

Learning Objectives for Civic Education in the Digital Age Based on the Values of Pancasila in Elementary Education

Mulyadin

STIT Sunan Giri Bima, Indonesia

Corresponding Author : * mulyadin299@gmail.com

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ABSTRACT

Civics Education (PKn) plays a strategic role in shaping the character and national identity of students starting from elementary school. Civics learning is not only oriented towards mastering civic knowledge, but also on developing attitudes, values, and skills that reflect good citizenship behavior. This article aims to analyze the objectives of Civics learning in elementary school and its relevance in shaping the character of students who are democratic, responsible, and have a national spirit. The method used in this research is library research by reviewing various literature, curriculum documents, and research results related to Civics learning in elementary schools. The results of the study indicate that the objectives of Civics learning in the digital era in elementary school include developing civic knowledge, forming national attitudes and values, and strengthening participatory skills in social, national, and state life. In addition, Civics learning also functions as a means of instilling the values of Pancasila, democracy, human rights, and the spirit of unity in diversity. Thus, civics education in elementary school is expected to shape a young generation with a sense of national identity and an active role in democratic life. Therefore, civics education needs to be designed in a contextual, participatory manner, and oriented toward strengthening student character so that the goals of civics education can be achieved.

Keywords : Keywords: Citizenship Education, Learning Objectives, Basic Education, National Character, Citizen

INTRODUCTION

Civics Education (PKN) in elementary schools (SD) plays an increasingly crucial role amidst the complexity of global challenges and the dynamics of rapid social change. Basic education is considered the primary foundation in shaping the character and identity of young Indonesian citizens. However, there are obstacles in facing contemporary realities, such as the challenges of globalization and shifting value paradigms. Therefore, it is important to explore the urgency of Civics Education in elementary schools as an integral element of basic education that can make a significant contribution to shaping a young generation committed to the values of citizenship, democracy, and unity ¹.

Civics education in elementary schools is seen as a crucial foundation, instilling civic knowledge, values, and skills at an early stage in students' development. This theory emphasizes that early Civics Education can establish a solid moral foundation and strengthen students' identities as Indonesian citizens, aware of their rights and obligations within society. Through concepts such as Pancasila, the rights and obligations of citizens, and democratic

¹ Kenlies Era Rosalina Marsudi, "Analysis of the Contents of the Student Book on Pancasila and Citizenship Education for Senior High Schools in the 2013 Curriculum," *21st Century Citizenship Education Learning Framework* (2020): 68,

values, students can be equipped with a strong foundation to contribute to building a just and civilized society ².

Based on research conducted by Aulia, highlighting the important role of Civics in elementary schools in shaping students' character and providing a deep understanding of cultural and religious diversity in Indonesia, emphasizing that Civics learning plays a key role in promoting tolerance and harmony between ethnicities, religions, and cultures ³. The focus on character building through learning ethics, morals, and social values makes a positive contribution to the development of honest, caring, and responsible individuals. The concept of attitudes and moral values has actually been included in the scope of Civics subjects focusing on the formation of citizens who understand and exercise their rights and obligations to become skilled, intelligent and characterful Indonesian citizens according to the mandate of Pancasila and the 1945 Constitution.

According to the Law, Civic Education in the National Education System is a compulsory subject for all students in all paths and levels of formal education. Civic Education, as Civic Education, should also be provided to every Indonesian citizen. Civic Education aims to shape students into citizens, citizens of the nation, and citizens who can be relied upon by themselves, their families, their environment, their communities, their nation, and their country in achieving shared ideals ⁴.

To shape democratic and responsible Indonesian citizens, Civics (PKn) lessons play a strategic and important role, shaping students' attitudes and behaviors in everyday life, thus enabling them to become better individuals. Students' interest in learning PKn requires special attention because it is a key factor in the success of the learning process. Furthermore, interest, which stems from students' needs, is a crucial factor in students' pursuit of their activities and endeavors ⁵.

