

The Role of Pancasila and Citizenship Education Subjects in Developing a Democracy Culture

by Arifin Arifin

Submission date: 22-May-2022 04:59PM (UTC+0700)

Submission ID: 1841607887

File name: The_Role_of_Pancasila_and_Citizenship_Education.pdf (671.43K)

Word count: 4851

Character count: 27439

31

The Role of Pancasila and Citizenship Education Subjects in Developing a Democracy Culture

26 arifin

Faculty of Teacher Training and Education, Universitas Sebelas April, Indonesia
arifin6368@gmail.com

Abstract

The subject of Pancasila and Citizenship Education is one of the compulsory subjects taught to students to create citizens in accordance with what is mandated by Pancasila and the 1945 Constitution. As one of the places designated to develop democratic values for participants for students, schools do play an important role in shaping a democratic culture through various learning methods in the classroom and extracurricular activities. But furthermore, the democratic culture that occurs in the school environment is functioned to get used to living in deliberation in uniting opinions, solving problems and responding to differences through an attitude of equality, cooperation, tolerance and brotherhood. This study uses a normative juridical method, namely legal research that refers to written regulations or other legal materials, including statutory approaches, case approaches and conceptual approaches, while the results of this study explain that learning Pancasila and Citizenship education is an activity that This is done consciously and intentionally in the teaching and learning process through the discussion method, related to this, that democratic values in learning are very important to be instilled in every student, especially in good behavior or in accordance with what has been applied in the values democracy, so that it can build and develop human potential with high character, integrity in expressing opinions, and having effective competence. Basically, the implementation of democratic values provides an opportunity for all students to be able to express their opinions regarding the subject matter that has been conveyed, this is one way to implement democratic values in Pancasila and civics education lessons (PPKn), so that students can understand and at the same time apply it in everyday life. Furthermore, on the same occasion, students are also required to be able to develop an attitude of mutual respect and appreciation both to all students and to teachers.

Keywords

subjects citizenship education, culture of democracy



I. Introduction

Every country in the world certainly wants its people to be able to live an educated, intelligent and highly insightful life. This should be achieved through a structured and systematically integrated learning process, because basically the essence of self-study is to change a person's character, be it his behavior, his mindset and even his actions for the better. Learning activities themselves cannot be separated from space and time because in this case we know that learning can be obtained in different ways, but generally people are

3

DOI: <https://doi.org/10.33258/birle.v5i1.4624>

113

more familiar with formal education and informal education. to get a variety of knowledge rather than informal education (Aulawi & Srinawati, 2019).

Formal education is actually directed at trying to change the behavior found in students, through various delivery and understanding of various materials, students are trained and educated to become human beings who are more useful for the nation and country. Meanwhile, at this time, the education system in Indonesia refers to the 2013 curriculum, which places students as objects of learning, so with the curriculum it is hoped that it can encourage students to be more active when the teaching and learning process is being carried out, in addition to learning with the curriculum. 2013 also puts forward scientific aspects, namely a system that does not direct students to the cognitive domain only but also to affective and psychomotor.

Education is essentially an effort to help students develop all the abilities that exist in themselves, but the process also involves the value of knowledge, intelligence, and behavioral patterns that are interrelated with each other, this is in accordance with the definition of education contained in the purpose of national education, to be precise in Law no. 20 of 2003 which reads that in order to create an appropriate learning atmosphere and learning process, students can actively develop their potential which is supported by productive, creative, innovative, and affective attitudes. In addition to being given knowledge and briefing through various delivery of educational materials, students are also required to be able to realize democratic values, especially in the school environment, one of which is through civic education subjects based on Pancasila and the 1945 Constitution (Azhar & Djunaidi, 2018) .

Basically democracy is very closely related to the values of freedom, especially in terms of expressing opinions that have been regulated by the school environment, democracy itself can be realized if its implementation is able to provide basic human rights. The development of democracy in schools must be carried out properly so that students can actually apply them, given the increasingly complex competition in the world of globalization, in fact these democratic values can be instilled and form an integrated character pattern. As a country that adheres to a democratic system, Indonesia has established the 1945 Constitution as the spearhead of the amendment of the people's sovereignty, and on that basis the principles of democracy must be implemented in various elements of society, especially in the school environment. Thus the educational environment is a basic milestone in inculcating a democratic culture for the nation's next generation, for this reason it is important for students to maintain and demonstrate the implementation of a democratic party according to the provisions and agreements that have been regulated by the school (Baehaqi, 2020).

As one of the places designated to develop democratic values for students, schools do play an important role in shaping a democratic culture through various learning methods in the classroom and extracurricular activities. But furthermore, the democratic culture that occurs in the school environment is functioned to get used to living in deliberation in uniting opinions, solving problems and responding to differences through an attitude of equality, cooperation, tolerance and brotherhood. The implementation of a democratic culture in the school environment is very important to realize in this millennial era, because on the one hand it holds a lot of opportunities and benefits for students, but behind it all, it can turn into a threat to the identity crisis of a nation by presenting various industrial revolutions which are not all of which can be received directly by the people of Indonesia.

The teacher's role is also the most important instrument that must be involved in efforts to develop a democratic culture in schools, through learning materials for Pancasila education and citizenship, teachers can become a special motivator to continue to provide full motivation and encouragement to students. Civic and Pancasila education teachers have more duties and roles than other subject teachers. This relates to his responsibility to shape student behavior in everyday life as good and responsible citizens. In addition, the task of Pancasila and Citizenship Education teachers is not only to convey knowledge materials to students but is also required to be able to transfer the values contained in them to be actualized in daily thought patterns and behavior (Halik, 2018).

