

The Urgency of Citizenship Education for Students as an Agent of Change to Realize Pancasila Values in Community Life

Jasmine Jedida Juang^{1*}

¹Universitas Sebelas Maret, Indonesia

*) Corresponding author: jasminejuang016@gmail.com

Abstract

The important role of students in social life is one of them as agents of change. Students must be able to initiate changes towards a better direction, especially in the social sector and guided by the values of Pancasila. Students in their role as agents of change must be able to apply, practice and carry out the values of Pancasila as a way of life in social life. Students as the nation's successors must be able to be an example for society so that the values of Pancasila can always be applied in society's daily life and create a life that is harmonious, harmonious and in accordance with existing norms in society. This research aims to determine the views of students as agents of change and the urgency of citizenship education to form students as agents of change to realize the values of Pancasila. The method in this research is a qualitative method and uses library research to obtain data and analyze the data. The results of this research found that students had a big impact as agents of change in realizing Pancasila values in society.

Keywords: Citizenship Education, Agent of change, Pancasila values

Introduction

Education is one of the important things in directing change for the nation towards a better one. Good education will bring good change to the nation, so good education is needed with support from both the government and the nation's society itself. Through the Ministry of Education and Culture of the Republic of Indonesia, the government plans to implement character education at all levels of education from elementary school to university. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System stipulates: "Belief in the Almighty God, noble character, healthy, knowledgeable, capable, creative, independent and democratic and a responsible citizen. According to Azrah, Citizenship Education is a program whose main aim is to be able to develop citizens towards a better direction according to the criteria and measures of the preamble to the 1945 Constitution. We as Indonesian citizens need to have a high sense of

nationalism, a sense of love for our homeland, namely by apply Pancasila values in everyday life. Samsuri, expressed his opinion that Citizenship Education can be interpreted as preparation for the young generation or future generations to become citizens who have the knowledge, skills and values needed to be able to actively participate in society. Referring to this opinion, citizenship education is basically directed at instilling the nation's moral values in students from an early age, because this education is a benchmark in carrying out obligations and obtaining rights as citizens, for the sake of the nation's prosperity and fame.

With Citizenship Education, the younger generation, especially students, are expected to have full awareness of democracy and human rights. As the young generation, students will be the next generation of the nation and considering the increasingly rapid and complex development of society, students as the next generation of the nation must be able to face various changes and problems caused by change itself in order to be able to answer the challenges of existing changes.

With this awareness, they will make a real contribution in overcoming various problems being faced by the nation, such as conflicts that occur in society, they can resolve them in intelligent and critical ways. Good education then brings an agent of change which brings education towards a component that is needed by the whole society in advancing a nation. The younger generation is vulnerable to the erosion of Indonesian citizenship. To improve the quality of education, changes are needed in terms of education for the nation's young generation in order to create agents of change, namely students. Students who have good quality education will bring good change to the nation. Apart from that, citizenship education aims to build the readiness of all Indonesian people to become intelligent and devout global citizens. Citizenship education focuses on three aspects, namely civic knowledge, civic skills, and civic disposition. These three aspects must be applied in a balanced way so that students become complete humans. Because these three aspects can form good citizens who will bring about an agent of change in the nation.

However, currently the implementation of students as agents of change in carrying out their duties as agents of change still contains things that are not suitable so that the goals of citizenship education cannot be achieved properly. The things that are less appropriate or deviant are the learning aspects which are still focused on knowledge and classroom situations which sometimes do not support change and the attitudes of students who are still searching for their identity so that the goals of citizenship education are not achieved. Besides that, the implementation or implementation of Pancasila values in society is still not going well, where there are still many people's behaviors and actions that are not in accordance with the values contained in Pancasila. Students as Agents of Change must of course be able to carry out their role so that they can bring about positive changes in society so that the values contained in Pancasila can be practiced and implemented well in society and create a social environment that is harmonious, harmonious and in accordance with norms existing in society. The entire structure of social, national and state life uses Pancasila as a moral basis or

norm and benchmark for good, bad and right or wrong in the attitudes, actions and behavior of the Indonesian people. Therefore, in implementing the values of Pancasila, students and the community must truly understand the things contained therein so that there are no misunderstandings that can cause conflict and division. This is based on Pancasila which is used as a guide and guidance in carrying out life among a diverse and pluralistic society. The explanation above can at least describe the condition of Indonesian society in terms of the application of Pancasila values in social life, where Pancasila values have not been implemented well by society which encourages the role of students as agents of change to bring positive changes in society so that the values contained in Pancasila can always be implemented, implemented, practiced and used as a guide in living life in society, nation and state.