Law Number 2 of 1989 concerning the National Education System explains that "Citizenship Education is an effort to equip students with basic knowledge and skills regarding the relationship between citizens and the state as well as Preliminary National Defense Education (PPBN) so that they become citizens who can be relied upon by the nation and the Unitary State of the Republic of Indonesia."

Wherever people are, they have rights and obligations, including at school ⁶. The rights and obligations of every Indonesian citizen must be properly implemented and maintained to create a life that is in accordance with the concept of harmony, balance, and harmony ⁷. Through Civic Education, students are able to understand their rights and obligations as citizens. Civic Education can be expected to prepare students to become citizens with a strong and consistent commitment to maintaining the Unitary State of the Republic of Indonesia ⁸.

RESEARCH METHOD

² Ulya Sopa Aulia et al., "Instilling Pancasila Values in Civic Education for Elementary School Students," *Madrosatuna: Journal of Elementary School Teacher Education* 4, no. 1 (2021): 25–34, <http://jurnal.iailm.ac.id/index.php/madrosatuna/article/view/278>.

³ Aulia et al., "Instilling Pancasila Values in Civic Education for Elementary School/Madrasah Ibtidaiyah Students."

⁴ Minto Rahayu, *Citizenship Education* (Grasindo, 2007),

⁵ "Pkn Learning in Elementary School," *Wong Kapetakan's Blog*, May 15, 2013, <https://bagawanabiyasa.wordpress.com/2013/05/16/pembelajaran-pkn-di-sd/>.

⁶ Ni Putu Candra Prastya Dewi, *Elementary School Civics and Pancasila Subject Textbook* (Nilacakra, 2020),

⁷ Aim Abdulkarim, *Civic Education: Building Democratic Citizens* (PT Grafindo Media Pratama, 2007),

⁸ Baso Madiung, Zainuddin Mustapa, and Andi Gunawan Ratu Chakti, "Civic Education," *Makassar: Celebes Media Perkasa*, 2018.

The research method used in this article is descriptive and aims to provide a clear picture of the importance of citizenship in student education. An explanation of the research methodology will include a discussion of the approach used, research specifications, data collection types and techniques, and the data analysis methods applied. Data collection was conducted using observation, interviews, and document analysis techniques. Observations were conducted to directly observe the practice of Citizenship Education in schools. Interviews were conducted with teachers and students to obtain their views on the influence of Pancasila and Citizenship Education. In addition, data was also collected from documents related to the curriculum and education policies. The collected data will be analyzed qualitatively. Qualitative analysis will involve the process of grouping and categorizing data to identify emerging patterns, findings, and meanings. The use of analytical tools such as content analysis techniques will help gather in-depth information regarding the impact and effectiveness of Pancasila and Citizenship Education on student character.

RESULTS AND DISCUSSION

The position of Civic Education (PKn) in education is to be a subject taught in elementary schools. The main objective of PKn lessons is to shape citizens in understanding and being able to exercise their rights and obligations to become intelligent, skilled, and characterful citizens in accordance with the main mandate of the 1945 Constitution ⁹. The skills referred to by Septiana & Kurniawan are things that include critical thinking skills as well as the ability to recognize, choose, and solve problems in accordance with PKn learning in elementary schools ¹⁰. Over the course of its journey, PKn lessons often change names and designations according to the ideals and target needs of the nation.

This is emphasized by Sunarso, who stated that the historical journey of the Indonesian nation shows that formal education is used as a means to prepare citizens in accordance with national ideals ¹¹. This effort is evident in the emergence of various names for Citizenship Education (PPKn), which often undergo changes along with the development and political dynamics of the Indonesian nation. The demand for a more democratic life is a positive result of the latest PKn education, although it also poses challenges to the democratization process. Furthermore, historical perspectives over time have produced reflections of new paradigms based on political conditions and power, which then significantly influence and shape the Indonesian Education System to date.

