

Reflection on the online learning of Pancasila and Citizenship in an international class program

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ABSTRACT

The main problem of the Pancasila and Citizenship courses is the substance problem which is cognitive domains, and the problem of learning approaches. This research results from active collaboration between universities online with the Pancasila & Citizenship learning design for international class students of FTI UII. This research aims to explore the results of online learning Pancasila and Citizenship from student reflections. This goal is to be achieved by analyzing qualitative data on student reflections and analyzing the results of student evaluations of the five-step learning program "To Live Pancasila in Our (Global) Citizenship". Qualitative analysis was carried out through content analysis, while the evaluation results were descriptive responses. The reflections of 24 student respondents were gathered into the categories of Pancasila, Citizenship, Meaningful, and Reflect on the Future. The results of the analysis show that the Pancasila & Citizenship course has a novelty in meaning, learning content, and future reflection. The content of learning is about law/regulation, daily life, religious aspects, and tolerance. Furthermore, tolerance breeds respect/appreciation/appreciation. Learning content is conveyed through virtual interactions towards meaningful learning. Future reflection here is related to the learner's awareness or choice manifested in participation. The learning approach, which is blended learning and flipped material, allows students to understand the material and deposit it in reflection

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Introduction

Pancasila and Citizenship courses for the international class are part of forming a multicultural mentality and pluralism to realize the country's progress by sticking to local wisdom (Nanggala, 2020a, 2020b; Wibowo & Wahono, 2017). International students also attend the international class. Therefore, this lecture also plays a role in introducing the values of the Indonesian nation, especially Pancasila, to global citizens. Pancasila and Citizenship class participants must acquire knowledge and abilities based on democratic, social, justice, and equality values by sticking to culture (Aktas et al., 2017; Caruana, 2014; González-Valencia et al., 2020; Leigh & Latin, 2001).

The International Industrial Engineering (IT) program was established in 1999 to prepare students to open global networks and gain international experience. This program is attended by Indonesian citizens and foreign nationals who meet the requirements. This international program is under the Faculty of Industrial Technology (FTI) auspices, Islamic University of Indonesia (UII). The UII academic document entitled *Ulil Albab* Comprehensive Curriculum stated that the higher education curriculum is a program to produce graduates who have qualifications equivalent to undergraduate level education in KKNI. UII, as a university with the principle of *Rahmatan Lil Alamin*, continues to strive to achieve this goal by prioritizing high Islamic moral values in all educational processes (both curricular, co-curricular, and extracurricular) in the form of University General Courses (UGC) and

Student Development Patterns (Tim Pola Pengembangan Kemahasiswaan Badan Pengembangan Akademik, n.d.)

Pancasila and Citizenship courses are mandatory university general courses (UGC). By taking this course, students would hopefully show an inclusive view of life and socialize in the global community while maintaining their Islamic and Indonesian identities. In addition, students must act as responsible citizens and articulate their role/contribution to advancing society.

Several years ago, UII held a UGC workshop in a real effort to realize the *Ulil Albab* Comprehensive Curriculum. In addition, UII also facilitates a forum to share best practices among lecturers who teach Pancasila and Citizenship courses. However, UII realized that the plan to network the lecturers of Pancasila and Citizenship had not achieved the maximum goal. The realization of this network may be hampered due to factors related to Pancasila and Citizenship courses.

The problems encountered in the Pancasila and Citizenship courses consisted of the two main problems: subject problems or material substance and problems with teaching and learning approaches. The first problem is the dominance of cognitive aspects in lessons, so the participants only develop knowledge but lack character and skills (Pahlevi, 2017; Widiatmaka, 2016; Yunus et al., 2020). Another problem is the lecture model learning method, which is tedious and challenging to achieve the learning objectives (Arliman, 2020). Learning activities that the lecture model dominates result in a lack of student involvement in learning. Student involvement in learning is needed to train cognitive, affective, and psychomotor so that students can think critically and analytically, behave and act democratically according to Pancasila values (Ulfah, 2017; Ulfah et al., 2021).

