_____

Critical Thinking Character in Pancasila Education Learning at SMK Pustek Serpong

Elina Sari Hasibuan[1,*], Mas Fierna Janvierna Lusie Putri[2]

[1,2]Department of Civic Education, Pamulang University, Pamulang, South Tangerang, Indonesia.
elinshsb19@gmail.com[1], dosen02649@unpam.ac.id[2]

*Corresponding author

Abstract: Pancasila education, which is a fundamental subject in Indonesia, is an essential component in the process of molding the personalities of students and cultivating their capacity for critical thinking. Critical thinking abilities are necessary in the current era of globalization to efficiently analyze and evaluate a wide variety of information. The purpose of this research is to investigate the process of developing critical thinking abilities among tenth-grade students at SMK Pustek Serpong through the implementation of Pancasila Education, and to identify successful teaching tactics and obstacles to learning. Based on the data, it appears that cultivating critical thinking abilities can be achieved through active and interactive instructional strategies, along with implementing Pancasila ideals to address societal concerns. On the other hand, several issues act as barriers, such as a lack of diverse learning methodologies and difficulties in identifying reliable information. It is anticipated that this study will contribute to the development of character education within the curriculum, particularly in the context of Pancasila Education. Additionally, the findings of this research can be utilized by educators as a point of reference for implementing efficient instructional methods and enhancing the level of learning.

1. Introduction

Pancasila Education, as a core subject in Indonesia, plays a crucial role in shaping students' character and developing their critical thinking skills. In the context of education, Pancasila serves not only as the foundation of the state but also as a guide in shaping individuals' personalities and morals [1]. The research method used is a qualitative approach involving school principals, curriculum teachers, and Pancasila Education teachers as informants. The results not only serve as the foundation of the state but also as a guide in shaping the personality and morality of the younger generation. In the midst of globalization, marked by rapid advances in information and communication technology, critical thinking skills are becoming increasingly important [28]. Students today are faced with a variety of information from various sources, including both reliable and unreliable ones. Therefore, the ability to analyse and evaluate information in depth is essential for students to make wise and responsible decisions [2]. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System

emphasises that the purpose of education is to develop students' potential, including critical thinking skills and good character [3]. Article 3 of the law explains that education serves to build the character and civilisation of a dignified nation. In this context, developing critical thinking skills among students is a primary objective of education, especially within the framework of Pancasila education [5].

The Merdeka Curriculum, implemented in Indonesia's education system, provides a legal framework that supports flexibility and innovation in education. This aligns with Law No. 20 of 2003, which emphasises the importance of a curriculum that can be adapted to students' needs and the challenges of the times. The Pancasila Student Profile, promoted by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), aims to create a generation that is academically intelligent and has strong character. In this context, critical thinking is a crucial aspect of this profile. Students are expected to be able to analyse information, question assumptions, and make decisions based on valid data [4]. Critical thinking skills encompass not only the ability to understand and analyse information but also the importance of maintaining a professional attitude when handling problems. This is to ensure that students do not accept information or results without questioning their validity. A person can be considered to have critical thinking skills if their reasoning ability in arguing encompasses three main things [7]. First, a professional attitude in dealing with problems and the ability to think critically involves not accepting information or results without questioning them. Second, an understanding of logical thinking methods through an inquiry-based approach, which allows students to delve deeper into information and find the most effective solutions. Third, fluency in applying certain rules or methods helps students organise their thoughts and arguments systematically [8].

Efforts to protect students from the dangers of hoaxes by developing critical thinking skills are crucial. Research indicates that this is achieved by carefully reading news articles, books, and various texts on social media, particularly in understanding the messages and intentions behind the news being conveyed [6]. If students are unable to identify fake news, this can lead to weaknesses in critical thinking and increase the risk of miscommunication [9]. Therefore, educators need to teach students how to evaluate information sources and distinguish between valid and invalid information. Based on the background described above, the research questions in this study are: how does the process of developing critical thinking skills in students in Pancasila Education learning occur? What learning strategies are effective in developing critical thinking skills in students through Pancasila Education? What are the obstacles to developing critical thinking skills in students in Pancasila Education learning? The objectives of this study are to analyze the process of developing students' critical thinking skills in the context of Pancasila Education learning, identify and describe effective learning strategies for developing students' critical thinking skills, and analyze the factors that hinder the formation of students' critical thinking skills in Pancasila Education learning [10].