Learning in formal schools certainly has its own objectives. These objectives represent the mission and targets to be achieved in future learning. The objectives of a subject can also be the first step in achieving success in that subject. The objectives of each subject certainly have a purpose and function for students. These objectives and functions provide the basic knowledge that students must acquire and understand, especially those in elementary school. This basic knowledge will be further deepened and emphasized in junior high school (SMP). Therefore, the basic knowledge they gain will form the basis for their learning at higher levels.

⁹ Fahrurrozi Fahrurrozi, Yofita Sari, and Jihan Fadillah, "Literature Study: Utilization of Problem Based Learning Model on Critical Thinking Skills in Civics Learning of Elementary School Students," *EDUKATIF: JOURNAL OF EDUCATIONAL SCIENCES* 4, no. 3 (May 2022): 4460–68, <https://doi.org/10.31004/edukatif.v4i3.2795>.

¹⁰ Tri Siwi Septiana and M. Ragil Kurniawan, "Implementation of Problem Based Learning Model to Improve Critical Thinking of 5th Grade Students in Civics Subject at Muhammadiyah Kauman Elementary School in 2016/2017," *Fundadikdas Journal (Fundamentals of Elementary Education)* 1, no. 1 (March 2018): 94–105, <https://doi.org/10.12928/fundadikdas.v1i1.74>.

¹¹ Sunarso Sunarso, "The Dynamics of Civic Education in Indonesia From Regime to Regime," *Humanika: Scientific Studies of General Courses* 9, no. 1 (September 2009), <https://doi.org/10.21831/hum.v9i1.3784>.

Discussing the objectives of learning, for example, Indonesian language learning aims to teach and introduce students to good and correct Indonesian language according to applicable regulations. Similarly, the objectives of Pancasila and Citizenship Education are also addressed.

"According to Fathurrohman, the goal of civics education is to develop students' abilities so they can grow into good citizens." The basic goal of making students into good citizens needs to be underlined, because it has a broad meaning. If this learning is aimed at elementary school children, of course, good citizens are those who obey the rules, are orderly, democratic in consensus, have a basic understanding of the government system around them, and so on. In this learning, students begin to be introduced to the government system and the rules that apply in society. They will also be instilled with a spirit of love for the homeland and patriotism. Then they will be taught the nature of prioritizing community and state affairs over their own personal affairs. After understanding that the goal of Civics Learning is to develop students' abilities so they can grow into good citizens. In this learning, it also directs them to have a disciplined, polite, courteous, honest and responsible attitude. So what is meant by Civics learning itself or what is the definition of Civics learning?

"Citizenship Education is education that studies and discusses government, the constitution, democratic institutions, the rule of law, human rights, the rights and obligations of citizens and the democratic process (Azyumardi Azra 2002)"

The study and discussion of Civics Education is naturally not too rigorous or in-depth, as it is aimed at elementary school students. The topics covered are generally introductory. Discussions about government, for example, only cover the hierarchy of government from the highest to the lowest. For example, discussions about rights and obligations are limited to the extent of teaching about their rights and obligations as students, children, and good citizens. Similarly, discussions about the constitution, democratic institutions, the rule of law, human rights, and other subjects are only briefly discussed and not in-depth. Civics Education also encompasses competencies that are intended to be developed in students' attitudes.

Civics Education (PKn) in Elementary Schools (SD) in Indonesia is closely related to history, philosophy, and the need to form good citizens.

Civics refers to Pancasila, the foundation of the Indonesian state. Pancasila serves as the primary guideline for shaping the identity and character of the Indonesian nation. Therefore, introducing Pancasila to elementary school students is an effort to ensure that fundamental values such as justice, unity, democracy, and humanity become an integral part of students' understanding and attitudes from an early age ¹².

Civics education in elementary schools also emerged in response to the need to develop citizens who are aware of their rights and obligations within society and the state. Through understanding rights and obligations, students are taught to be responsible citizens, care for others, and learn how to participate in national development ¹³.