The problem of learning material and methods for Pancasila and Citizenship courses is likely to be challenged by the current conditions amid the COVID-19 pandemic with a fully online method. Based on a study from EIU Inclusive Internet Index (The Economist Intelligence Unit, 2021) the internet inclusiveness index in Indonesia gets an overall score of 66.4 out of 100. The index includes factors of availability, affordability, relevance, and internet network readiness. This score makes Indonesia ranked 57 against other countries, right behind Sri Lanka. The internet network in Indonesia is not yet fully available, so a bad connection is often a problem. In addition, students have not been able to learn independently to their full potential because they have not been able to make study plans, practice self-learning, and evaluate independently (Cho & Shen, 2013; Chung et al., 2020; Islam, 2010). Another crucial problem is the lack of rapid feedback between students and facilitators (Santosa & Nugroho, 2019). As a result, students' active participation is limited.

Combining the learning objectives of the Pancasila and Citizenship courses at UII, which lead to an inclusive lifestyle, by providing a diverse experience, the author (PA) collaborates with lecturers at UNIKA Atma Jaya (service period odd semester 2020/2021) (ER). The concept of this collaboration is mainly to live inclusivity, promote and provide diverse experiences. Through this breakthrough, two different faith-based universities can be brought together as examples of an inclusive life of faith. Likewise, PA and ER have different religions that show inclusiveness as a real-life practice for international classes in the Pancasila and Citizenship courses. The next breakthrough tries to provide solutions to learning approaches for Pancasila and Citizenship courses, especially online. During the COVID-19 pandemic, universities' collaboration breakthroughs can be implemented through cheap and fast online channels. The challenge is, of course, effective online learning.

Learning Pancasila and Citizenship in the UII international class is carried out in a syllabus entitled "To Live Pancasila in Our (global) Citizenship." The focus of this syllabus is on learner reflection. This syllabus consists of five steps learning through Google Classroom and multi-platform online learning. The other platforms used are Mentimeter, Padlet, and Flipgrid. The first step is to

read texts on citizenship, generation Z, Pancasila values from the Varkey Foundation, McKinsey, scientific articles from several journals, and articles in *The Conversation*; then, the reading is reflected. The second step is to watch a video about citizenship, diversity, and Pancasila and reflect on it. The video sources come from TED and the videos of winners of national and world short film competitions. The third learning step is online meetings using Google Meet media with the Mentimeter platform as a medium for presentation and interaction through question-and-answer quizzes and surveys. This meeting provides a space for student collaboration and discussion about the expected future. The fourth stage is the presentation of ideas from discussions at online meetings through the Padlet platform. The final learning step is to publish reflections of this entire civics learning series on the Flipgrid platform. All stages of this learning are developed based on collaborative, reflective online learning using various digital platforms in an international classroom atmosphere.

In summary, the existing research gaps lie in the substance and problem of the Pancasila and Citizenship learning methods. Based on the explanation above, the writer took the initiative to examine the following problems: Can online collaboration between universities be a breakthrough in learning Pancasila and Citizenship? What is FTI UII international class students' response to the learning made in the "To Live Pancasila in Our (Global) Citizenship" learning design, which consists of five steps?

This study aimed to explore the results of online learning on citizenship and Pancasila from the point of view of reflecting on student work. To achieve the aim, we would analyze qualitative data from international class students' reflections on the IT program, FTI UII on Pancasila & Citizenship course. In addition, there would be an analysis of the evaluation resulting from students' evaluation on the program of "To Live Pancasila in Our (Global) Citizenship."

Method

This research is a descriptive exploratory research design using qualitative analysis. Data was collected from various sources relating to implementing the 5 Step Lesson Plan in Pancasila & Citizenship for the International Class of Industrial Technology program at the Islamic University of Indonesia.

Data sources came into two categories, namely (1) student reflection, (2) final evaluation of the program through Google Form. Specifically, the first source regarding student reflection was obtained from a variety of qualitative data as follows: writing student reflections on the responses of reading material and video material Pancasila & Citizenship on Google Classroom, student reflections on the Padlet and Flipgrid platforms in the form of audio and writing and writing student annotations on social media as a reflective response to a subject of discussion. The program's final evaluation is filled in anonymously by all participants in the International Class of this course.