Education is a crucial aspect in enhancing the quality of human resources. To improve the quality of education, various efforts must be made to enhance the teaching and learning process. One effort is to utilise effective and efficient learning models. Critical thinking is the ability to analyse and evaluate something to test its validity. Critical thinking skills consist of four levels: recall thinking, basic thinking, critical thinking, and creative thinking. The low level of critical thinking skills among students is often caused by learning strategies that lack variety and are not suited to the students' characteristics. Therefore, it is important to develop learning methods that encourage students to think more rationally and critically [14]. With critical thinking skills, students can solve problems in the learning process [12]. This study aims to provide a fresh perspective on incorporating character education into the curriculum, particularly in the context of Pancasila Education. This study also aims to incorporate relevant academic references into education, particularly in promoting Pancasila values and developing critical thinking skills [13]. Thus, this study not only focuses on developing students' critical thinking character but also contributes to improving the quality of education in Indonesia. This is expected to encourage students to think critically and contribute to the creation of a more democratic and tolerant generation [29].

2. Method

This study employs a qualitative approach, in which the researcher serves as the primary instrument for data collection [11]. This approach was chosen because the study focuses on developing students' critical thinking skills within the context of Pancasila Education. The research subjects consist of 10th-grade students at SMK Pustek Serpong and teachers who teach Pancasila Education. The selection of subjects was based on their relevance to the research objective, which is to develop students' critical thinking skills [15]. This research was conducted at SMK Pustek Serpong, which was chosen for its commitment to improving students' critical thinking skills. The research took place from January to June, spanning approximately six months, which allowed the researcher to conduct in-depth observations and obtain more accurate data [23]. The data used in this study were divided into two categories: primary data sources and secondary data sources. Primary data sources were obtained directly from informants, namely, students and key informants such as the principal, civics teachers, and curriculum teachers. Secondary data sources included books, literature, and relevant documents related to the study [16]. The data collection techniques applied included interviews, observation, and documentation. Interviews were conducted to gather in-depth information from teachers and students, while classroom observations provided researchers with the opportunity to observe the learning process directly [18].

Documentation included the collection and analysis of relevant written documents, such as lesson plans and syllabi, which provided additional information about the learning strategies employed [20]. To ensure data validity, this study applied credibility tests through several techniques [17]. First, an extended observation was conducted to collect data over a longer period, allowing researchers to gain a better understanding of the context. Second, persistence was increased by conducting repeated observations and interviews to ensure data consistency. Third, data triangulation was employed by verifying information from multiple sources and methods, thereby reducing bias and enhancing data accuracy [21]. Data analysis was conducted in three stages: data presentation, data reduction, and interpretation of results. Data presentation is done in a narrative format to facilitate understanding, while data reduction aims to filter relevant information and identify patterns and themes that emerge from the data. The final stage, interpretation of results, focuses on exploring the meaning of the analysed data to draw conclusions that reflect the teaching strategies applied [19].

With this approach, the study is expected to provide valuable insights for the development of more effective learning methods in the context of Pancasila Education. This study not only focuses on developing students' critical thinking skills but also contributes to improving the quality of education in Indonesia [24]. Thus, the results of this study are expected to serve as a reference for educators and policymakers in designing better curricula and learning strategies. Overall, the research method applied in this study is designed to provide a deep understanding of the development of students' critical thinking skills in Pancasila Education. By employing a qualitative approach, researchers can delve into richer and more nuanced information, offering relevant recommendations for future educational practices. This research is expected to make a significant contribution to efforts to improve the quality of education in Indonesia, particularly in shaping a generation that is capable of critical and responsible thinking [22].

