

The Influence of Education Management of Pancasila, Citizenship, and Religion on Learning Interest of the Students

Arcadius Benawa

Bina Nusantara University, Jakarta, Indonesia

aribenawa@binus.ac.id

Abstract: As it is known that the current Minister of Education and Culture, Nadiem Makarim, is promoting courses which are commonly called general basic courses into compulsory curriculum subjects. Therefore, this research is motivated by the concerns of education management for students who attend Pancasila Education, Citizenship Education, and Religion Education courses which are suspected of being less interest to students. Therefore, this study will see how much the influence of management of Pancasila Education, Citizenship Education, and Religion Education on the students' interest in learning, so that further steps can be taken to increase the students' interest in Pancasila Education, Citizenship Education, and Religion Education courses. This research was also conducted as a reference material for lecturers to improve their education management in teaching students for Pancasila, Citizenship, and Religion Education courses. The results of this study indicated that there is a significant influence of the Management of Pancasila Education, Citizenship Education, and Religion Education on the students' interest in learning. Therefore, it is very relevant and urgent for lecturers of Pancasila, Citizenship, and Religion Education to increase the students' interest in learning through better education management.

Keywords: Management Education; Pancasila Education; Citizenship Education; Religion Education; Learning Interest of the The Students

INTRODUCTION

This article is written based on the statement of the current Minister of Education and Culture in Indonesia, Nadiem Makarim who determined the general basic courses as compulsory curriculum subject. So serious is the intention that the author also heard firsthand how the Minister was also very encouraging for the emergence of Professors from lecturers who were in charge of the compulsory curriculum courses, which at this time could still be counted on the fingers. However, on the other hand, we are concerned that in fact, the courses that the Minister wants to prioritize have actually decreased interest from the students as obtained from the results of Kristiono's research (2017: 193). Therefore, in this article, we will examine the influence of the education management of Pancasila, Citizenship, and Religion on the interest of the students in learning.

Education Management

“Management” means the art of implementing and managing. In the Big Indonesian Dictionary it is explained that the word “management” has the meaning of using resources effectively to achieve goals. Then “management” also relates with the leader who is responsible for the running of the company or organization. So, literally “management” can be defined as a way to achieve goals in an orderly and directed manner. Meanwhile, according to Firmansyah (2018: 4), management is the art and science of planning, organizing, compiling, directing and supervising human resources to achieve predetermined goals. Meanwhile, according to Gibson and Ivancevich (1971: 4), management is a process in which individuals and groups are coordinated to achieve common goals.

While the word “education” comes from the Greek word “educare” which means bringing out what is stored within, to be led to grow and develop. While in Arabic “education” is known as “tarbiyah”, which comes from the word “raba-yarbu” which means to expand, grow. According to Ivan Illich (2008), education is a learning experience that takes place in all environments and throughout life.

So, it can be concluded simply that Education Management is a study and practice related to educational organizations. So, it is hoped that through the educational management activities, educational goals can be implemented effectively and efficiently.

Pancasila Education

Pancasila education according to Kristiono (2017: 193) is education to instill a moral and broad-minded personality in the life of the nation and state

based on the five principles of Pancasila, such as Godness, Justice and civilized Humanity, Indonesian Unity, Democracy led by wisdom in deliberation of representatives, and social justice for all Indonesian. Therefore, Pancasila education needs to be given at every level of education, from elementary, secondary to tertiary levels.

According to Martoredjo (2016: 116-121), Pancasila is a reflection of character education in building the identity of the Indonesian nation as a large, modern, dignified and civilized nation. Amir (2013: 54–57) also underlined that Pancasila is a reflection of character education in building the identity of the Indonesian nation as a large, modern, dignified and civilized nation.

Meanwhile, Manurung (2021: 65-69) said that Pancasila is a guide for humans to act and must be understood and implemented in everyday life. In line with Jannah (2018: 77-80) stated that Pancasila is also a guideline for humans to act and must be understood and applied in everyday life.

Therefore, in the management of the implementation of Pancasila education at Bina Nusantara University as the locus of this research, it is packaged in such a way that it invites students to take action through the implementation of a final project with an assessment weight of 20%, and in addition to other personal and group assignments (30%), the midterm (20%) and final exams (30%) to measure the aspects of students' understanding of the principals of Pancasila.