This research was conducted online in the Pancasila and Citizenship Education class. The participants in this study were 19 students of the International Class of Pancasila and Citizenship Education course at the Islamic University of Indonesia.

We conducted the content analysis as part of qualitative research analysis. The principle of content analysis is to extract the main themes in the theme categories that describe the accumulation of qualitative data in this study (Krippendorff, 2018; Pandey, 2019). Qualitative research rests on the principles of dependability and transferability. The research team conducted triangulation, an audit trail through an external auditor, and an inter-rater agreement to ensure dependability and transferability. Triangulation in this study was proved through the variety and type of data originating from various sources. An audit trail was conducted by an external auditor who is a qualitative researcher. Meanwhile, the research team and one additional person outside of this study carried

out the inter-rater agreement. These things were expected to ensure that the qualitative data extraction of this study has the same interpretation among researchers in the team and the readers of this article (Patton, 2002).

The steps of qualitative analysis included: first, the researcher collected the data (N = 19) of students' reflections; if the data were still in the form of audio, a transcription process would change to text verbatim. Furthermore, students' reflections data from various sources were analyzed by researchers by extracting the theme (code) and defining the theme into a coding table. The theme and data tables were then distributed to all research team members for personal content analysis. An inter-rater meeting was held to ensure dependability and transferability to agree on the emerging themes and the analysis results. The inter-rater agreement in this study was 84.62%. According to the convention, this result was excellent. The agreement indicated an outstanding level of agreement and a relatively similar interpretation among researchers.

In addition, we also carried out a final program evaluation as triangulation data. Program evaluation consisted of data from closed questions. Therefore, qualitative analysis can fulfill the requirements of good qualitative research. The team performed a descriptive analysis of the program evaluation. Further discussion regarding the combination of students' reflections data and the program's evaluation was in the results and discussion part as a complete interpretation of this qualitative research.

Result and Discussion

The data resulted from students' reflections from the international class of Pancasila and Citizenship were analyzed qualitatively. Using the emerging theme, we generated the code table from students' reflections. Codes emerging from students' reflections were then categorized into themes related to the study. Table 1 shows the four main themes: Pancasila, Citizenship, Meaningful, and Reflect on the future. The category of Pancasila included codes that explained methods and approaches to train Pancasila; these included: tolerance, help, daily, and religion. In the meantime, the category of citizenship had codes explaining approaches to becoming a good citizen; these included codes related to law, respect, and update. The theme of Meaningfully included codes explaining meaningful learning those students generated through the teaching and learning of Pancasila & Citizenship. The latest theme included codes of Knowledge, Participate, and Encourage. Lastly, the category of Reflect on the Future included codes describing students' future thinking. The theme included awareness, apply, better, young.

The themes mentioned above emerged forms students' reflections. The principle of the emerging *theme* relies on the *grounded theory*, which is part of research methods to develop hypotheses from rigorous data collecting and analysis (Martin & Turner, 1986; Patton, 2002).

Tabel 1
Code Table

Category	Code	Definition
Pancasila	Tolerance	Attitude showing sympathy or appreciation toward others' belief or values, as part of practicing Pancasila
	Help	Giving assistance to others in order to practice Pancasila
	Daily	Practicing Pancasila through common activities living in the community.
	Religion	Practicing Pancasila through activities based on one's belief or religion.
Citizenship	Law	Obedying rules and regulations within a community or a country.
	Respect	Becoming tolerance citizen who's not racist and xenophobic, also respect another citizen

Category	Code	Definition
	Update	Become a citizen whose aware and up to date in today's issues and willing to learn new culture or language in order to be more tolerance
Meaningful	Knowledge	Have a chance to get knowledge about Pancasila, Citizenship, and Global Citizenship
	Participate	Participating in any citizenship or global citizenship activity
	Encourage	Encourage the student to think beyond themselves critically
Reflect on the Future	Awareness	Raise people awareness to apply Pancasila values into daily life
	Apply	Applying Pancasila and good citizenship in daily life
	Better	Becoming a better citizen in the future
	Young	Young generation will make a better future