In the context of an ever-evolving education system, educators need to understand the most effective ways to develop critical thinking skills in students [27]. This study demonstrates that by employing effective methods, such as inquiry-based learning and group discussions, students can become more actively engaged in the learning process [25]. This not only enhances their critical thinking skills but also prepares them to face real-world challenges. Thus, this study not only provides insights into current educational practices but also offers guidance for developing a better curriculum in the future. By better understanding how students learn and interact with information, educators can create a more supportive and effective learning environment, ultimately producing a smarter and more critical generation. This research is expected to be the first step in a broader effort to improve the quality of education in Indonesia, with a focus on developing students' character and critical thinking skills [26].

3. Discussion

This study reveals that applying Pancasila values in Pancasila Education at SMK Pustek Serpong plays a crucial role in shaping students' critical thinking skills. In the context of education, Pancasila serves not only as the foundation of the state but also as a moral and ethical guide that must be internalized by every individual, especially the younger generation. It is hoped that applying Pancasila values in the learning process will shape students into individuals who are not only academically intelligent but also possess good character and critical thinking skills. By integrating Pancasila values, students are encouraged to understand the importance of values such as justice, tolerance, and cooperation in daily life. This will help them to not only become critical thinkers but also individuals who are sensitive to their social environment and able to make positive contributions to society.

Furthermore, applying Pancasila values in learning also serves to increase students' awareness of their national identity and responsibilities as citizens. In an increasingly complex era of globalisation, where information and cultures from various parts of the world are easily accessible, students must have a strong foundation in national values. By understanding and internalising Pancasila, students are expected to critically evaluate the information and influences they receive and make wise decisions based on the values they have learned. In addition, learning based on Pancasila values can encourage students to actively participate in social and community activities, thereby becoming not only educated individuals but also responsible citizens who contribute to the nation's development. Thus, the application of Pancasila values in education focuses not only on academic aspects but also on the formation of strong character and national identity.

3.1. Application of Active Learning Methods

One of the main findings of this study is that students who participate in active learning methods, such as group discussions and debates, exhibit a significant improvement in their critical thinking skills. Active learning offers students opportunities to interact, discuss, and exchange ideas. This aligns with constructivist theory, which posits that learning through social interaction and collaboration can enhance students' understanding and critical thinking skills, as suggested by Vygotsky (1978). In this context, students not only passively receive information but also learn from their interactions with peers, enriching their perspectives and understanding of the material being taught (Table 1).

Table 1: Students perceptions of active learning methods

Method	High Engagement	Moderate Engagement	Low Engagement
Group Discussion	12 students	6	2
Debate	8 students	8	4
Interactive Lecture	5 students	10	5
Simulation	4 students	7	9

Active learning methods also encourage students to be more involved in the learning process. For example, in group discussions, students are required to express their opinions, listen to their peers' arguments, and provide feedback. This process not only improves critical thinking skills but also communication and collaboration skills. Thus, students learn to respect differences of opinion and develop a tolerant attitude, which is a core value of Pancasila. In addition, active involvement in learning can increase student motivation, as they feel they have more control over their learning process. This is important for creating a positive and productive learning environment (Figure 1).
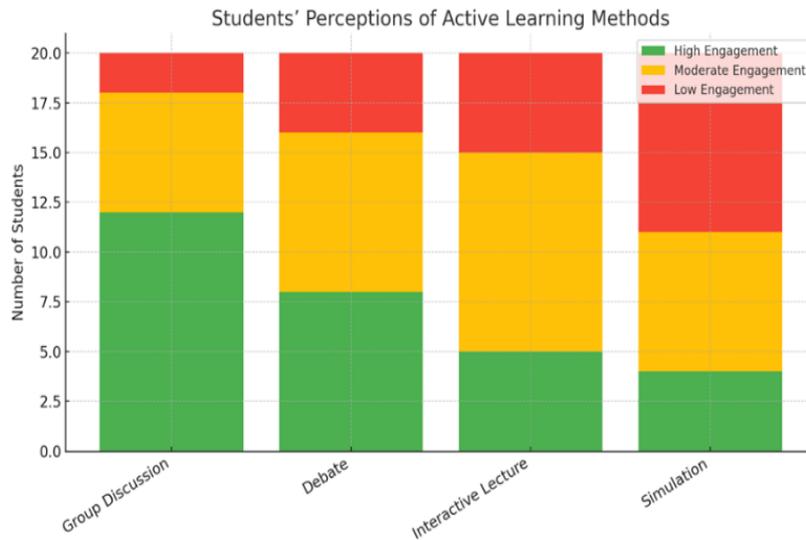

Figure 1: Students perceptions of active learning methods

- **Graph Interpretation:** Group discussion methods are preferred because they provide opportunities for participation, whereas simulations are less effective due to their infrequent use and unfamiliarity with students.