Citizenship Education

Citizenship Education according to Mali Benjamin (2016: 8) is education through which students are invited to participate in achievements for Indonesia as a sovereign, democratic country, respecting law and human rights, realizing better citizen welfare, better education development, health services, more equitable infrastructure, etc. However, through Citizenship Education, students are also invited to realize that there are several challenges and obstacles that can undermine the vision and mission of the State of Indonesia to truly become an independent, sovereign, just and prosperous country. Among them are rampant corruption, forest destruction, moral decline, religious fundamentalism, terrorism, capitalism, identity politics, political oligarchy, discrimination, weakening of Pancasila ideology, hoaxes, fake news, etc. At the student level, problems that often arise are bullying, hoaxes, cheating, plagiarism, racism, apathy with the condition of the nation, and less concerned with threats to state ideology. If these challenges and obstacles are not overcome, Indonesia could fall into a state of collapse.

Meanwhile, Nurhasanah (2016: 77–85) defined citizenship education as a basic subject designed to prepare young citizens to take an active role in society. That is why, the expected competencies are to become professional scientists who are democratic, civilized, and have a sense of love for the nation and state, as well as being honest, fair, good, innovative, competitive, disciplined, participating, and critical citizens in the nation and state.

This is in line with what Budiutomo (2013: 32-38) said that Citizenship Education is democratic education for the younger generation to become democratic citizens. Meanwhile, Dewi (2021: 71–84) stated that Citizenship Education is political education that aims to help students become politically mature citizens and can participate in building a democratic political system. Citizenship Education is an instrument to strengthen democracy itself. So, essentially Citizenship Education is an educational program that balances the cognitive and character dimensions, which include nationality, citizenship, democracy, human rights and civil society, as well as applying the principles of democracy and humanistic education.

Therefore, in the management of the implementation of Citizenship education at Bina Nusantara University, it is also packaged in such a way, so that it involves students to actively carry out final projects on good citizenship with an assessment weight of 20% completed with personal and team assignment with a weighting (30%), and the midterm (20%) and final exams (30%) to measure the aspects of students' understanding of the good citizenship.

Religion Education

Religion education is a course through which students are expected to have noble character, have faith and become strong human beings in facing challenges and obstacles as well as changes that arise in social interactions. According to Nur'asiah (2021: 212-217), Religion Education is education to foster physical and spiritual students and shape the personality of students. Thus, religion education is a complete process carried out in order to realize a complete human being who believes and fears to the Almighty God. From this formulation there are noble values in the form of spiritual values, humanity, personality, so that all of them prepare students to become good human beings and have moral values that are embraced in their lives in society. So, Religion Education also functions as a barrier for students who want to do bad things in their lives.

According to Hadiwardoyo (2016), eastern society attaches great importance to the education of religious values and moral values for life, because religion education always invites its people to believe in God by fostering the heart to always do good and right according to their appreciation.

Religions and beliefs that will help people to be motivated towards right morality. Therefore, the values of faith cannot be separated from the values of morality and the order of values in religion education, so that they are not only important for individuals but also very important for living together in a society.

Therefore, by holding Religion Education at Bina Nusantara University which is packaged in the Religion Character Building course, it is intended that students are helped in building their spirituality. Thus, it is also hoped that through religion education, students really live the substance of their religion and do not fall into a religious appreciation that emphasizes mere formality, but truly believes and is religious. By returning to the substance of religion, students' religious morals become a manifestation of their faith, because the implications of faith are moral. So, the management of religion education involves how the students actively carry out final projects on good spiritual and religious person with an assessment weight of 20% completed with personal and team assignment with a weighting (30%), and the midterm (20%) and final exams (30%) to measure the aspects of students' understanding of the good spiritual and religious person.

Learning Interest

According to Slameto (2003: 180), interest is a sense of liking and attachment to something or certain activities, without any request from anyone. Interest is an important part in the development of student learning. Those who are interested in certain material will definitely have the ability to learn it more quickly and easily. The same thing was stated by Wina Sanjaya (2007: 69), that interest in learning is an aspect that can determine a person's motivation in carrying out certain activities.

Thus, learning interest is an impulse from within students to learn, which in turn causes feelings of pleasure, benefits, and brings about a decision in him to learn.

RESEARCH METHODS

This research used quantitative methods. The quantitative research design in this research used students from Bina Nusantara University, Jakarta who were guided by the author as the target population. The affordable population is the students from Bina Nusantara University Jakarta, as many as 150 students who have attended the Pancasila, Citizenship, and Religion courses as the sample frame. This research used a simple random sampling technique.