Method

The research method used is a qualitative method. Data collection techniques use observation and interviews. The data processing technique uses triangulation. The results of the research show that students are agents of change, that is, students have an important role in change without looking at the level of society or economic status. The change in question is that students are agents of change as the nation's successors, have the power of norms, morals and social control. The analysis technique uses descriptive analysis which includes content analysis of students' perspectives as agents of change through citizenship education. Apart from that, this qualitative research also uses library research sourced from books, journal articles and other literature as the main object. In this literature study method, a series of activities are carried out related to the method of collecting library data, reading and taking notes, and processing research materials.

Result and Discussion

Students as Agents of Change

Agents of change are defined as people who can act as a catalyst or trigger for a change that can have a positive or negative

impact; people who have the passion to encourage someone and inspire enthusiasm in that person and people who dare to challenge the status quo and can cause a crisis in order to support dramatic action and change efforts. According to (Amalia et al., 2017) that an Agent of change is a person who helps make change. Of course, education plays a very important role in overcoming these changes. Education will provide clear guidance on how to respond to change. If education becomes the center of this change, it seems that this change can be successfully passed and become the basis for realizing the development of all Indonesian people. Students as agents of change need to have high social self-awareness and become accompanying speakers in community service activities. Students as a group of educated people who come from various scientific disciplines will become an extraordinary social force in carrying out various changes. In this case, students as agents of change can make changes by going into society to help solve various social problems faced by society. As agents of change, students must fight for changes towards improvement in the social sector and other areas of community life. Students as agents of change cannot carry out their duties and responsibilities properly and maximally if they do not receive support from the campus as direct supervisors of students and the wider community through related agencies in accordance with the needs of student activities. The younger generation is vulnerable to the erosion of Indonesian citizenship. The existence of globalization will influence the behavior of the younger generation which is different from Pancasila (Maftuh, 2008). Students as agents of change are the most important part in the scope of education. This means that students as the young generation of the Indonesian nation must have adequate education to enrich their insight in order to bring change to a nation. A nation that is rich in insight will become a developed nation. Students also serve as changes that were initially unknown due to the results of teaching activities and the application of positive values developed by public and private professionals.

The research results show that students have an important role, namely as agents of change. Change in a country

becomes something that is realized in the lives of the Indonesian people. The role and participation of students as agents of change is also very necessary considering that students are elements of society who are expected to have high ideals for the Indonesian nation, so that what they do is purely for their own purposes, so that the role of students in bringing about change can be seen in the changes below. students in the wider environment or in other words where the student is in the community. Students as agents of change can channel their voices through social media, print media, or through other media, so that the voices they want to convey to the Indonesian government can be conveyed and can be responded to well. Students can also control the running of government in Indonesia because it is an obligation for students to bring about new changes through new innovations obtained through research in the field or in society, apart from that they also control the running of government so that all the promises that have been given to society can be achieved. adhere to and pay more attention to society.

The Role of Citizenship Education for Students

The role of citizenship education in forming students as agents of change can be achieved through several stages, namely: through cognitive, affective and psychomotor skills which are instilled through citizenship education. Students who have good quality education will bring good change to the nation. To achieve citizenship education that is balanced and harmonious between knowledge, attitudes and skills, a planned citizenship education process is needed in the field of higher education. This is in line with what Komalasari said that learning is used as a system or process of teaching students/learners that is planned and evaluated systematically so that students/learners can achieve goals effectively and efficiently. Citizenship education is actually a form of education for the nation's young generation (students) as successors whose aim is for the nation's young generation to become citizens who think critically and are aware of their rights and obligations in life in society and as a state. Citizenship education focuses on three aspects,

namely civic knowledge, civic skills, and civic disposition. These three aspects must be applied in a balanced way so that students become complete humans. Because these three aspects can form good citizens who will be agents of change in the nation.