Civics education in elementary schools is also linked to the desire to shape students' character from an early age. This subject is not only about knowledge, but also about ethics, morals, and social values. Thus, Civics plays a role in shaping a young generation that is honest, tolerant, and empathetic ¹⁴.

Civics education in elementary schools signifies Indonesia's commitment to creating a democratic and just society. Through an understanding of the concepts of democracy, elections,

¹² Maulana Arafat Lubis, *Pancasila and Citizenship Education Learning: (PPKN) in Elementary Schools/Islamic Elementary Schools: Opportunities and Challenges in the Industrial Era 4.0* (Prenada Media, 2020),

¹³ Dewi, *Elementary School Subject Textbook for Civics and Pancasila* .

¹⁴ Dewi, *Elementary School Subject Textbook for Civics and Pancasila* .

and shared decision-making, students are taught the importance of participating in the democratic process. Overall, the background of Civics education in elementary schools illustrates an effort to build the moral, ethical, knowledge, and skills necessary to become good citizens and contribute to building a democratic and just Indonesia ¹⁵.

The objective of Civics (PKn) learning in Elementary School is to provide students with an understanding of the values of Pancasila, civic norms, and the rights and obligations of citizens ¹⁶. Through PKn learning, students are expected to develop a love for their homeland, respect cultural diversity, and become citizens who are aware of their roles and responsibilities in building a just and democratic society. In addition, PKn also aims to teach students good ethics, morals, and communication skills, so that they can actively participate in social and political life in the future ¹⁷.

Civics (PKn) instruction in elementary schools (SD) or Islamic elementary schools (MI) plays a crucial role in developing students' civic skills and character. Through continuous and holistic PKn instruction, students can achieve several essential goals ¹⁸.

Civics helps students understand the fundamental principles of the state, including Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika (Unity in Diversity). This helps build a strong sense of citizenship and patriotism among students. They develop a greater appreciation for the values of unity, justice, and diversity, which are the foundations of the nation ¹⁹.

Civics teaches students about the rights and responsibilities of citizens. They learn about democracy, elections, and the decision-making process in society. This helps students understand their role in shaping the future of the country and encourages them to actively participate in democratic life ²⁰.

Civics education also plays a role in building students' character. Through lessons on ethics, morals, and social values, students are taught to become honest, caring, and responsible individuals. They learn the importance of tolerance, cooperation, and empathy for others, which are crucial aspects of developing positive character ²¹.

Civics helps students develop good communication skills. They learn how to speak and listen politely, respect the opinions of others, and express their ideas effectively. This is essential for building healthy social relationships and participating in dialogue and debate that advance society ²².

¹⁵ Majda El Muhtaj et al., "Human Rights Literacy in the Citizenship Education Curriculum in Higher Education," *Jurnal HAM* 11, no. 3 (December 2020): 369–86, <https://doi.org/10.30641/ham.2020.11.369-386>.

¹⁶ Tri Izma and Vira Yolanda Kesuma, "The Role of Civic Education in Building National Character," *Wahana Didaktika: Journal of Educational Sciences* 17, no. 1 (2019): 84–92.

¹⁷ Muhamad Fikri Zulfikar and Dinie Anggraeni Dewi, "The Importance of Civic Education for Building National Character," *PEKAN JOURNAL: Journal of Civic Education* 6, no. 1 (2021): 104–15, <https://www.jurnal.stkipppersada.ac.id/jurnal/index.php/PEKAN/article/view/1171>.

¹⁸ Iin Wahyuni and Ahmad Muhibbin, "Implementation of a Contextual Approach in Strengthening Social Literacy in Civics Learning," *Pendas: Scientific Journal of Elementary Education* 9, no. 04 (2024): 607–22, <https://journal.unpas.ac.id/index.php/pendas/article/view/20773>.

¹⁹ TGS Prof Dr KH Saidurrahman and H. Arifinsyah, *Civic Education: NKRI Price is Non-negotiable, First Edition* (Prenada Media, 2018).