The category of Pancasila included codes of *Tolerance*, *Religious*, *Help*, and *Daily*. Code *Tolerance* related to the theme taken from students' reflection as follows:

"Promoting tolerance between religious communities does not enforce aspect others religious freedom. Preserving Indonesian culture, work together, conducting deliberation to come to a join decision promoting affair Attitude between fellow human." – FA

"I think let's speak assessing the religious difference and you know discriminate in friends."- HH

In the theme of *religion*, students connected the practices of Pancasila into religious exercise. Below were students' writings:

"My answer for the 1st question is, I have to believe in the ones of god and follow the command that he has given."-DS

"I will worship usual and pray"-NH

In the meantime, the theme of *help* emerged from students' reflections expressing the practice of Pancasila through helping others. The quotes below represented students' reflection on this theme:

"So, for question number one, I will not cheat, and I will help my neighbor, for example. -AA

"Helping each other" -NH

The theme of practicing Pancasila in daily life also emerged from students' reflections. This theme was categorized into the code of *Daily*. The following were some quotes on this code:

"What will I do to practice Pancasila is, I'm gonna try to implement the values of Pancasila on my daily life like respecting other people" -AR

"For the first question, I will practice Pancasila by learning it Pancasila the value and the knowledge when I early learn Pancasila; I would like to implement it in my life so that I know what to do according to the value of Pancasila" -ML

The category of citizenship consisted of three emerging themes: Law, Respect, and Update. The codes emerged from students' reflections. Code Law resulted from students' thought that practicing citizenship meant obeying the regulations in-country and in the world. Students also highlighted the importance of being a global citizen. The following were some quotes:

"I will be good citizenship and global citizenship according to the rules"-DY

"2nd question, what will I do to practice global citizenship and citizenship. I will be obliged to obey laws and government oblige"-FA

Students also revealed in their reflection that to be good citizens, they have to respect and appreciate others. For this reason, the code Respect emerged, and below were the quotes.

"To respect the human right of others. participates in the community and arrange of the level from the local to the global, respect and values diversities"-FA

"And then to practice citizenship and global citizenship I'm going to first to tolerate everyone or everybody around me and never prejudice and just be nice to everybody "-MA

Students' reflection to be good citizens emerged from the code *Update*. The code consisted of statements to always be aware of the condition and up to date toward the current situation. Herewith, we quoted from the students.

"And what will you do about your citizenship of global citizenship based on this education pride to provide. It is on how to prefer young people to become smart, good digital citizen and supporting digital democracy to the specific education"-HH

"And then for the global citizenship and citizenship, for the global citizenship we can start from learning new languages it means that you gain an appreciation and insight into other Cultures that you may previously not have had, you become more aware of cultural difference, why they exist and the importance of respecting them"-EA

The next category was Meaningful. This category consisted of themes reflected from learning meaningfully about the course, Pancasila and Citizenship. This category emerged from codes of Encourage, Knowledge, and Participate. The code Encourage stated about students' reflection that the meaning-making in Pancasila and Citizenship was in the success to bring students to think critically and out of themselves. The following were the quotes from students within the code of Encourage.

"And what I found meaningful in the topic is that I learn more about Pancasila value and had to imply it to everyday life and just tolerate others and basically the good thing in life"-MA

"The important is it can encourage individual to think deeply and critically about what is equitable and just and what will minimize arm to operate on planet."-EA

The next code was knowledge. This code included students' statements related to learning meaningfully through Pancasila, Citizenship and Global Citizenship. The verbatim quotes below acknowledge it:

"And for question number 3, the most meaningful thing from this course is I get a chance to have a new knowledge about Pancasila and my position in global citizen"-AA

"I got some knowledge about Pancasila and global citizenship and what the importance of this things our lives."-JN

The following code was Participate. Students revealed that learning meaningfully meant participating in activities related to citizenship. Pancasila and Citizenship course opened students' minds to actively engaging the course and in their citizenship life.

