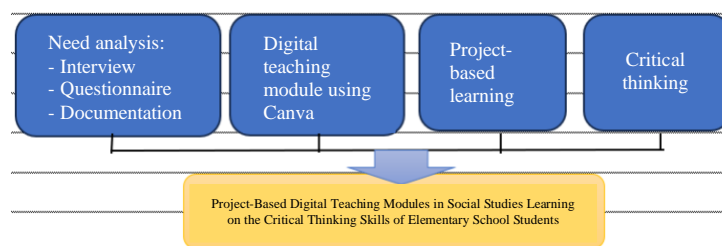


Figure 6. Planning Stage

Figure 7 above shows that the planning of the project-based digital teaching module was conducted by analyzing teachers' needs through in-depth interviews, questionnaires, and documentation. The module was designed using the *Canva Premium* application, based on the project-based learning model and critical thinking theory. The project-based learning model uses the following stages: 1) problem definition phase, 2) planning and development phase, 3) implementation phase, and 4) dissemination and evaluation phase (Tempera & Tinoca, 2023). Critical thinking skills were measured according to the indicators: analyzing, evaluating, synthesizing, and concluding (Chasanah, 2019).

The Development Stage involves the creation of the digital teaching module through a Focus Group Discussion (FGD) involving academic experts and practitioners with the following

steps: *First*, determining the material/content of the digital teaching module. In this stage, the researcher selected the material to be presented in the module based on the needs analysis. The selected material aligns with the "Merdeka Curriculum" for fifth-grade social studies under the theme "My Prideful Region". *Second*, creating a storyboard. The storyboard for the digital teaching module serves as a written document for the developed module. The digital teaching module storyboard systematically presents the display sequence in the module, including: a) module cover, b) foreword, c) student-centered learning activities, d) assessment, e) glossary, and f) bibliography. *Third*, the result of the project-based digital teaching module development for social studies learning in relation to critical thinking ability. The developed digital teaching module is presented in Figure 7.



Figure 7. Project-Based Teaching Module in Social Studies Learning

Figure 7 above shows that the resulting teaching module in Social Studies learning includes: 1) Introduction, which contains the cover, foreword, table of contents, learning outcomes, and learning objectives; 2) Content, which includes guiding questions for students and concept exploration through various activities such as watching videos and reading material; and 3) Conclusion, which includes a summary, reflection, and bibliography.

The expert validation stage was conducted to produce a project-based digital teaching module that meets the eligibility criteria according to academic and practitioner experts. A total of nine experts assessed the digital teaching module, consisting of subject matter experts, language experts, and media experts. The experts included six academics and three practitioners, as presented in Table 6.

Table 6. Recapitulation of Expert Validation Results

No	Validator	Field	Score	Feedback Notes
1	VA 1	Subject Matter Expert	85%	Needs to add content related to students' daily lives.
2	VA 2		86%	The material aligns with the theme but needs to include contextual content.
3	VP 1		88%	The material is presented interactively but should be supplemented with content relevant to students' local environment.
4	VA 3	Media Expert	87%	Add more videos.
5	VA 4		86%	Add background music to make it more engaging.
6	VP 2		87%	The display is varied by utilizing YouTube and barcodes.
7	VA 5	Language Expert	88%	Language is appropriate for elementary school students.
8	VA 6		87%	Recheck for any typos.
9	VP 3		87%	Writing follows the applicable rules.

Table 6 above shows that the average validation results from subject matter experts reached 86%, media experts 87%, and language experts 87%. The overall average expert validation reached 87%, which falls under the "Very Valid" (VV) category, meaning that the project-based digital teaching module can be used by teachers in Social Studies learning.

The resulting product was then subjected to limited trials at SD Negeri KW as the control class and SD Negeri CMS as the experimental class. The trial results in the experimental class using the project-based digital module were compared to the control class, which only used a project-based teaching module, as shown in Table 7.

