



Integrated Pancasila and Civic Education Learning Model for 21st Century at Muhammadiyah Senior High School of Surakarta

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Abstract. Learning Pancasila and Civic Education in Senior High School during the new normal era that follows a new curriculum, which is a continuation of the 2013 curriculum, has gained the attention of the education community. A development research conducted at SMA Muhammadiyah Surakarta aimed to: (1) identify the current state of Civic Education learning, (2) determine the usage of textbooks in Civic Education learning, (3) identify obstacles faced in Civic Education learning at SMA Muhammadiyah Surakarta, and (4) describe the integration of 21st century life skills in Civic Education learning. The research was carried out at several Muhammadiyah senior high schools in Surakarta and the participants included Civic Education teachers, Deputy of Principals for Curriculum, students, and Civic Education experts. The results of the research indicate that (1) Civic Education learning at SMA Muhammadiyah Surakarta, during the transition period, implemented two curricula, namely, curriculum 2013 and the independent curriculum. In teaching, teachers prepare learning tools such as academic calendars, annual programs, semester programs, lesson plans, and journals, assessment books, assignment portfolios, and question banks. (2) The textbooks used in the learning process include teacher handbooks and student handbooks. (3) Obstacles in using Civic Education textbooks based on the Independent Curriculum were experienced in Class X, where reference books were unavailable due to changing learning outcomes. (4) The integration of 21st century life skills in Civic Education learning is realized by integrating critical, creative, communicative, and collaborative thinking skills in learning tools and activities in the classroom.

Keywords: Learning, Pancasila and Civic Education, 21st Life Skills

1 Introduction

Learning Pancasila and Civic Education in Senior High Schools in Indonesia has been facing serious challenges while implementing independent curriculum. Civic Education teachers have been trying to implement the learning by combining various model and strategies based on the independent curriculum, but still, they face obstacles. Some of these obstacles include limited source material books, uneven socialization

and implementation of the independent of the independent curriculum, low student motivation in participating in Civic Education learning, teachers' limitations in mastering technology, and an unstable internet network. Recent research by Sihombing and Lukitoyo (2021) reveals that many students do not understand the important role of Civic Education, especially during the COvid-19 pandemic. Similarly, research conducted by Suyahman et al., (2020) and Junaidi and Hodriani (2022) suggests that online learning of Pancasila and Civic Education in senior high schools has several obstacles related to internet quota and connection and lack of learning supporting tools.

Civic Education learning in senior high school plays a critical role in shaping students into good citizens. According to Nanggala (2020), Civic Education learning can form good and intelligent citizens. This is confirmed by Sujana (2020), who defines good citizenship as citizens who possess civic intelligence, which includes civic intelligence, emotional, social, and spiritual intelligence, and have a sense of pride and civic responsibility so that they can participate in everyday life. Raharja et al., (2017), state that a good citizenship is someone who carries out the mandate of a country's constitution.

Civic Education learning is supposed to be able to adjust to the ongoing period, the 21st century. One of the ways to adapt is by paying attention to the four UNESCO pillars of learning, namely (1) learning to know; (2) learning to do; (3) learning to live together; and (4) learning to be. Ministry of Education and Culture (2017) states that in building character in the 21st century, classroom learning acquiring necessities to integrate literacy skills, knowledge, skills and mentalities, as well as technology mastery. To incorporate fundamental abilities into the 21st century, advancing should be done by each teacher, including Civic Education teachers. The US-based Partnership for 21st Century Skills (P21) has illustrated the capabilities required in the 21st century, to be specific "The 4Cs", (1) critical thinking, (2) creativity skills, (3) communication skills, and (4) collaboration skills.

Civic Education acquiring and 21st century fundamental abilities are two intriguing things to study academically. The result of Martini's research (2018) shows that character improvement in the present youthful age are not be able to be isolated from culture and three commonly strong conditions, in particular family, school, and local area. The utilization of 21st century skills-based mastering models as a method for building character should be adjusted to the needs and learning goals. According to the result of the research from Supriyono et al., (2021), there are 16 citizen skills that fall into three broad categories: *foundational literacies*, *competencie*, and *character qualities*. In an effort to meet the challenges of the 21st century, citizenship skills are developed through Pancasila and Civic Education. According to Komara's research in 2018, 21st century learning gives students the chance to learn how to find learning resources, formulate problems, think analytically, and work together.