Furthermore, the application of active learning methods can help students develop the analytical skills needed to face real-world challenges. In group discussions, students are exposed to various perspectives and arguments, forcing them to critically analyse information and consider various aspects before making decisions. These skills are crucial in everyday life, where students must evaluate information from various sources, especially in today's digital age, inundated with diverse and often conflicting information. Additionally, active learning can also enhance students' self-confidence. When students participate in discussions and debates, they learn to express their opinions clearly and convincingly. This benefits them not only academically but also in their social lives. High self-confidence will encourage students to participate more actively in social and community activities, which in turn can strengthen their sense of responsibility as citizens. Thus, the application of active learning methods not only focuses on improving critical thinking skills but also on developing character and social skills that are important for students.

3.2. Internalisation of Pancasila Values

Pancasila values, such as justice, mutual respect, and responsibility, are internalised by students through various interactive learning activities. Interviews with school principals and teachers show that they strive to create a supportive learning environment, where students are encouraged to express their opinions and actively participate in discussions. This aligns with Dewey's [13] view, which emphasises the importance of direct experience in developing critical thinking skills. By allowing students to argue and defend their opinions, educators enable them to think logically and critically, while also developing important communication skills. The application of Pancasila values in learning can also be done through the integration of relevant social issues. For example, by discussing actual cases that occur in society, students can more easily understand and

internalise Pancasila values. Discussions on issues such as social justice, human rights, and social responsibility can help students see the relevance of Pancasila values in everyday life. In this way, students learn not only about Pancasila as a concept but also as a guide for acting and behaving in society.

Furthermore, learning activities involving simulations or role-playing can be effective methods for internalising Pancasila values. In simulations, students can play the role of individuals involved in specific social situations, allowing them to directly experience the impact of their actions. For example, in simulations about fair decision-making, students can learn to consider various perspectives and the impact of their decisions on others. This method not only makes learning more interesting, but also provides a deep practical experience of Pancasila values. In addition, collaboration between students in group projects can also strengthen the internalisation of Pancasila values. In group projects, students learn to work together, respect one another, and take responsibility for the tasks assigned to them. This process encourages them to appreciate differences of opinion and contribute actively to achieving common goals. Thus, the values of Pancasila are not only taught theoretically but also applied in daily practice, which strengthens students' understanding and commitment to these values.

3.3. Challenges in Implementing Pancasila Values

Although implementing Pancasila values in the learning process provides many benefits, this study also found several challenges that must be addressed. One of the main challenges is the low level of active participation among students, as many tend to be passive and wait for instructions from the teacher. This highlights the need for more innovative teaching approaches, such as the use of technology and problem-based learning methods, which can enhance student motivation and engagement [5]. By leveraging technology, such as online learning platforms, teachers can create a more engaging and interactive learning environment, encouraging students to actively participate in the learning process. Another challenge faced is the lack of understanding among students about the values of Pancasila and their relevance in everyday life. Many students are not yet fully aware of how the principles of Pancasila can be applied in their social and cultural contexts.

This study demonstrates that integrating Pancasila values into learning requires a contextual approach, linking lesson materials to relevant social issues so that students can see the practical application of these values in their daily lives. For example, by discussing issues such as social injustice or discrimination, students can more easily understand the importance of Pancasila values in building a just and civilised society. Additionally, the lack of training and support for teachers in applying Pancasila values in the classroom is also a significant challenge. Many teachers may lack a thorough understanding of Pancasila or effective methods for teaching it. Therefore, educational institutions must provide teachers with adequate training so that they can develop effective and relevant teaching strategies.