Students as agents of change in developing citizenship education must include elements of quality and ability, including components of knowledge, attitudes and skills. If students are said to be agents of change if they have implemented these three elements into everyday life through citizenship education carried out in higher education to shape student potential, it can be achieved. However, during the implementation of students as agents of change in carrying out their duties as agents of change there are still things that are not suitable so that the goals of citizenship education cannot be achieved properly. The things that are less appropriate or deviant are the learning aspects which are still focused on knowledge (cognitive) and the classroom situation which sometimes does not support change and the attitudes of students who are still looking for their identity so that the goals of citizenship education are not achieved. Another weakness stated by Winataputra is: its focus on equipping citizens and transforming their roles and functions in the process of instilling a national ideology, and this ideology often ignores the concept, vision, mission and strategy of democratic education so that it seems that it does not provide guidance and assistance. Another perspective is that students as agents of change should be able to bring about change, especially in civic education that is balanced and in line with the expected goals. The perspective of students as agents of change has indeed been implemented in the world of education in higher education, but the results obtained are still minimal. In citizenship education, which already has three aspects to bring about change for the nation's young generation, it is still not optimal because many students now easily receive information without must sort the information obtained.

Implementing an agent of change means being able to make a new change that has a positive meaning, and even being able to prepare for new changes within the community institutions around you. The way to influence society through an orderly and planned system

is called social engineering or often referred to as social planning. Winataputra stated that the aim of citizenship education is to form good citizens, who can be described as patriotic, tolerant, loyal to country and state, religion, democracy and true Pancasila citizens. Citizenship education teaches students to become agents of change for the nation and state, making citizens who obey and enforce laws and regulations with full responsibility, do not damage the environment, do not pollute water sources, do not pollute the surrounding air, and maintain and utilize the environment wisely. responsible. From this explanation, it can be assumed that citizenship education to form agents of change has a big influence because the future of a nation is in the hands of the young generation of the Indonesian nation who are prepared to make changes for the sake of the nation's progress. Agents of change are prepared to be agents of change in all fields with full responsibility. Citizenship education must be able to foster a sense of nationalism and patriotism in social, national and state life.

The role of citizenship education is very important in developing and increasing students' potential as agents of change whose core is democracy, where students can apply democratic values based on Pancasila values, these values have the potential to understand rights and obligations, and their application shows intelligence, skills, and character. Citizenship education is very necessary in forming the nation's young generation who have life skills and as agents of change to improve the quality of education that is innovative and creative. Citizenship education makes students agents of change, not only as initiators of change but also as objects or actors in that change. The critical attitude shown by students brings about big changes. So that through the role and function of citizenship education, it is hoped that students will become agents of change who do not abandon their values.

the value of the Pancasila ideology.

Embodiment of Pancasila Values

Pancasila is the foundation of the state and the philosophy of the nation and state of the Republic of Indonesia which consists of five precepts. Students in their role as agents of change must be able to apply, practice and carry out the values of Pancasila as a way of

life in social life. Students as the nation's successors must be able to be an example for society so that the values of Pancasila can always be applied in society's daily life and create a life that is harmonious, harmonious and in accordance with existing norms in society. The values of Pancasila are a unified whole (Fadhila and Najicha, 2021). The existing Pancasila values must be applied and implemented well in order to create balance and harmony in life. Students as agents of change are an important part of implementing Pancasila values in society because students as the nation's next generation must be able to set an example and make Pancasila a guideline in social, national and state life (Abdhul, 2021; Ariatama, et al, 2022). Krisnamukti (2020) explains that the entire structure of social, national and state life uses Pancasila as a moral basis or norm and benchmark for good, bad and right or wrong in the attitudes, actions and behavior of the Indonesian people. Therefore, in implementing the values of Pancasila, students and the community must truly understand the things contained therein so that there are no misunderstandings that can cause conflict and division. This is based on Pancasila which is used as a guide and guidance in carrying out life among a diverse and pluralistic society (Fadhila & Najicha, 2021). The explanation above can at least describe the condition of Indonesian society in terms of the application of Pancasila values in social life, where Pancasila values have not been implemented well by society which encourages the role of students as Agents of Change to bring positive changes in society so that the values The values contained in Pancasila can always be implemented, implemented, practiced and used as a guide in living life in society, nation and state.