Civic Education is an important subject that helps in building good civic character and attitudes among students, enabling them to contribute actively towards nation-building. However, traditional Civic Education learning may not be equipped to tackle the complex and diverse challenges of the 21st century. With the advent of technology, printed books are no longer effective or relevant learning mediums. Muhammadiyah Senior High School students in Surakarta are the future generation who are growing

and developing amidst changing times, which requires an appropriate learning approach. Therefore, 21st century skills education is crucial in Civic Education learning, and it cannot be ignored. By integrating 21st century skills education in interactive, interesting, and relevant Civic Education learning, it is hoped that students will be better equipped to face challenges and changes. This approach is also in line with the Independent Curriculum that applies in senior high schools.

This research will explain how Pancasila and Civic Education learning has been implemented, the use of textbooks, the obstacles faced in Pancasila Civic Education learning, and the form of integration of 21st century life skills in Pancasila and Civic Education learning.

2 Research Method

This study is a developmental research which focuses on the development of a product. This developmental research involves a carefully described development process and subsequent product evaluation. According to Gall et al., (2007), the research and development model is a process used develop and validate educational product. The aimed product is an integrated Civic Education learning model for 21st century life skills for Muhammadiyah Senior High School students in Surakarta. The research participants consist of Civic Education teachers, Deputy Principals for curriculum, high school students, and Civic Education experts.

The study was carried out at SMA Muhammadiyah Surakarta, located in Central Java Province. Surakarta has a population of 522,364 people (as of 2020), a density of 11,861.00/km², and an area of 44.04 km². It is the third-largest city in terms of population on the southern island of Java, after Bandung and Malang. The Bengawan Solo River crosses the eastern area of the city. Based on data from the Surakarta City Education Office, there are five Muhammadiyah High Schools in Surakarta, with a total of nine Civic Education teachers.

3 Result and Discussion

3.1 Implementation of Civic Education Learning at SMA Muhammadiyah Surakarta

At SMA Muhammadiyah Surakarta, Civic Education is taught using two curricula: curriculum 13 and the independent curriculum. While every school aims to implement the independent curriculum, there are still some challenges. Therefore, many schools are using both curricula, with grades two and three using curriculum 2013, and grade one using the independent curriculum. Civic Education teachers are required to master both curricula. Starting from the new teaching year of 2024-2026, all high schools are expected to gradually shift to the independent curriculum, as per the government's directive

Due to the COVID-19 pandemic, Civic Education learning at SMA Muhammadiyah Surakarta during the new normal era is different. Some schools conduct offline learning, while others conduct online learning. Some schools have adopted a hybrid approach, with three days of offline learning and three days of online learning.

This approach is designed to adapt to the current situation. However, the ongoing Civic Education learning process is not running optimally due to various challenges. Some students are not following the lessons well and some teachers are having difficulty with information technology (IT). Additionally, students face network problems, which leads to a suboptimal learning experience. As a result, teachers are resorting to assigning homework, which is also less effective as students cannot follow the explanations during the learning process.

Civic Education learning has been conducted face-to-face, for six working days, after the COVID-19 pandemic. However, teachers are allowed to supplement and support classroom activities through online assignments. The Civic Education teachers at SMA Muhammadiyah Surakarta have prepared various learning tools, assessments, strategies, methods, media, and infrastructure to aid in teaching.

3.1.1 Preparation of Civic Education Teachers in Learning Tools

Civic Education teachers prepare several tools for their classroom instruction, including academic calendars, annual program, semester program, syllabi, lesson plans, journal books, assessment books, assignment portfolios, and question banks. These tools serve as a reference for teachers throughout the school year, helping them to plan and deliver effective lessons. To put it simply, these tools are essential for the preparation of Civic Education teachers to deliver quality education to their students.

- Academic calendar. Academic calendar is time management created by Civic Education teachers as a reference for student learning activities in one school year. The academic calendar contains learning time management, such as mid-term test, final test, school year, week of effective learning, and holidays.
- Annual program. Annual program aims to find out the limits of Civic Education material that has been previously determined in the annual program table.
- Semester program. The semester program aims to outline the provision of Civic Education material within one semester based on the learning outcomes (Indonesian: Capaian Pembelajaran, abbreviated CP) that have been made.
- A syllabus is a learning and assessment plan that is created systematically by containing components that are related to each other in meeting Civic Education learning outcomes.
- Lesson plan is developed in detail from the main Civic Education material which refers to the syllabus.
- A journal is a book that contains notes on students' attitudes when Civic Education learning is carried out in class. These notes can consist of attitudes of responsibility, group work, rules, and so on.
- The assessment book has the function of recording various information from the results of Civic Education learning evaluations carried out by students. This

book also contains assessment tools that will be used as a reference in evaluating students.