"The 3rd question, my answer is I will participate on the global citizenship" -DY

A last category is a group of codes related to the future. Therefore, we named the category Reflect on the future. There were four codes in this category: Apply, Awareness, Better, and Young. The code Apply consisted of statements related to the implementation of Pancasila and Citizenship in the Future. Below we included some representative verbatim quotes:

"Pancasila is the basis of the Indonesian states, which become a role model in the eagerness for the Indonesian people. So as good citizens, we shouldn't only memorize and only know about the Pancasila being, but we also have to apply Pancasila values every day in our life in order to achieve the aspiration of the Indonesian nation. So Indonesia can be a better nation in the future." -EA

"Pancasila has many values that we can implement in our daily life, so if we started with our own life, we can spread the value and spread awareness to the people around us. So we could create a safe and peaceful environment"-A2

In the Awareness code, students reflected on their willingness to spread the awareness to the broader community. These were the verbatim quotes from students:

"We need to awareness of applying the value of Pancasila, by carrying out a campaign to the public the Pancasila values."-HH

The better code consisted of students' reflection on their hopes toward a better future of citizenship and global citizenship. Students reflected as follows:

"Every human wants to have a safe and comfortable life, and as a human, I also want to achieve that goal by becoming a better person in society and applying the value of Pancasila. I hope we can improve ourselves as citizens and global citizens for a better life in the future." -DS

"I want to be a good person who can inspire because in any situation I always put Pancasila first, and if we put Pancasila first, a peaceful and prosperous citizenship will be created." -A5

The code of *Young* stated that young generation would create a better future. Below is the quote:

"Hi, I am P. Thank you for this opportunity to record my voice. After my long journey, as a citizen by year, struggling to make a better future required endurance and passion. Sometimes, so tiring, desperate. When we see and interact with young people, the hope rises back. Since we have a great young generation, we still have a hope for better future. As Pram said, I mean Pramodya Ananta Toer. This is his voice Pram voice: saya tetap optimis selama masih ada angkatan muda, sebab sejarah Indonesia ini dimulai tahun belasan semua dipelopori oleh angkatan muda termasuk mendapatkan tanah air yang damai ini" -PA

The Pancasila and Citizenship course program evaluation showed positive results, as shown in Figure 1-4. The evaluation showed that a collaboration between two universities through the faculty members and the efforts to design the course gave objective evidence on well-planned and exemplary teaching and learning processes to the international class in this research. Students have shown their hard work throughout the syllabus of this course and found that they learned meaningfully. In addition, the course evaluation also showed that the cognitive level before and after the course was raised according to students' self-evaluation (Figure 4). Students appreciated the instructor's responses, involving contributions toward the course, and coordinating the course materials and meetings (Figure 4). Students responded positively to the engaging materials and teaching and learning approaches. This evaluation would be the best practice for further collaboration in the future.