Pancasila is the formula and guidelines for national and state life for all Indonesian people. Pancasila is the nation's philosophy and ideology which must be respected and upheld by all its people. However, in its implementation in society, it turns out that the values contained in Pancasila have not been implemented well and have caused a decline in morals and community behavior. Various forms of human character and various economic, political, social, cultural and educational problems make

Indonesia increasingly lose its moral values within itself (Kase, 2021). In fact, the implementation of moral values also provides a knock on the conscience of young people (students) to look again at the state ideology which has begun to fade. Moral values that are starting to decline in society also contribute to the decline in the implementation of Pancasila values, even within small environments such as the family. This decline in moral values has an impact on people's behavior that is not in accordance with Pancasila values which causes the order in society to also be inconsistent with existing norms. If people do not apply the values of Pancasila in social life, suspicion will arise, they will demonize each other, they will be hostile to each other, and it could end in war that divides a group of people. Things that can be done by society as a manifestation of the application of Pancasila values in social life, namely by respecting each other's differences in society, whether in religion or understanding theories in a religion, so that harmony in society can be created, recognizing the equal position of human beings. both in the world and in the eyes of the law, helping each other among members of society, implementing democracy in society such as in electing heads of society, and always acting fairly towards society (Krisnamukti, 2020).

Apart from the efforts made by the community, of course students also play an important role in taking part in efforts to implement Pancasila values in social life. With the current conditions of world development, students should be the main part in reviewing and restoring the application of Pancasila values which have begun to weaken due to declining moral conditions in society. Apart from the changes that occur whether intentional or unintentional, students must see the values created in the environment by studying and then realizing them and must be able to reject and choose what is good and what is bad. Understanding and understanding all learning about Pancasila is also a form of effort to preserve and revive the values contained in Pancasila. As a student who has a role as an agent of change, you must be able to apply and implement Pancasila as a guide for life in society and academic life. Students as agents of change are those who have mental

awareness, are sensitive, caring, and have an imagination of a better life. Students as the nation's successors have an important role to play maintain the integrity of Pancasila. Apart from that, students act as pillars of the nation's foundation and drivers of national development, especially ensuring the concrete role of students in implementing Pancasila values in social life, namely by having good character, morals and manners, namely by respecting people in society and comply with all regulations and norms both on campus and in the community.

1. The first principle in Pancasila which reads "Belief in One Almighty God", is what students do as a form of contribution to implementing the Pancasila values in this first principle in social life, namely by encouraging an attitude of tolerance between religious communities.
2. The second principle in Pancasila which reads "Just and civilized humanity" means that we as fellow humans must uphold human values. What students do as a form of contribution to applying the second principle of Pancasila values in social life is by carrying out humanitarian activities, for example helping victims of natural disasters.
3. The third principle in Pancasila reads Indonesian Unity. Things that students can do as a form of contribution to implementing the Pancasila values in the third principle, namely by being proud and loving the country, not discriminating against other people's ethnicities or religions to avoid cases of racism, and by always prioritizing the interests of the nation above personal interests.
4. Then, the fourth principle in Pancasila which reads "The people are led by wisdom in deliberation/representation" means that every decision must go through consensus deliberation because our nation applies democratic principles. Things that students can do as a form of contribution in implementing the Pancasila values in the fourth principle, namely by prioritizing deliberation when organizing, respecting the results of

deliberation, and not imposing personal will on other people.

5. The fifth principle in Pancasila which states "Social justice for all Indonesian people" means that we must be fair wherever and whenever and collaborate in social life. The efforts made by students are a form of contribution in implementing the Pancasila values in the fifth principle in social life, namely by upholding family values, establishing cooperation in social life, and being fair in making decisions.

Students as the nation's successors must be able to equip themselves with education based on Pancasila, strengthen their identity as Indonesians, and strengthen nationalism as a young generation. This must be done because even though the values of divinity, humanity, unity, democracy and justice in the Indonesian nation have existed for a long time, in reality the application of Pancasila values is still poorly understood and comprehended by today's society. All of this is proven by the existence of moral degradation in the growth and development of the Indonesian nation. So as a student who has the role of agent of change, he must be able to apply the values of Pancasila and be a good example in society so that the application of Pancasila values, which were initially not implemented well, can be implemented well and create a society that behaves in accordance with the values contained in Pancasila.

Conclusion

Students as agents of change means that students have an important role in change without looking at the level of society or economic status. The change that is meant is that students are agents of change, guardians of Pancasila values, successors of the nation, moral and social control forces. Furthermore, citizenship education is able to shape students as agents of change through several stages, namely: through cognitive, affective and psychomotor skills which are instilled through citizenship education. Citizenship education teaches students to become agents of change for the nation and state, making citizens who obey and enforce laws and regulations with full responsibility, do not damage the

environment, do not pollute water sources, do not pollute the surrounding air, and maintain and utilize the environment wisely. responsible. From this explanation, it can be assumed that citizenship education to form agents of change has a big influence because the future of a nation is in the hands of the young generation of the Indonesian nation who are prepared to make changes for the sake of the nation's progress. Therefore, students as agents of change are expected to be able to carry out, implement and practice Pancasila which has become the life guide of the Indonesian people and can help enforce things that deviate from the values contained in Pancasila.