- The assignment portfolio is a collection of Civic Education assignments completed by students. Assignment portfolios have the benefit of monitoring every improvement made by students in learning activities in class.
- A question bank is a book that contains a collection of Civic Education questions to be given to students to develop thinking skills or solve problems in classroom learning activities.

3.1.2 Strategy, Method, and Learning Media of Civic Education

- Learning strategies are the methods chosen to deliver Civic Education lesson material which includes the nature, scope and sequence of activities to provide learning experiences to students. Learning strategies that are often used by Civic Education teachers at SMA Muhammadiyah Surakarta, namely PBL (Problem Based Learning), PjBL (Project Based Learning), Collaborative Learning, and Inquiry Learning.
- Learning methods are the methods used by Civic Education teachers to implement plans that have been prepared to achieve goals based on learning outcomes. The methods used by teachers in learning Civic Education at SMA Muhammadiyah Surakarta, namely lectures, questions and answers, assignments, case studies, and group discussions.
- Learning media is a tool used to convey the content of learning material. Learning media that are often used by Civic Education teachers at Muhammadiyah High School in Surakarta include cassettes, tape recorders, songs, videos, films, pictures, photos and graphics.

3.1.3 Preparation of Civic Education Teachers in Learning Tools

Infrastructure refers to the equipment that supports learning activities in Civic Education learning. The facilities that support Civic Education learning include classrooms, chairs, tables, LCDs, whiteboards, and laboratories.

However, teachers who use the Independent Curriculum in class X SMA for Civic Education learning face difficulties as they have to search for additional materials. This is because the material provided by the government is only an outline due to changes in learning outcomes. Therefore, teachers must be able to describe and find materials to adapt to learning outcomes changes in Civic Education lessons in class.

It is necessary to find a solution to this problem, as Civic Education learning aims to create good citizens. Every learning process has a goal within the scope of national education. Civic Education learning aims to develop the potential of a citizen, as explained by Sari, Teguh, and Pudjawan (2020). Similarly, Wahono et al., (2020), stated that Pancasila and Civic Education aims to create individuals with good character, who are patriotic, independent, creative, and have a Pancasila spirit. Another opinion was expressed by Dharma (2012), who stated that the aim of learning Pancasila and Civic Education is to develop a person's morals, which are expected to be realized in everyday life. The goal of learning Pancasila and Civic Education is to form good citizens with good personalities, good character, democracy, and responsibility for the younger generation (Ikhtiarti et al., 2020). Finally, the attitudes and behaviors that reflect faith and devotion to God Almighty in society from various religious groups that fit with five Principles of Pancasila.

Civic Education learning plays an essential role in exposing students to a comprehensive view of citizenship, including rights and responsibilities in a democratic society. It also has the potential to instill a sense of love for the country in students, known as Civic Disposition. According to Tridiatno and Suryanti (2021), throughout history, the meaning of love for one's country has evolved from being regional in ancient times, personal in the Middle Ages, to more nationalistic in modern times. Hence, it is crucial to teach Pancasila and Civic Education in schools to shape students' Civic Disposition as the nation's future generation.

Civic Education plays a vital role in the Indonesian education system. A literature review of Civic Education learning materials revealed that contextual and case-based teaching is an effective method for increasing students' comprehension of human rights, democracy, and pluralism. This approach enables students to connect theory with real-world situations so that they can be more socially aware and make wise decisions as responsible citizens. The use of information technology in Civic Education learning has also shown positive effects, such as multimedia, educational videos and e-learning platforms, which make learning more engaging and fun. Moreover, technology can facilitate interaction and collaboration between students from different regions, leading to greater awareness of cultural diversity in Indonesia. However, the literature review also highlights several challenges facing Civic Education learning. Limited resources and facilities in some areas can hinder students' access to quality education.

3.2 Use of Textbooks in Learning Civic Education at SMA Muhammadiyah

The textbooks used in schools are adapted to the curriculum used. Classes XI and XII which still apply the 2013 Curriculum use textbooks. Meanwhile, there is not any official handbook from government for class X that uses Independent Curriculum. The main Civic Education material in class X books according to the Independent Curriculum is as follows.