Table 7. Limited trials N-Gain Score

Descriptive Statistics	Control Class		Experiment Class	
	N	Mean	N	Mean
Ngain_score	19	.7105	19	.8439
Ngain_percent	19	71.0526	19	84.3860
Valid N (listwise)	19		19	

The results processed using SPSS, as shown in Table 6 above, indicate that the Gain Score in the experimental class was higher at 0.84 compared to the control class, which was at 0.71. It can be concluded that the experimental class using the project-based digital teaching module in social studies learning was more effective than the control class, which only relied on a project-based teaching module. To understand the differences in critical thinking skills between the experimental and control groups is presented to Table 8.

Table 8. Independent Sample T-Test

Class	N	Mean		Sig (2-Tailed)
		Pretest	Posttest	
Control	20	3.4000	5.7000	.000
Experiment	20	3.6000	6.2000	.000

Based on Table 8 above, the significance value (Sig. 2-tailed) < 0.05 indicates that there is a variation in critical thinking skills between students in the experimental group using the project-based digital teaching module and those in the control group using the project-based teaching module in IPS learning.

A large-scale trial was conducted at three schools: SD Negeri KR, where the first class (A1) served as the control class and the second class (B1) as the experimental class; SD Negeri SPL, where the first class (A2) served as the control and the second class (B2) as the experimental class; and SD Negeri SWL, where the first class (A3) served as the control and the second class (B3) as the experimental class. The effectiveness results of improving critical thinking skills in the experimental classes using the project-based digital module versus the control classes using the project-based teaching module in social studies learning are shown in Table 9.

Table 9. Large-scale Trial

Descriptive Statistics	K1		E1		K2		E2		K3		E3	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Ngain_score	25	.2533	25	.7274	24	.3576	24	.7530	22	.3639	2	.7106
Ngain_percent	25	25.33	25	72.74	24	35.76	24	75.297	22	36.388	2	71.061
Valid N (listwise)	25		25		24		24		22		2	

The SPSS data processing results shown in Table 9 above indicate that the average N-Gain score for the three experimental classes was 0.73, while the average N-Gain score for the control classes was 0.24. Therefore, it can be concluded that the experimental classes using the project-based digital teaching module in IPS learning were more efficient compared to the control classes that only implemented a project-based teaching module. To observe the differences in critical thinking skills between the experimental and control classes, the results of the large-scale trial are presented in Table 10.

Table 10. Independent Sample T-Test

Class	N	Mean		Sig (2-Tailed)
		Pretest	Posttest	
Control 1	25	2.8800	3.6500	.040
Experiment	25	3.4000	6.6800	.000
Control 2	24	2.8750	4.2083	.002
Experiment	24	3.5000	6.8750	.000
Control 3	24	2.8750	4.5833	.000
Experiment	24	3.5000	6.5833	.000

Based on Table 10 above, the significance value (Sig. 2-tailed) < 0.05 indicates that there is a significant difference in students' critical thinking skills between the experimental class using the project-based digital teaching module and the control class using the project-based teaching module in social studies learning.

The practicality of the project-based digital teaching module was obtained through teacher and student responses after social studies learning in Phase C, Grade 5. The research findings are presented in Table 11.

Table 11. Practicality of the Project-Based Digital Teaching Module

No	Aspect	Score	Criteria
1	Ease of Use	88 %	Very good
2	Usefulness	95%	Very good
3	Effectiveness	89%	Very good
Overall Average		91%	Very good

The data presented in Table 10 shows that the practicality of the project-based digital teaching module, as assessed based on the overall responses from teachers and students, reached an average score of 91%. This score falls into the "very good" category, indicating its suitability for use in the Social Studies learning process at the elementary school level.

Discussion

One of the challenges faced by elementary school teachers under the Merdeka Curriculum is planning and teaching social studies. This is due to the limited teaching materials provided by the government (Sudarto et al., 2024). Teachers are required to enhance the content of social studies instruction to connect with students' real-life experiences. Social studies learning is closely related to the development of students' skills (Zulkhi et al., 2024). In this context, teaching modules play a vital role as a reference for teachers in the implementation of learning. Teaching modules are designed based on the curriculum and applied in accordance with the goals outlined in the learning objectives. The unavailability of teaching modules affects the delivery of content,

resulting in less systematic instruction, low student engagement, and less engaging learning experiences (Maulinda, 2022).