Figure 1
Students' Effort and Satisfaction Level

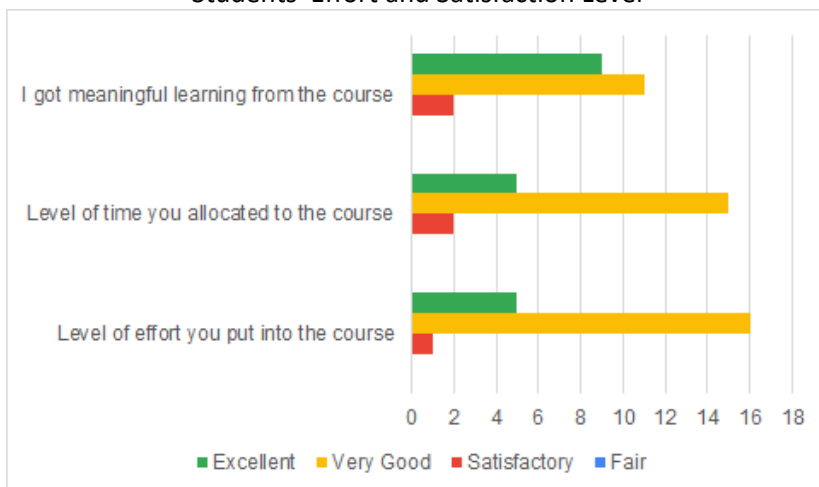


Figure 2
Contribution to Learning Pancasila and Citizenship

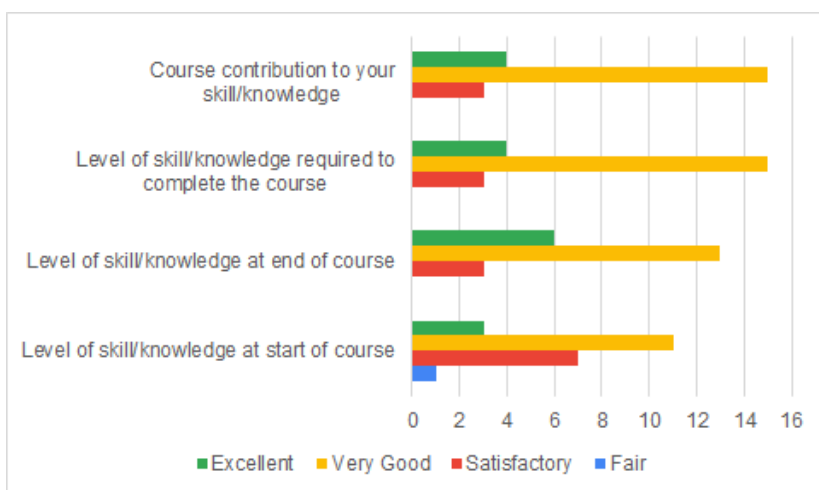


Figure 3
Instructor's Capacity and Responsiveness

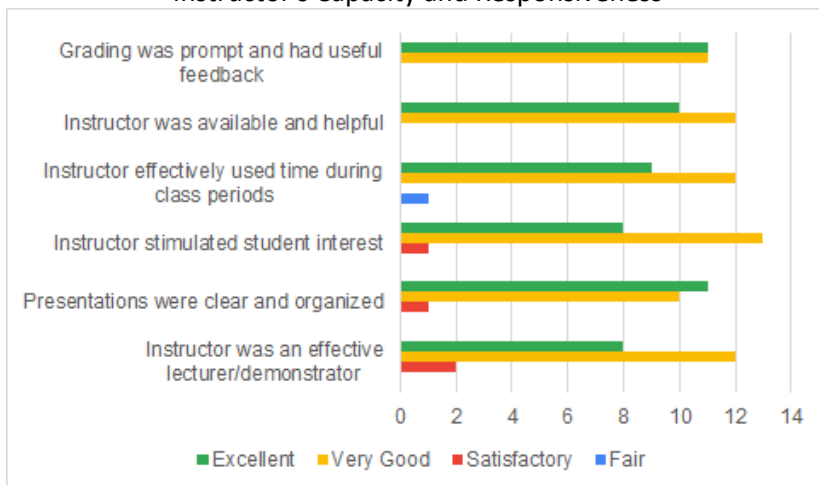


Figure 4
Course Content

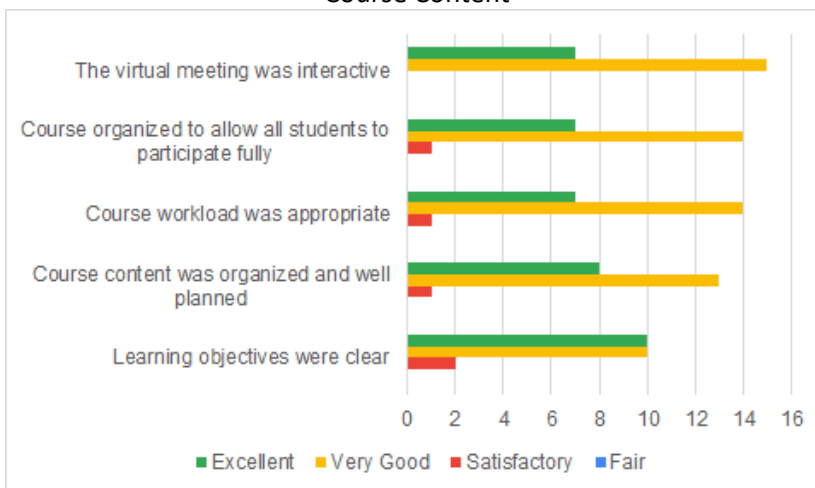
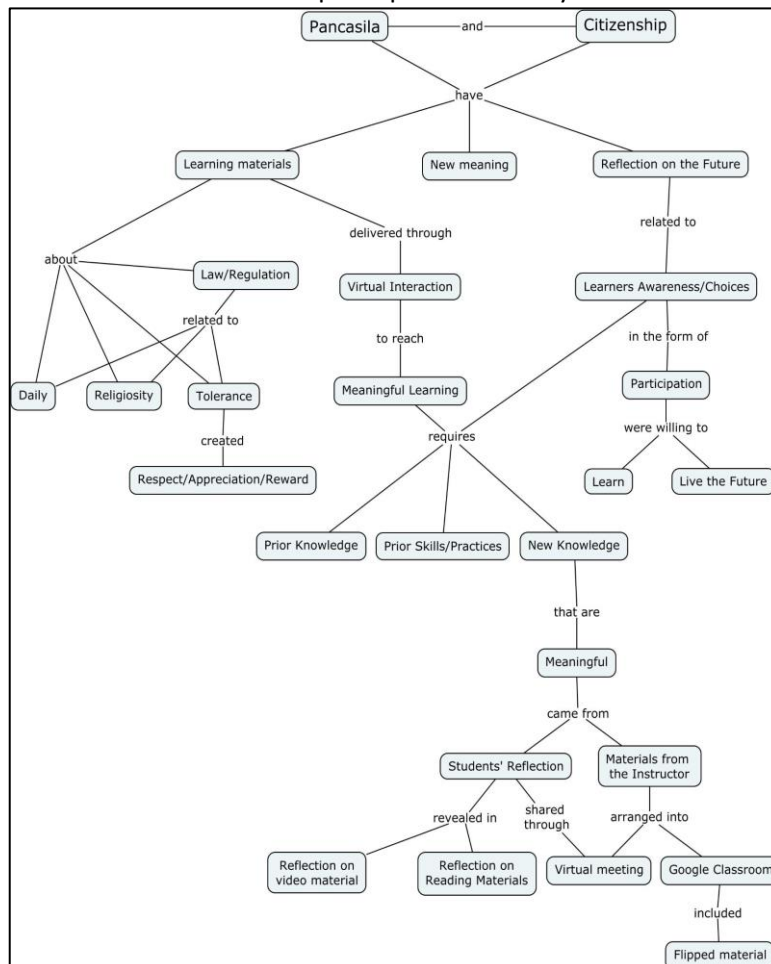


Figure 5
The Concept Map of Data Analysis



We summarized the data analysis and interpretation in a concept map (Figure 5). The concept map is our effort to explain the meaning of the data analysis so that readers would find the resonances of the same meaning from this research.

Pancasila and citizenship had the new meaning-making, learning material, and reflecting on the future in the concept map. The learning material related to law/regulation, daily aspect, religiosity, and tolerance. Furthermore, law/regulation explained daily aspects, religiosity, and tolerance. In the meantime, tolerance created respect/appreciation, /awareness. Learning materials' delivery method was in virtual interactive approaches that drive meaningful learning.

In the concept map, reflection on the future related to learners' awareness or choices was elaborated in the students' participation. This verbatim quote showed the phenomenon:

"We need to be aware of applying the values of Pancasila, by carrying out campaigns to publicize the Pancasila values." -JD

Learners' awareness or learners' choices related strongly to meaningful learning. Both awareness and choices required prior knowledge, prior skills, and newly constructed knowledge by learners. The newly constructed knowledge came from two main entries: learning material from the instructor and students' reflection. The instructor embedded the learning materials into Google Classroom to curate meaningful materials and a repository. These learning materials supported students' self-directed learning through flipped classroom method and virtual meetings. In the meantime, students' reflections disclosed students' effort to learn meaningfully into their video or audio and written reflections from the video and reading materials.