- Pancasila. In general, it contains material about the views of the founders of the country regarding the formulation of Pancasila; Pancasila as the basis of the state; Pancasila as the State ideology; Pancasila as national identity; to love domestic products.
- Amendment to the 1945 Constitution of the Republic of Indonesia. In general, it contains material about the rights and obligations of citizens; the practice of freedom of opinion for citizens; cases of violation of rights and obligations, to solving cases of violation of rights and denial of obligations.
- Unity in Diversity. In general, it contains material about mutual cooperation, cultural diversity, and daily living practices to develop the surrounding community based on Pancasila values;
- The Unitary State of the Republic of Indonesia. In general, it contains material about awareness of rights and obligations and the role as an Indonesian citizen.

Textbooks are typically divided into two categories: those for teachers and those for students. The teacher's textbook contains learning materials and methods that serve as a reference for teachers during the learning process. However, when implementing the independent curriculum, the teacher's book may not be as comprehensive as the previous Curriculum 2013 textbook. Consequently, teachers must understand the material outlined in the teacher's handbook, explain it independently, and look for additional materials and references. This can be challenging for teachers who have to look for materials on their own. Another issue is that not all teachers in the English Teacher Forum (Indonesian: Musyawarah Guru Mata Pelajaran, abbreviated MGMP) are actively compiling materials at the same time.

Student books that contain Civic Education learning material are used for independent study or to obtain additional material from the teacher, either directly or through assignments. In practice, students often do not utilize textbooks effectively because not all students want to study and understand the material in the book. Instead, they tend to rely more on direct explanations from their teachers.

Various scientific studies have been conducted on Civic education learning, digital learning, 21st century skills education, and Civic Disposition. For instance, research by Assidiqi & Sumarni (2020) on the use of digital platforms in online learning during the Covid-19 pandemic found that WhatsApp groups, Google facilities such as Google Classroom, Google Form, Google Meet, and Zoom Cloud Meetings were the most commonly used platforms to support online learning. Similarly, Simatupang & Halim (2019) concluded that digital-based Civic Education learning was able to restore the function of education while providing a progressive impact on the development of teacher and student competence. They found that the Class Civic Education teachers were able to apply digital-based learning methods and models using the Zoom application, while for assignments they used Google Forms.

In another study by Rahmatiani & Indriyani (2020), Civic Disposition was identified as crucial to revive the new normal era. The phenomenon of culture shock cannot be ignored for too long, and massive handling is required to avoid moral degradation in the younger generation. The current paradigm changes require strengthening Civic Disposition to face the current new normal era. Education must be a planned effort to form Indonesian people who are intelligent, have good character, and are religious.

The research being conducted aims to address various challenges by creating a digital book on Pancasila and Civic Education, combined with 21st century skills education. The goal is to contribute significantly to the development of education in Indonesia and encourage the creation of intelligent, virtuous, and adaptable citizens for the future. The development of digital books has been considered the solution to the current problem. These books will offer interactive, multimedia content that can be accessed anytime, anywhere, according to the students' needs. By using a more inclusive approach, it is hoped that students at Muhammadiyah High School in Surakarta will become more interested, engaged and better comprehend the learning material. Additionally, the integration of 21st century skills education in digital books will equip students with relevant and useful skills for their daily lives and their future as active and competitive citizens in the new normal era, which is full of challenges.

3.3 Teachers' Obstacles in Using Books as Teaching Materials

Civic Education learning at Muhammadiyah High School in Surakarta is currently implementing the Merdeka Curriculum at class X level. Implementing the Merdeka Curriculum in Civic Education Learning does not mean without obstacles. Several obstacles arose related to reference books, socialization of curriculum implementation, and student enthusiasm. This was expressed by one of the Civic Education teachers at SMA Muhammadiyah 1 Surakarta, as follows.

"At the moment, only Class X is following the Independent Curriculum. We plan to gradually implement it in Class XI next year. However, one of the challenges we are facing is the lack of appropriate books as teaching materials. Currently, the learning outcomes and reference for learning objectives are quite different from the old learning outcomes, which is what the available books are based on. Unfortunately, there are no books yet available for the new learning outcomes." (Interviewed with R, 03-03-2023)

The information above was verified with the teacher at SMA Muhammadiyah 2 Surakarta. The results show that the obstacles in learning Civic Education Merdeka Curriculum include textbooks used as references, internet networks, and low student motivation in participating in class activities. In detail the teacher said the following.