The respondents were asked to fill out a questionnaire regarding the four variables, namely the management of Pancasila education, Citizenship

Education, Religion Education, and the learning interest of the students. The questionnaire was prepared using a Likert scale with multiple choices, such as (1) Strongly disagree; (2) disagree; (3) Slightly disagree; (4) Agree; (5) Strongly Agree. The first questionnaire on Pancasila Education consists of 29 questions, Citizenship Education consists of 32 questions, and Religion Education consists of 33 questions, and Learning Interest of the Students which consists of 42 questions.

After the data is collected, then the data is analyzed using path analysis with the program of SPSS 22 software. Path analysis is deliberately used to determine the magnitude of the influence of Pancasila Education Management (X_1), Citizenship Education (X_2), and Religion Education (X_3) on the Learning Interest of the Students (X_4).

RESULTS & DISCUSSION

To ensure that the results of this research have met the requirements for conducting path analysis, namely the data must be normally distributed, the regression is linear, and the regression is significant, first, it be shown that the three conditions have been met.

Data Distribution is Normal

Table 1.
Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
VAR0001	0.046	150	0.200*	0.985	150	0.091
VAR0002	0.061	150	0.200*	0.983	150	0.064
VAR0003	0.065	150	0.200*	0.983	150	0.061
VAR0004	0.070	150	0.072	0.984	150	0.085

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From table 1 above regarding the normality test, it is proven that the four variables are normally distributed, because the significance value in the Kolmogorov-Smirnov column is greater ($>$) than 0.050, such as X_1 (Pancasila Education Management) is 0.200*; X_2 (Citizenship Education Management) is 0.200*; X_3 (Religion Education Management) is 0.200*; and X_4 (Learning Interest of the Students) is 0.072.

Linear regression

Table 2.
ANOVA Table X_4 to X_1

			Sum of Squares	df	Mean Square	F	Sig.
VAR0004 *	Between	(Combined)	14307.210	31	461.523	1.423	0.092
VAR0001	Groups	Linearity	4760.404	1	4760.404	14.679	0.000
		Deviation from Linearity	9546.806	30	318.227	0.981	0.503
	Within Groups		38268.123	118	324.306		
	Total		52575.333	149			

There is an information that if the Significance value in Deviation from Linearity > 0.05 , there is a significant linear relationship between the independent variable and the dependent variable. Conversely, if the value of Significance on Deviation from Linearity < 0.05 , there is no significant linear relationship between the independent variable and the dependent variable.

From the table 2 above, it turns out that the significance value for Deviation from Linearity is 0.503. So, it is greater than 0.05, so it can be concluded that there is a significant linear relationship between the independent variable of Pancasila Education Management (X_1) and the dependent variable of learning interest of the students (X_4).

Table 3.
ANOVA Table X_4 to X_2

			Sum of Squares	df	Mean Square	F	Sig.
VAR00004 *	Between	(Combined)	11325.291	31	365.332	1.045	0.417
VAR00002	Groups	Linearity	687.320	1	687.320	1.966	0.163
		Deviation from Linearity	10637.971	30	354.599	1.014	0.458
	Within Groups		41250.042	118	349.577		
	Total		52575.333	149			

From the table 3 above, it turns out that the significance value for Deviation from Linearity is 0.458. So, it is greater than 0.05, so it can be concluded that there is a significant linear relationship between the independent variable Citizenship Education Management (X_2) and the dependent variable learning interest of the Students (X_4).

Table 4.
ANOVA Table X_4 to X_3

			Sum of Squares	df	Mean Square	F	Sig.
VAR0004 *	Between	(Combined)	19774.924	46	429.890	1.350	0.106
VAR0003	Groups	Linearity	1869.024	1	1869.024	5.869	0.017
		Deviation from Linearity	17905.900	45	397.909	1.250	0.178
	Within Groups		32800.410	103	318.451		
	Total		52575.333	149			

From the table 4 above, it turns out that the significance value for Deviation from Linearity is 0.178. So, it is greater than 0.05, so it can be concluded that there is a significant linear relationship between the independent variable of Religion Education Management (X_3) and the dependent variable of learning interest of the students (X_4).

So, it is proven that the three independent variables have a linear regression with the dependent variable.

Regression significance

Table 5.
ANOVA^a X_4 to X_1

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4760.404	1	4760.404	14.735	0.000 ^b
	Residual	47814.930	148	323.074		
	Total	52575.333	149			

a. Dependent Variable: VAR00004

b. Predictors: (Constant), VAR00001

Based on the table 5 above, it turns out that the significance value (Sig) of 0.000 is smaller than the probability of 0.05, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is a significant influence of X_1 on X_4 .