²⁰ Saidurrahman and Arifinsyah, *Citizenship Education*.

²¹ Sendi Fauzi Giwangsa, "The Importance of Moral Education in Civic Education," *MADROSATUNA: Journal of Elementary School Teacher Education* 1, no. 1 (2018): 26–40, <https://ejurnal.iailm.ac.id/index.php/madrosatuna/article/view/16>.

²² Siti Humaeroh and Dinie Anggraeni Dewi, "The Role of Civic Education in the Era of Globalization in Building Student Character," *Journal on Education* 3, no. 3 (2021): 216–22.

Civics learning also addresses contemporary issues, such as human rights, the environment, and social issues. This helps students understand modern challenges and equips them with relevant knowledge to contribute to solving them ²³.

Thus, civics learning in elementary schools or Islamic elementary schools is not only about knowledge, but also shapes students' character and provides them with the citizenship skills they need in their daily lives and as a foundation for becoming active citizens and contributing to the advancement of society and the country.

Civics Education (PKn) in elementary schools plays a central role in shaping the character and readiness of young citizens to become responsible members of society ²⁴. Aimed at equipping students with the knowledge, values, and skills of citizenship, PKn in elementary schools focuses on several key aspects.

Civics education introduces students to the fundamental values of Pancasila, such as justice, unity, democracy, and humanity. This aims to establish a solid moral and ethical foundation from an early age. Students are introduced to the concept of rights and obligations as citizens, encompassing fundamental rights and the responsibility to respect the rights of others and obey the law. This forms the foundation of essential civic ethics ²⁵.

Furthermore, Civics in elementary schools addresses aspects of democracy, teaching students about the concepts of democracy, elections, and collective decision-making. This goal helps them understand the important role of every voice in a democratic system. Beyond just knowledge, Civics also plays a role in shaping students' character through learning ethics, morals, and social values. They are taught to be honest, caring, and responsible individuals, with an emphasis on values such as tolerance, cooperation, and empathy ²⁶. Thus, Civics in elementary schools not only prepares students to become good citizens but also establishes a strong moral foundation in their daily lives. This creates an important first step in shaping a generation of qualified and responsible Indonesian youth who will build the nation's future.

Objectives of Citizenship Education

According to the Ministry of National Education, the objectives of Civics learning are to provide the following competencies: a) Thinking critically, rationally, and creatively in responding to Citizenship issues, b) Participating intelligently and responsibly, and acting consciously in community, national and state activities, c) Developing positively and democratically to form oneself based on the characters of Indonesian society in order to live together with other nations, d) Interacting with other nations in world regulations directly by utilizing information and communication technology.

Meanwhile, according to Djahiri, the objectives of Civic Education are as follows: *first*, in general. The objectives of Civic Education must be consistent and support the successful achievement of National Education, namely: "Enlightening the life of the nation that develops the whole Indonesian human being. Namely a human being who believes in and is devoted to God Almighty and has noble character, has the ability of knowledge and skills, physical and

²³ Riski Fauzi Amelia and Dinie Anggraeni Dewi, "The Importance of Civic Education in Minimizing the Influence of Globalization on the Character of Love for the Homeland in Students of SMAN 1 Majalaya," *Encyclopedia of Journal* 3, no. 3 (2021): 103–10.

²⁴ Faradina Rizky Amalia and Fatma Ulfatun Najicha, "The Role of Civic Education in Addressing the Decline of Nationalism and Love for the Unitary State of the Republic of Indonesia in the Era of Globalization," *Jurnal Kewarganegaraan* 6, no. 1 (April 2022): 428–35, <https://doi.org/10.31316/jk.v6i1.2511>.

²⁵ Titin Sunaryati et al., "The Importance of Civic Education in Instilling Morals in Elementary School Students," *Basicedu Journal* 7, no. 5 (2023): 2834–40.

²⁶ Heri Hidayat et al., "The Role of Technology and Learning Media for Elementary School Students in Civics Learning," *Undiksha Journal of Civic Education* 8, no. 2 (2020): 57–65.

spiritual health, a steady and independent personality and a sense of social and national responsibility."