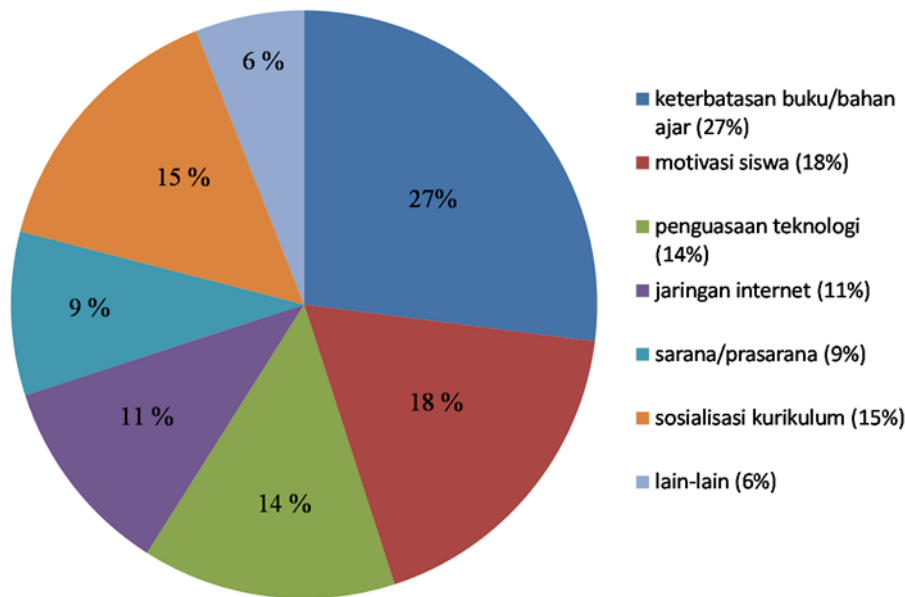
"It is currently difficult for teachers to find a reference book for the new learning outcomes curriculum. This means teachers must gather materials from different sources, such as old learning outcomes books and the internet. The Independent Curriculum model allows for flexibility, but also means that if teachers only has one guidebook, they may quickly run out of teaching material. Therefore, it is necessary for teachers to look for additional references to ensure we have enough material to teach the curriculum effectively." (Interviewed with S, 17-02-2023)

The information from the two teachers was cross-checked with teachers at SMA Muhammadiyah 3 Surakarta. The result is that the obstacles in learning Civic Education Merdeka Curriculum include students' enthusiasm when participating in learning, references to teaching materials, mastery of technology, and limited facilities. Regarding teaching materials, the teacher said in detail as follows.

“We have to look for additional materials according to the learning outcomes. Currently, the book is not yet available. We can search for our material on the internet. We can also draw from material that has been obtained from other teachers, and then adapt it to the material that we get.” (Interviewed with I, 17-02-2023)

Based on the information from the informants above, information was obtained that teachers were still experiencing problems in implementing Civic Education learning with the Independent Curriculum in class X of Muhammadiyah High Schools in Surakarta. The results of the interviews were then cross-checked with a questionnaire filled out by Muhammadiyah High School teachers in Surakarta. Based on the results of the questionnaire, data were obtained that the obstacles to learning Pancasila and Civic Education for class X with the Independent Learning Curriculum were dominated by limited books or teaching materials. This is followed by low student motivation when participating in classroom learning, and student or teacher mastery of technology. In more detail, the results of the interview and filling out the research questionnaire can be shown in the following figure.

Kendala Pembelajaran PPKn Kurikulum Merdeka Kelas X SMA Muhammadiyah se Kota Solo



Source: Researcher’s Documentation (2023)

Fig. 1. Challenges in Civic Education Learning of Independent Curriculum for Grade X at Muhammadiyah High School in Solo City.

According to research results, the biggest difficulty faced by teachers in teaching Civic Education with the Independent Curriculum in class X of Muhammadiyah High Schools in Surakarta is the limitations of books as teaching materials. This is evident from the absence of material books provided by the government for learning outcomes and new face-to-face references. As a solution, teachers resort to searching for their own materials from old books or the internet and discussing with other teachers.