Table 6.

ANOVA^a X_4 to X_2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	687.320	1	687.320	1.960	0.164 ^b
	Residual	51888.013	148	350.595		
	Total	52575.333	149			

a. Dependent Variable: VAR00004

b. Predictors: (Constant), VAR00002

Based on the table 6 above, it turns out that the significance value (Sig) of 0.164 is greater than the probability of 0.05, so it can be concluded that H_0 is accepted and H_1 is rejected, which means that there is no significant influence of X_2 on X_4 .

Table 7.
ANOVA^a X_4 to X_3

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1869.024	1	1869.024	5.455	0.021 ^b
	Residual	50706.309	148	342.610		
	Total	52575.333	149			

a. Dependent Variable: VAR00004

b. Predictors: (Constant), VAR00003

Based on table 7 above, it turns out that the significance value (Sig) of 0.021 is smaller than the probability of 0.05, so it can be concluded that H_0 is rejected and H_1 is accepted, which means that there is a significant influence of X_3 on X_4 .

Thus, from the test results above, it can be seen that the coefficient of influence model can be seen, as shown in the table below.

Table 8.
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	35.364	36.810		0.961	0.338
	VAR0001	0.668	0.212	0.265	3.152	0.002
	VAR0002	0.084	0.200	0.035	0.422	0.674
	VAR0003	0.253	0.137	0.146	1.840	0.068

a. Dependent Variable: VAR00004

Based on the results of data processing as shown in table 8 above, the following structural equations can be made:

$$X_4 = 0.265 X_1 + 0.035 X_2 + 0.146 X_3 + \epsilon_1$$

The structural equation shows the magnitude of the direct influence of the variables X_1 , X_2 , and X_3 on X_4 together, which is 0.265 (X_1) + 0.035 (X_2) + 0.146 (X_3) or a total of 44.6%.

The structural equation above means that the three variables as a whole have not been able to fully explain the X_4 variable, because they are only 44.6%. The remaining 55.4% was not discussed in this study.

Discussion

As stated in the introduction, as argued by Kristiono (2017: 193-204), in recent years students' interest in learning about Pancasila, Citizenship, and Religion courses has decreased. The results of this study also show that it is not easy to increase student interest in learning even though by presenting the results of the management of Pancasila, Citizenship, and Religion education as seen from the results of the influence test which was not significant because it was only 44.6%.

Anggraini (2020: 11-18) also observed that the attitudes seen by some people and students showed an attitude that is not able to apply the values of Pancasila, Citizenship, and Religion in everyday life, because it has been influenced by a lack of interest in learning Pancasila, Citizenship, and Religion education, however it has been managed in such a way.

At the university level, according to Dianti (2014), students need to grow in their environment to learn how to empathize with others, share, learn rationality, spirituality, technological competence; as well as communication skills, and other fields that will support life in society. According to Indrani (2012: 35-42), students can implement the values of Pancasila. That is, they can understand the values of Pancasila and be able to apply them in everyday life. Student integrity is also increasingly formed by participating in Pancasila Education learning through habituation and example. Habituation of learning activities and role models also come from the teachers/lecturers who are in charge. This was also underlined by Krisnamukti (2020: 66-72) that Pancasila must become implementation of values of Pancasila in everyday life.

Based on the findings of previous studies, it can be understood that in this research, the influence of Pancasila education management in such a way made a significant influence, namely 26.5% to increase the learning interest of the students.

Narimo (2019: 39-44) said that Citizenship Education does not only emphasize knowledge about citizenship itself, but more than to shape students to have character and personality. Citizenship education is a very basic education for students because it instills character in them from an early age. In addition, Dianti (2014) also said that civic education is one of the subjects that is the leading sector in developing the character of the students.

Meanwhile, Komara (2017) stated that the content of Citizenship Education does not necessarily shape the character of students. The skills of teachers or lecturers are still needed to develop an interesting, fun, challenging

learning process, and shape students to be able to think critically and constructively. So, according to Komara (2017), teachers or lecturers must be able to present contextual learning materials, linking subject matter to real conditions in the field. Between theory and practice must be in line. In addition, students should also be encouraged to be able to identify problems and encourage them to solve the problems themselves. The same thing is also emphasized by Pahlevi (2017) that the existence of civic education must somehow help strengthen the character of students to love the country.