There are two main problems of Pancasila and Citizenship teaching and learning described in previous studies. The first problem is learning content that was substantially connected to heavy knowledge or, in other words, the content was full of cognitive load. The second problem was the teaching and learning approach of the material. Our current research concept map showed that learning material from the instructor and students' reflection could generate new meaningful knowledge. Students' reflections showed that students found the answer to digesting Pancasila and Citizenship's cognitive material into their real life and experience. Teaching and learning approaches using blended learning and flipped material would allow students to understand the learning content and digest it into their meaningful reflection (McLaughlin et al., 2014; Nederveld & Berge, 2015). Interactive learning approaches increased the understanding of Pancasila and Citizenship (Alfiandra et al., 2018; Nurdiansyah et al., 2018; Trisiana et al., 2019).

The content of students' reflection in this research is heavily related to students' commitment toward daily life. This was in line with the similar previous research (González-Valencia et al., 2020), which resulted that their research participants, the pre-service teachers, showed participants' social perspective is a fully committed aspect. In this matter, these research results have become an auto critic toward ourselves to include the design of actual activities or practices that students need to perform as part of social action upon learning Pancasila and Citizenship. Actual activities or social actions would certainly enrich students' reflections and their meaningful experiences.

The concept map in Figure 5 describes the learning content that students could learn throughout Pancasila and Citizenship. This international class at UII has proven that the course could bring the generic description of global citizenship. Further relation of global citizenship would be the Sustainable Development Goals, especially goal number 16, peace and justice, and goal number 17, partnerships for the goals. Chiba et al., (2021) and Sagkal et al., (2016) following proposed learning materials for this global citizenship within Pancasila and Citizenship would be the Education toward Sustainable Development (EDS) that would enrich global citizenship and advocate sustainability. Systematic reviews on EDS showed the importance of collaboration among various stakeholders to include the principles and SDGs into multidisciplinary fields (Edwards et al., 2020; González-Salamanca et al., 2020). The current research clearly showed students' opinions toward the

importance of comprehensive and widened thought as part of global citizenship. The same issue those global citizens have is the implementation of SDGs into our real lives. The raising of global citizenship and the main task of sustainability for all are the tangible shreds of evidence that could emerge constructively from students through the approach of student-centered learning using blended learning and flipped materials.

Conclusion

This study examines the results of online collaboration between universities as a breakthrough in learning Pancasila and Citizenship based on the reflection of FTI UII international class students on the five steps of learning "To Live Pancasila in Our (Global) Citizenship." The research objective was achieved by analyzing qualitative data on the reflections of international class students of the IT program, FTI UII on Pancasila and Citizenship courses, and analysis of the results of student evaluations on the five-step learning program. "To Live Pancasila in Our (Global) Citizenship." Student reflections are collected and arranged based on Pancasila, Citizenship, Meaningful, and Reflect on the future.

The Pancasila category is a collection of student reflections to practice Pancasila, including the tolerance, help, daily, and religious codes. The Citizenship category consists of reflections that reveal the various ways students can become good citizens and the world. This category includes Law, Respect, and Update code. Furthermore, the Meaningful category, composed of reflections on meaningful things obtained by students, includes the Knowledge, Participate, and Encourage codes. The Reflect on the Future category includes reflections on a picture of the future of the country and the world from students' perspectives, which includes the awareness, apply, better, and young codes. These codes emerge from student reflections. This study showed the new meaning, learning content, and future reflections. The learning content is about law/regulation, daily life, religion, tolerance. Learning evaluation shows that the substance has been conveyed through virtual interactions towards meaningful learning. Reflections on the future of this research are related to learners' awareness or choice manifested in participation. This participation then gave rise to a determination to learn and live in the future.

Pancasila and Citizenship Education have two main problems, namely cognitive and learning approaches. The learning approach, which is blended learning and flipped material, allows students to understand the material and deposit it in meaningful reflection. Students' reflections are dominated by aspects of commitment to everyday social life. However, a social perspective with full commitment is not critical enough to carry out a social movement. Therefore, it is best to include a mix of concrete acquittal that students can take as social actions. In addition, students' reflections on this research show the need to think broadly and comprehensively on the level of global citizens.

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