3.4 Integration of 21st Century Life Skills in Civic Education Learning

To address this issue, 21st century life skills such as critical, creative, communicative, and collaborative thinking are integrated into Civic Education learning at Muhammadiyah High School in Surakarta. These skills are integrated into all Civic Education learning tools created by teachers, such as lesson plans and assignments, which serve as references for classroom activities. As a result, the learning activities carried out by students in the class will practice 21st century life skills such as critical, creative, communicative, and collaborative thinking.

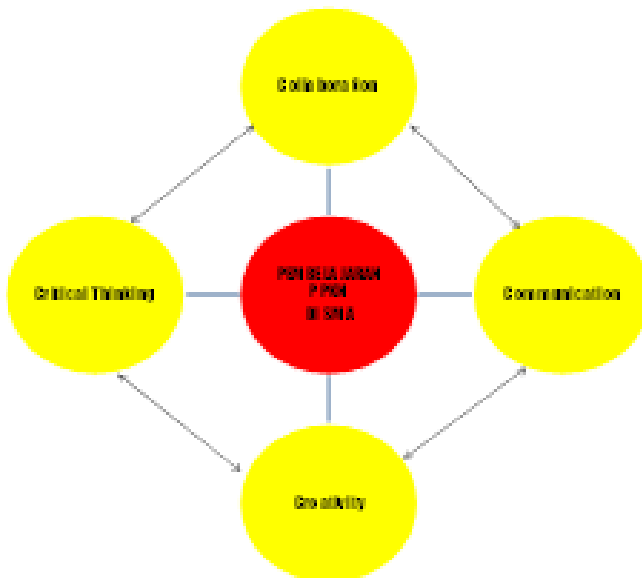


Fig. 2. Picture of Integration of 21st Century Life Skills in Civic Education Learning

- Critical thinking. Critical thinking skills in Civic Education learning have the benefit of enabling students to understand and evaluate information in detail so as to make decisions based on valid data. This can help students face complex problems while making the right decisions.

- Creative. Creative thinking skills in Civic Education learning have the benefit of allowing students to create new things as solutions to solving problems in society.
- Communicative. Communicative skills in Civic Education learning have the benefit of allowing students to express thoughts and ideas clearly and effectively. This skill is very useful especially when in the workplace.
- Collaborative. Collaborative skills in Civic Education learning have the benefit of allowing students to work together with others to achieve common goals. This is necessary in the era of globalization which requires every individual to work together in cross-cultural and cross-disciplinary teams

Many parties believe that integrating 21st century skills into Civic Education learning is important. Vasil (2020) argues that citizenship and 21st century life skills are interconnected. In order to succeed in the modern world, individuals need 21st century life skills such as technological abilities, problem-solving, creativity, critical thinking, and interpersonal skills. Therefore, students must be trained in these skills as they are integrated with Civic Education learning to become good citizens.

Koehorst, van Deursen, van Dijk, & de Haan (2021) mention the 21st century life skills needed to be a good citizen, including critical thinking and problem-solving, communication skills, cooperation and collaboration, and the ability to respect individual differences. Civic Education teachers must develop these skills in the classroom through group discussions and other in-class activities.

Learning 21st century life skills is essential to applying concepts for success in an ever-evolving world. Collaboration between teachers, students, parents, and the community is necessary for learning these skills (Yoo, 2020). Civic Education teachers can integrate 21st century life skills through project-based learning, problem-based learning, collaborative learning, use of technology, development, experience-based learning, critical skills development, and interpersonal skills development.

4 Conclusion

Based on the findings and discussion above, this research concludes that, first, teachers in Civic Education learning should prepare various tools as references. Currently, Civic Education learning at SMA Muhammadiyah Surakarta implements two curricula: the 2013 curriculum for classes XI and XII, and the independent curriculum for class X. The learning process is carried out face-to-face in the classroom, but teachers may also engage in online activities to support learning. Second, textbooks, including teacher and student handbooks, are used in the learning process. However, Class X textbooks with the Independent Curriculum do not yet exist due to changes in learning outcomes. Third, teachers face obstacles such as limited material resources, lack of IT usage, and network problems when conducting online learning. Fourth, to integrate 21st century life skills in Civic Education learning at Muhammadiyah High School in Surakarta, teachers integrate critical, creative, communicative, and collaborative thinking skills as a reference for activities in the classroom.

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