By enhancing teachers' competencies, it is hoped that they will become more confident in incorporating Pancasila values into their curriculum and teaching methods. Finally, another challenge faced is the influence of global culture, which can erode local values, including Pancasila. In the era of globalisation, students are often exposed to various values and norms from foreign cultures that may conflict with the values of Pancasila. Therefore, it is essential to instill awareness of national identity and Pancasila values among students, enabling them to become critical individuals who can assess the influence of foreign cultures wisely. In this way, applying Pancasila values in education is not only the responsibility of teachers but also involves the active participation of students and the community.

3.4. The Role of the Environment in the Formation of Critical Thinking Skills

Environmental factors play a crucial role in the development of critical thinking skills. Many students feel that they lack support from their surroundings, both at home and at school. This study emphasises the importance of collaboration among schools, parents, and the community in fostering an environment that promotes the development of students' critical thinking skills. Bronfenbrenner's [29] ecological systems theory can be used to understand how various environmental systems interact and influence student development. By involving parents and the community in the learning process, students will feel more supported and motivated to improve their critical thinking skills (Table 2).

Table 2: Table of obstacles in the formation of critical thinking skills

Type of Barrier	Number of informants	Percentage (%)	Description
Lack of strategy variation	6 out of 8	75%	The teacher tends to rely on conventional methods
Low student participation	7 out of 8	87.5%	Many students are passive and lack self-confidence
Insufficient teacher training	5 out of 8	62.5%	The teacher lacks specific strategies to develop critical thinking.

Difficulty identifying hoaxes	4 out of 8	50%	Students struggle to distinguish between valid and invalid information, especially when it comes from social media.

A supportive environment is crucial in shaping students' critical thinking skills. When students feel supported by their parents and teachers, they are more likely to actively participate in learning and express their opinions. For example, parents who are involved in their children's education, such as helping with school assignments or discussing social issues, can boost students' confidence and encourage them to think more critically. Additionally, schools that foster a culture of discussion and collaboration among students can also enhance their critical thinking skills (Figure 2).
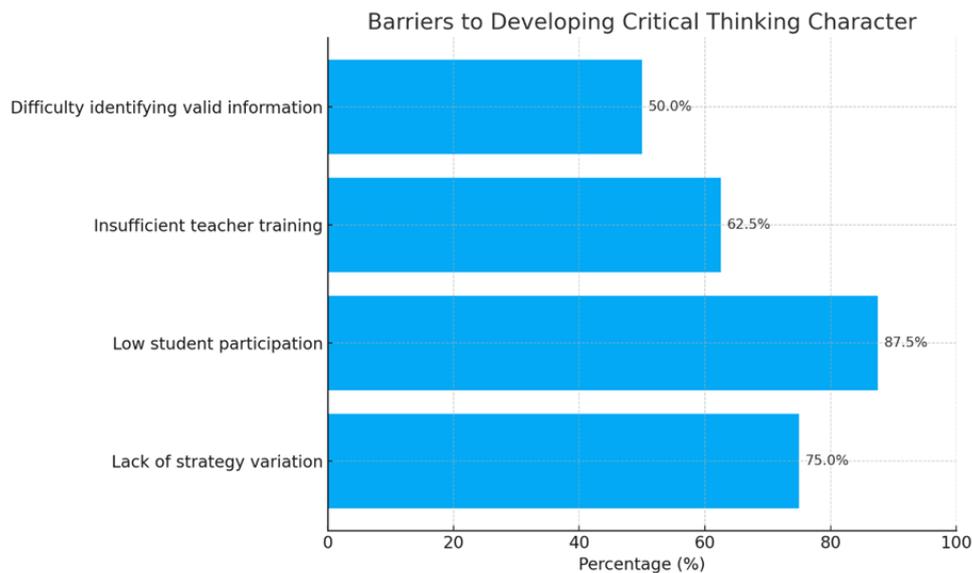

Figure 2: Obstacles in the formation of critical thinking skills

Based on the graph, the most significant obstacle to developing critical thinking skills is low student participation, as reported by 87.5% of informants. This is followed by limited variety in learning strategies (75%), lack of training for teachers (62.5%), and difficulty for students in distinguishing valid information from hoaxes (50%). These findings suggest that the development of critical thinking skills is significantly influenced by the use of creative learning methods, active student participation, and teachers' ability to effectively integrate Pancasila values into the learning context. Furthermore, the community also plays an important role in supporting the development of students' critical thinking skills. Extracurricular activities, such as debate clubs or social organisations, provide students with opportunities to practice critical thinking in a broader context. By participating in such activities, students can learn to analyse information, consider various perspectives, and develop logical arguments.