The gap between the idealism offered in Citizenship Education courses on the one hand and the unfavorable reality of citizens' lives, especially the widespread crisis of role modeling for citizens seems to be the trigger for the insignificant findings of this research on the influence of Citizenship Education management for increasing the learning interest of the students. In other words, the disgust and skepticism of the students can be a trigger factor that makes students less interested in citizenship education courses even though they have been managed in such a way that they are not only theoretical but also reach practical aspects through base learning projects, so that only 3.5% of the influence to increase the learning interest of the students.

Religion education is physical and spiritual development based on the religious teachings of the students towards the formation of the main personality towards the established standards. Therefore, religion education is a systematic effort in shaping students to live according to their teachings or lecturing. The goals of religion education are ideals that contain religious values to be achieved in the educational process based on the religious teachings or lecturing of the students. This is also reinforced by Widodo (2020: 57–61) who asserted that religion education must touch on the human dimension of students who in fact must also be good citizens.

Thus religion education is a complete process carried out in order to realize a complete human being who believes and fears to the Almighty God, by upholding noble values, such as spiritual values, humanity, personality, so that all of them prepare students to become human and have moral values that are embraced in their lives in society.

Observing to this reality, it can also be understood that in this research the significance value of religion education that is packaged or managed properly has a significance number of 14.6%. The less significant value of Religion Education for the learning interest of the students may also be felt by students related to the reality of life in society which still makes students less interested, because religion which should be a trigger for the benefit of living

together is often manipulated by a person or group of people for outside interests of religion. For example for vehicles of politics, economy, and so on.

Therefore, the education management of Pancasila, Citizenship, and Religion really needs to be improved, so that the learning interest of the students in these three educations will also increase, both at the school and college level. In addition, of course, it is necessary to dig deeper into the various factors that cause the decline of the learning interest of the students to Pancasila, Citizenship, and Religion Education, so that the best solution can be found to increase the learning interest of the student more than just a management problem.

Observing the results of this research, it turns out that what is stated in the literature review does not necessarily support these findings. However, Pancasila, Citizenship, and Religion Education is a process of becoming an Indonesian human being, which is aspired to be a good person.

Regarding the difficulty to increase the learning interest of the students in these three educations, Sunarto argued that development is a progressive change that showed the way organisms behave and interact with the environment. The interaction referred to here is whether a behavioral response will be displayed or not, depending on the stimuli in the environment. As we know that the period of human development starts from preadolescence then adolescence and continues until the adult stage.

According to Sunarto, this will cause changes in the control of moral behavior both internally and externally and this will also result in changes in the concept of special morality become a general principle, because it is expected that in every stage of human development there are moral values that underlie every behavior. Therefore, these three educations are a process of developing the potential of students in order to realize human beings whose interest is increasing to have more faith and piety to God, so that their behavior is always based on the guidelines of the moral values of Pancasila and become citizens of Indonesia who are democratic and nationalist, so that in turn can fulfill the hope of the nation, namely to become a human being with noble character, independent and responsible for himself, the nation and the state.

Thus the results of this research indicated that the Education Management of Pancasila, Citizenship, and Religion has not overcome the decline of the learning interest of the students. It seemed that the learning interest of the students is very complex in its influence. As stated by Alouw (2021: 36-47) that as educators, they must strive to increase students' interest in this subject. This is not only seen from the management improvement over the

implementation of the three courses, which are better known as general basic courses which in the era of the Minister of Education and Culture Nadiem Makarim which is now proclaimed as a Compulsory Curriculum Course (*Mata Kuliah Wajib Kurikulum - MKWK*). This means that from a management point of view, the administration of education alone is not enough. Although in terms of research findings, it is recognized that the Management of Pancasila Education, Citizenship, and Religion has an influence, although not too significant, on the learning interest of the students. The findings of this research convince us that the education management of these three courses still has a influence to increase the learning interest of the students.

CONCLUSION

It can be concluded that the learning interest of the students in Pancasila, Citizenship, and Religion Education is not only influenced by the management aspect of their education, because in terms of significance the influence is not very large. It is necessary to explore further what things can increase to the learning interest of the student to Pancasila, Citizenship, and Religion Education.

Hopefully this conclusion will be a trigger for the world of education to innovate and be creative in terms of systems, methods, and learning content, in order to continue to increase the learning interest of the students in Pancasila, Citizenship, and Religion Education, especially during this Covid-19 pandemic, when most activities teaching and learning is still done online even though it is heading for the new normal era.■

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