References

- Afrizal, Muh Nur, and Fatma Ulfatun Najicha. 2022. "Urgensi Mata Kuliah Pendidikan Kewarganegaraan Di Kalangan Mahasiswa Pada Zaman Millenial." *Jurnal Kewarganegaraan* 6 (1): 1345–51. <http://jurnal.upy.ac.id/index.php/pkn/article/view/2713>.
- Alvira, Salma, Yayang Furi Furnamasari, and Dinie Anggraeni Dewi. 2021. "Pentingnya Pendidikan Kewarganegaraan Bagi Generasi Muda Sebagai Agent of Change." *Jurnal Pendidikan Tambusai* 5 (3): 9201–7.
- Amalia, Syalwa Poetrie Chiekal, and Dinie Anggraeni Dewi. 2021. "Pengaktualisasian Nilai-Nilai Pancasila Dalam Kehidupan Berbangsa Dan Bernegara Oleh Mahasiswa." *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi* 8 (2): 199–213. <https://doi.org/10.47668/edusaintek.v8i2.124>.
- Budijarto, Agus. 2018. "Pengaruh Perubahan Sosial Terhadap Nilai-Nilai Yang Terkandung Dalam Pancasila." *Jurnal Kajian Lemhanas RI* 34 (34): 6–7. <https://jurnal.lemhannas.go.id/index.php/jkl/article/view/118>.
- Elizagoyen, Vanessa, and Jacques Pons. 2008. "Agen." *ADLFI. Archéologie de La France - Informations* 1 (1): 32–43. <https://doi.org/10.4000/adlfi.2398>.
- Hakim, H. Lukman. 2020. "Peran Pendidikan Pancasila Dan Kewarganegaraan Dalam Membentuk Calon Pemimpin Di Era Global." *Civics Education and Social Science Journal (Cessj)* 1 (2): 129–43. <https://doi.org/10.32585/cessj.v1i2.760>.
- Hermaini, Budi, and Sardjiyo Sardjiyo. 2022. "Analisis Peran Agen Perubahan Dalam Mengatasi Anak Berkasus Seksualitas Melalui Penguatan Pembiasaan Karakter." *Antroposen: Journal of Social Studies and Humaniora* 1 (2): 75–81. <https://doi.org/10.33830/antroposen.v1i2.3781>.
- Indrajaya, Amelia Naim, Yulita Fairina Susanti, Rudy Eddy Widjaja, and Candra Setianto. 2021. "JOURNAL OF SUSTAINABLE Menumbuhkan Integritas Melalui Karakter Anti Korupsi." *Journal of Sustainable Community Development* Vol. 3 | N: 11–20.
- Jannah, Faridahtul, and Ani Sulianti. 2021. "Perspektif Mahasiswa Sebagai Agen Of Change Melalui Pendidikan Kewarganegaraan." *ASANKA: Journal of Social Science And Education* 2 (2): 181–93. <https://doi.org/10.21154/asanka.v2i2.3193>.
- Kenormalan Baru Anis Suryaningsih, Masa, and Widya Noventari. 2021. "Anis Suryaningsih 1 , Raharjo 2 , Widya Noventari 3 : Dinamika Aktualisasi Nilai ... 55 Dinamika Aktualisasi Nilai-Nilai Oleh Mahasiswa Sebagai Modal Sosial Pada," 55–63.
- Khairani, Ilmi Annisa, Dinie Anggraeni, Kata Kunci, Ideologi Pancasila, and ; Globalisasi. 2022. "Menanamkan Nilai-Nilai Ideologi Pancasila Di Era Globalisasi Masa Kini." *Jurnal Kewarganegaraan* 6 (1): 1128–32.
- Nada Agustina, Gani. 2023. "Peran Mahasiswa Sebagai Agen Perubahan Di Masa Pandemi Covid-19" 3 (1): 29–34. <http://afi.iainsurakarta.ac.id/2021/08/27/peran-mahasiswa-melawan-pandemi/%0Ahttps://indonesia.go.id/narasi/indonesia-dalam-angka/ekonomi/kasus-covid-19-pertama-masyarakat-jangan-panik%0Ahttp://repository.uma.ac.id/bitstream/123456789/306/5/118600220>.
- Pandri, REXI, Eva Damayanti, Metri Afriani, Rahmi Putri Pratama, Nurhayati Nurhayati, Juneti Juneti, and Angga Karomi. 2021. "Pengembangan Nilai-Nilai Demokratis Mahasiswa Melalui Pendidikan Kewarganegaraan." *IJOCE: Indonesia Journal of Civic Education* 2 (1): 1–7. <https://doi.org/10.31539/ijoce.v2i1.3107>.
- Paranita, Suzana. 2022. "Internalisasi Nilai-Nilai Pancasila Bagi Generasi Z Dalam Mewujudkan Good Citizenship Di Perguruan Tinggi Islam." *Civics Education and Social Science Journal (Cessj)* 4 (1): 35. <https://doi.org/10.32585/cessj.v4i1.2574>.
- Rochanah. 2020. "PERAN MAHASISWA PGMI IAIN KUDUS SEBAGAI AGENT OF CHANGE DI MASA PANDEMI COVID-19 A . Pendahuluan Tujuh Bulan Terakhir Terhitung Bulan Februari 2020 , Indonesia Telah Di Landa Virus Global Atau Pandemi Covid-19 Yang Berasal Dari Wuhan , China .