Therefore, collaboration between schools, parents, and the community is essential to create an environment conducive to the development of students' critical thinking skills. Ultimately, it is essential to recognise that a supportive environment encompasses not only emotional support but also access to sufficient educational resources. Schools and communities must work together to provide the necessary facilities and resources that support student learning. By creating an environment rich in resources and support, students will be more motivated to develop their critical thinking skills and become individuals who are better prepared to face future challenges.

4. Conclusion

This study shows that applying Pancasila values in Pancasila Education at SMK Pustek Serpong significantly influences the development of students' critical thinking skills. By applying active learning methods, such as group discussions and debates, students can not only improve their critical thinking skills but also internalize Pancasila values, including justice, mutual respect, and responsibility. These active learning methods allow students to be directly involved in the learning process, enabling them to practice analytical and critical thinking in real-world contexts. Despite challenges such as low student participation and a lack of understanding about the relevance of Pancasila values, collaboration between schools, parents, and the community can create an environment that supports the development of students' critical thinking skills. This cooperation is crucial because it can provide the emotional support and resources necessary to enhance student engagement in learning. For

example, parents who are actively involved in their children's education can help reinforce the values taught in school, so that students feel more motivated to apply these values in their daily lives.

Therefore, it is recommended that schools develop more innovative and interactive learning methods, such as utilising technology and implementing problem-based learning, to increase student engagement. The use of technology in learning can create a more engaging and relevant learning experience for students, motivating them to participate actively. Additionally, it is essential to incorporate relevant social issues into Pancasila education, allowing students to see the practical application of Pancasila values in their daily lives. In this way, students not only learn about Pancasila as a concept but also as a guide for action and behaviour in society. Schools also need to provide training to teachers in applying active learning methods and internalising Pancasila values, so that they can be more effective in teaching and guiding students.

This training is crucial to ensure that teachers possess the necessary skills and knowledge to effectively implement innovative learning methods. Building strong partnerships between schools, parents, and the community is essential to creating an environment that supports the development of students' critical thinking skills. With support from various parties, students will feel more valued and encouraged to develop their critical thinking abilities. Finally, further research is needed to explore the long-term impact of applying Pancasila values in learning on students' character and behaviour in society, as well as to identify the most effective learning methods in this context. By implementing these recommendations, it is hoped that Pancasila education can more effectively shape a young generation that is not only academically intelligent but also possesses good character and can make positive contributions to society.

References

1. A. Hadisaputra, "Effective learning strategies to improve students' critical thinking skills," *Journal of Education*, vol. 12, no. 1, pp. 45–58, 2020.
2. A. Prabowo, "The role of technology in increasing student engagement in Pancasila learning," *Journal of Educational Technology*, vol. 15, no. 3, pp. 201–215, 2023.
3. A. Saputra, "Analysis of students' critical thinking ability in mathematics subjects," *Journal of Mathematics Education*, vol. 2, no. 2, pp. 243–250, 2020.
4. D. A. Bensley, "Critical Thinking, Intelligence, and Unsubstantiated Beliefs: An Integrative Review," *Journal of Intelligence*, vol. 11, no. 11, p. 207, 2023.
5. D. H. Jonassen, "Designing constructivist learning environments," in Instructional-Design Theories and Models: Volume II – A New Paradigm of Instructional Theory, C. M. Reigeluth, Ed. *Lawrence Erlbaum Associates*, Mahwah, New Jersey, United States of America, 1999.
6. D. Supriyadi and I. Rahmawati, "Implementation of Pancasila values in vocational high school learning," *Journal of Education and Learning*, vol. 8, no. 2, pp. 123–135, 2021.
7. E. Mulyasa, "Curriculum Development: Theory and Practice," *Remaja Rosdakarya*, Bandung, Indonesia, 2013.
8. G. A. Bowen, "Document analysis as a qualitative research method," *Qualitative Research Journal*, vol. 9, no. 2, pp. 27–40, 2009.
9. H. A. Butler, "Predicting everyday critical thinking: A review of critical thinking assessments," *Journal of Intelligence*, vol. 12, no. 2, p. 16, 2024.
10. H. Apheles, "Improving critical thinking skills through the problem-based learning method in phase E of class X SMK St. Louis Surabaya academic year 2023/2024," *Journal of Technical Education*, vol. 4, no. 1, p. 125, 2023.