Aligned with the demands of 21st-century education, teaching modules are now encouraged to utilize technology optimally, including transforming printed materials into digital modules (Maipita et al., 2021). The development of digital teaching modules enables more engaging, flexible, and contextual delivery of content aligned with learning objectives (Dini et al., 2020; Maipita et al., 2021). One such innovation is the use of the *Canva* application in designing digital teaching modules. *Canva* offers various simple, online design alternatives with attractive features, categories, and themes that enhance the module's appeal (Rais, 2024). *Canva*-based teaching modules allow for more flexible learning without time and space constraints and promote student independence (Aluintany & Bektiningsih, 2024; Fitri et al., 2023).

In addition, the implementation of a project-based learning (PjBL) approach within the teaching modules is considered effective in fostering active student engagement through various activities such as exploration, learning strategy development, instructional design, innovation in applying knowledge, and assessment (Ramadhan & Harmayani, 2024). Project-based learning shifts the focus from teacher-centered to student-centered learning, with teachers acting as facilitators (Wanglang & Chatwattana, 2023; Maros et al., 2023). The implementation of project-based digital teaching modules has had a positive impact on students. Students are more focused during learning activities and in completing tasks (Lim et al., 2023). They become independent thinkers, take responsibility, and are capable of solving problems they encounter (Ozkan, 2023). The systematic steps in project-based learning, as outlined by Tempera & Tinoca (2023), include the following phases: (1) problem definition, where issues are formulated, and related questions are researched and defined; (2) planning and development, where students develop projects in alignment with predetermined goals; (3) implementation, where students conduct research and engage in activities that enrich and lead to answers to the identified problems; and (4) presentation and evaluation, where students present their work and conduct an overall evaluation of the process, including further inquiry into new issues that may lead to subsequent projects.

Systematic instruction through project-based digital teaching modules encourages students' critical thinking skills. Critical thinking is a high-level, reflective, and rational thought process that enables students to develop life skills, creativity, and innovation to face complex real-world problems (Eğmir & Ocak, 2020; Sutoyo et al., 2023). Students who possess critical thinking skills are capable of making thoughtful judgments by gathering evidence and information wisely before making decisions (May et al., 2022; Wijnia et al., 2024). Critical thinking is essential for students to identify and verify solutions in problem-solving processes (Erdoğan, 2020). Nevertheless, limitations of previous research must be acknowledged. Many existing studies focus more on the technical aspects of module design and initial implementation, yet they have not sufficiently explored the varied effectiveness based on student characteristics, access to technology, or differing geographical contexts. Furthermore, there is a contradiction where some studies find that the implementation of project-based digital modules may widen learning gaps for students who lack technological proficiency (May et al., 2022; Wijnia et al., 2024). These limitations highlight the need for more critical reflection in designing digital teaching modules, including strategies for technology support, digital literacy training for students, and adaptations to local needs. Therefore, the development and use of project-based digital teaching modules

should be treated as a dynamic process that is continuously evaluated to ensure its inclusivity and effectiveness.

CONCLUSION

Conclusion

This study concludes that the development of a project-based digital teaching module is necessary for teachers in the social studies learning process for Grade 5 Phase C students. The developed project-based digital teaching module meets the criteria of validity, effectiveness, and practicality, making it feasible to be implemented as an innovative learning approach. This module is capable of enhancing students' critical thinking skills, which is one of the main objectives of social studies learning in the Merdeka Curriculum. A suggestion for future research is to test the module in other subjects and grade levels, develop variations of project-based digital teaching modules by enriching technology integration, and conduct impact studies on the use of such modules in relation to 21st-century skills such as creativity and technological literacy among elementary school students.

Recommendation

The project-based digital teaching module developed in this study supports teachers in the process of teaching social studies and enhances students' critical thinking skills. The module is systematically designed to present learning content in an engaging, interactive, and user-friendly format. However, there are several limitations that teachers need to consider: (1) the essence of the project-based module is tied to content about the Majalengka Regency area, thus requiring teachers to adapt it to the students' local environment; (2) the module is currently limited to Phase C, Grade 5, within the theme "My Proud Region," and teachers are encouraged to explore other relevant themes; (3) this module is intended only as a supplementary resource to broaden teachers' insights in developing materials that align with students' environments and the specific context of their educational institution.

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