- Sebagaimana.” *Elementary* 8 (2): 339–58.
- Saadah, Khilma Aziz Wakhidatus. 2020. “Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan.” *Jurnal: Pendidikan Pancasila Dan Kewarganegaraan* Volume 5 (Nomor 1): hlm: 131-138. <http://journal2.um.ac.id/index.php/jppk/article/view/7820/3749>.
- Sakinah, Regina Nurul, and Dinie Anggraenie Dewi. 2021. “Implementasi Nilai-Nilai Pancasila Sebagai Karakter Dasar Para Generasi Muda Dalam Menghadapi Era Revolusi Industrial 4.0.” *Jurnal Kewarganegaraan* 5 (1): 152–67. <https://doi.org/10.31316/jk.v5i1.1432>.
- Setyoko, Joko, and Muhammad Deby Satria. 2021. “Gerakan Mahasiswa Sebagai Agen Perubahan Sosial Di Kabupaten Bungo.” *Jurnal Politik Dan Pemerintahan Daerah* 2 (1): 12–24. <https://doi.org/10.36355/jppd.v2i1.15>.
- Sumardi, L. 2022. “Ideologi Pancasila Dalam Perspektif Mahasiswa: Studi Di Mataram, Nusa Tenggara Barat.” *Jurnal Pendidikan Kewarganegaraan Undiksha* 10 (2): 275–83. <https://ejournal.undiksha.ac.id/index.php/JJP/article/view/46944%0Ahttps://ejournal.undiksha.ac.id/index.php/JJPP/article/view/46944/21796>.
- Utami, Sekar Gesti Amalia, and Fatma Ulfatun Najicha. 2022. “Kontribusi Mahasiswa Sebagai Agent of Change Dalam Penerapan Nilai-Nilai Pancasila Pada Kehidupan Bermasyarakat.” *Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan* 2 (3): 1–6. <https://journal.actual-insight.com/index.php/decive/article/view/591/480>.
- Wibowo, Alifiyanto, and Universitas Pendidikan Ganesha. 2022. “Alifiyanto Wibowo” 4 (2): 269–77.
- Widiatmaka, Pipit. 2016. “Kendala Pendidikan Kewarganegaraan Dalam Membangun Karakter Peserta Didik Di Dalam Proses Pembelajaran.” *Jurnal Civics: Media Kajian Kewarganegaraan* 13 (2): 188–98. <https://doi.org/10.21831/civics.v13i2.12743>.
- Yorri Didit Setyadi, Dwi Wulandari, Lutfi Dwi Lestari, Wa Ode Meliasari, and Ifit Novita Sari. 2021. “Peran Mahasiswa Kampus Mengajar 2 Sebagai ‘Agent Of Change Dan Social Control.’” *Dinamisia: Jurnal Pengabdian Kepada Masyarakat* 5 (6): 1542–47. <https://doi.org/10.31849/dinamisia.v5i6.8592>.