11. H. Hasan and A. Istiqomah, "Civic education teachers' learning strategies in shaping and developing the character of grade VII students at SMP Negeri 2, Tolitoli Utara District," *Tolis Scientific: Research Journal*, vol. 4, no. 2, pp. 143-153, 2022.
12. I. Supriyan and A. S. Rizal, Eds., "Character education for critical thinking: A study of Karl R. Popper's theory," *Journal of Character Education*, vol. 5, no. 2, pp. 123–135, 2022.
13. J. Dewey, "Experience and Education," *Kappa Delta Pi*, Indianapolis, Indiana, United States of America, 1938.
14. J. W. Santrock, "Educational Psychology, 5th ed," *McGraw-Hill*, New York, United States of America, 2011.
15. K. Roulston and S. N. Halpin, "Designing qualitative research using interview data," *in The SAGE Handbook of Qualitative Research Design*, *SAGE Publications*, London, United Kingdom, 2022.
16. L. N. Amelia and W. S. Rondli, Eds., "Application of the inquiry learning model to improve students' critical thinking skills in Pancasila education subjects," *Journal of Inquiry Education*, vol. 4, no. 2, pp. 150–165, 2024.
17. L. Waruwu, Y. Gulo, S. Halawa, and N. M. Zalukhu, "In-depth analysis of changes in students' critical thinking skills through the independent curriculum," *J. Educ. Res.*, vol. 5, no. 3, pp. 3783–3789, 2024.
18. M. Mujahida and R. Rus'an, "Comparative analysis of teacher-centered and learner-centered approaches," *Scolae*, vol. 2, no. 2, pp. 323–331, 2019.
19. Ministry of Education and Culture of the Republic of Indonesia, "Guidelines for Implementing the Independent Curriculum." *Kemendikbud*, Jakarta, Indonesia, 2020.
20. N. Anisa, I. Ilah, and E. Rohaeni, "The effect of applying inquiry learning strategies on students' critical thinking (A quasi-experimental study in class XI SMK PGRI Cikoneng)," *J-KIP*, vol. 5, no. 1, pp. 86-92, 2024.
21. N. Mardiana, "Teacher definition: Meaning, duties, and role of teachers in education," *Smamyserang*, 2023. Available: https://smamyserang.sch.id/baca/pengertian-guru-definisi-tugas-dan-peran-guru-dalam-pendidikan [Accessed by 01/01/2024].
22. R. E. Slavin, "Educational Psychology: Theory and Practice", *Pearson*, New York, United States of America, 2018.
23. Republic of Indonesia, "Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers," *State Secretariat*, Jakarta, Indonesia, 2005.
24. Republic of Indonesia, "Law of the Republic of Indonesia No. 20 of 2003 on the National Education System." *State Secretariat*, Jakarta, Indonesia, 2003.
25. S. Arikunto, "Research Procedure: A Practical Approach," *Rineka Cipta*, Jakarta, Indonesia, 2010.
26. S. Nasution, "Qualitative Naturalistic Research Methods," *Bumi Aksara*, Jakarta, Indonesia, 2010.
27. S. Sugiyono, "Educational Research Methods: Quantitative, Qualitative, and R&D Approaches", *Alfabeta. CV*, Bandung, Indonesia, 2017.
28. SUGIONO, "*Quantitative, Qualitative, and R&D Research Methods. Sustainability*" (Switzerland), 2019, Available: http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y [Accessed by 01/01/2024].
29. U. Bronfenbrenner, "The Ecology of Human Development: Experiments by Nature and Design," *Harvard Univ. Press*, Cambridge, Massachusetts, United States of America, 1979.