Second, specifically. The purpose of Civics is to foster morals that are expected to be realized in everyday life, namely behavior that radiates faith and piety towards God Almighty in a society consisting of various religious groups, behavior that is just and civilized humanity, behavior that supports democracy that prioritizes common interests above individual and group interests so that differences in thought, opinion or interests are resolved through deliberation and consensus, and behavior that supports efforts to realize social justice for all Indonesian people.

Meanwhile, according to Sapriya, the goal of Civics education is the rational and responsible participation in political life of citizens who adhere to the values and basic principles of Indonesian constitutional democracy. Effective and responsible citizen participation requires mastery of a set of intellectual knowledge and skills as well as the skills to participate. Effective and responsible participation is further enhanced through the development of certain dispositions or traits that enhance an individual's ability to participate in the political process and support the functioning of a healthy political system and the improvement of society.

The objective of Citizenship Education (PKn/PPKn) learning in Elementary Education is to shape students into intelligent, character-based, responsible, and patriotic citizens, based on the values of Pancasila and the 1945 Constitution. The focus includes understanding rights and obligations, national awareness, and the formation of a democratic and tolerant personality from an early age.

The following are details of the learning objectives of Civics in Elementary Education:

- a) Character & Moral Formation: Instilling the noble values of Pancasila, ethics, and morals so that students become honest, caring, and responsible individuals.
- b) Love for the Homeland & Nationality: Cultivating a sense of nationalism, pride, and love for Indonesia.
- c) Understanding Rights & Obligations: Provides a basic understanding of rights and responsibilities as a citizen and obeying the rules/laws.
- d) Democratic Awareness: Teaches how to make decisions together, respect opinions, and live democratically in everyday life.
- e) Diversity: Instilling an attitude of tolerance, respecting ethnic, religious and cultural diversity (Bhinneka Tunggal Ika).
- f) Defending the Nation: Instilling a commitment to national defense awareness and national spirit from an early age.

CONCLUSION

Civics Education is not just an ordinary subject, because through Civics Education we can create the next generation who love their homeland and shape human character that is in accordance with the nation's identity.

Pancasila and Citizenship Education (PPKn) in elementary schools plays a central role in shaping the character and readiness of young citizens to become responsible members of society. Despite global challenges and social change, PPKN in elementary schools is considered a key foundation in shaping the identity of young Indonesian citizens.

The importance of Civics (PPKn) in elementary schools is manifested through its goal of equipping students with the knowledge, values, and skills of citizenship from an early age. This includes a deep understanding of Pancasila, the rights and obligations of citizens, democratic values, and key aspects of character building. However, challenges remain, such as a lack of student engagement and limited resources for teachers. These obstacles are the focus

of improvements that need to be addressed to improve the quality of Civics Education at the elementary level.

Thus, Civics in elementary schools not only establishes the foundation of citizenship but also makes a real contribution to developing a qualified and responsible young generation. Improvement measures, including increasing student engagement and enhancing teacher resources, are key to optimizing Civics in elementary schools' crucial role in shaping the future of a democratic, just, and equitable nation.

Civics Learning Objectives in Elementary Education:

- a) Character & Moral Formation: Instilling the noble values of Pancasila, ethics, and morals so that students become honest, caring, and responsible individuals.
- b) Love for the Homeland & Nationality: Cultivating a sense of nationalism, pride, and love for Indonesia.
- c) Understanding Rights & Obligations: Provides a basic understanding of rights and responsibilities as a citizen and obeying the rules/laws.
- d) Democratic Awareness: Teaches how to make decisions together, respect opinions, and live democratically in everyday life.
- e) Diversity: Instilling an attitude of tolerance, respecting ethnic, religious and cultural diversity (Bhinneka Tunggal Ika).
- f) Defending the Nation: Instilling a commitment to national defense awareness and national spirit from an early age.

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