Civic education is a subject that is sourced and based on the values of Pancasila and the 1945 Constitution, this subject equips students with basic character, knowledge and abilities regarding the relationship of citizens with other citizens, so that students can make it happen. in the form of behavior as individual beings and social beings. So we can understand that the position of civic education as a subject does not only focus on cognitive aspects but on the ability and active thinking skills of citizens in internalizing the values contained in Pancasila and the 1945 Constitution (Ika et al., 2019).

The functions and objectives of civic education are used as a vehicle to develop and preserve the noble and moral values contained in the 1945 Constitution and Pancasila as the nation's ideology, so in this context civic education acts as a systemic management which not only explains the concepts, principles and democratic values only, but can be actualized in everyday life, but over time civic education began to be reconceptualized in a new paradigm, namely, containing several important things related to the democratization of the nation, including developing the intelligence of citizens, fostering responsibility citizens and encourage citizen participation, especially in the world of national education. So based on the description and description of the background above, the researcher is interested in observing more about the role of Pancasila and citizenship education subjects in developing a democratic culture in Indonesia.

21 II. Research Methods

The research method used in this research is normative juridical, namely legal research that refers to written regulations or other legal materials, including the statutory approach, case approach and conceptual approach. The statutory approach is intended that the researcher uses legal regulations as the initial basis in conducting this research, while the sources of legal material used in this research include primary legal material consisting of the Constitution of the Republic of Indonesia and Law Number 20 of 2003 concerning the National Education System and other regulations related to the development of a democratic culture in the school environment. While the secondary legal materials consist of books, scientific journals and other research related to the problems that the researchers are looking for, while the use of analytical descriptive studies to examine concepts, legal norms and legal systems related to the role of Pancasila and citizenship education subjects in developing democratic culture in Indonesia (Nasrullah et al., 2018).

III. Discussion

3.1 Forms of Democratic Values in Learning Pancasila and Citizenship Education

As we already know that Pancasila and civics education subjects are one of the mandatory subjects that must be taught from elementary school to university level. This is because in order to create a young generation who has high insight, knows the sovereignty

of their country, so that they grow into wise citizens. In addition, this subject also has a very important role for students, especially as a means of democratic education in the school environment. By studying Pancasila and civic education from an early age, students are taught to gain various benefits not only regarding civic knowledge, but also civic skills and civic character, in accordance with the mandate of the 1945 Constitution and Pancasila as the basis of state ideology (Pandri et al., 2021).

This knowledge of citizenship is very important for students because it is directly related to knowledge of their rights and obligations as citizens and can equip students to become democratic citizens, play an active and responsible role for themselves, the government and for the Indonesian state. After students are equipped with civic knowledge, students will also get guidance on civic skills, for example when learning activities are carried out students are trained to get used to expressing opinions and also deliberation according to consensus, through critical thoughts, listening to each other to respect the various differences that exist.

In a democratic country, expressing opinions is indeed very regulated and protected by law because every citizen of course has the right to express what he thinks freely without any pressure from any party. Likewise, in the context of the school environment, students are given the freedom to express their opinions regarding a material provided by the teacher in accordance with the values and norms of decency that apply. Expressing opinions is one of the activities that must exist in student learning activities, because it is included in the abilities of students who are not only experts in the affective domain but also the cognitive and psychomotor domains (Puspita, 2021).

Deliberation is also one of the characteristics of the Indonesian nation that is often found at the education level, although for this deliberation activity is usually mostly carried out at the junior high school (SMP) level up to the university level. Deliberation itself, can be interpreted as an activity of exchanging ideas about a matter, the aim is to stimulate students to think critically and to what extent students are able to understand a condition that is being faced in the classroom. Of course, in deciding something, they must reach consensus or mutual agreement, by carrying out deliberation activities through the subjects of Pancasila and Citizenship Education, students can learn to build a sense of unity by placing more importance on common interests than personal interests. Conceptually and theoretically, students already understand about democratic culture when learning is carried out, for example when expressing opinions or conducting deliberation in determining attitudes as a way out. Although in practice there are several obstacles that must be passed by students such as not having the courage to express their opinions during learning activities.

The principles of democracy will grow and be strong if the characters have been instilled among the wider community through the value of tolerance, freedom of expression, respect for existing differences, understanding of diversity in society, being open in communication, and upholding human values and dignity among each other. From some of the theoretical explanations, it can be seen that the democratic value of tolerance is one of the values that needs to be instilled from an early age so that the democratic culture continues to grow and be embedded in themselves, especially among students when they are in the school environment. In fact, the implementation of the democratic value of tolerance has indeed been proven by mutual respect and respect for the implementation of the worship of each religion, besides that if in Islamic religious education learning activities non-Muslim students continue to participate in learning activities in class without making noise, as for the association of others. students do not choose friends based on religion, physical condition and other social strata, teachers also

always provide an understanding to show courtesy to all school residents (Ramdani & Dewi, 2021).

Instilling the value of tolerance in the world of education is an important thing that must always be carried out on students because it contains an attitude of respect, respect for a difference and accept the diversity that exists. . Education is something important and cannot be separated from a person's life, both in the family, society and nation (Sari, 2021). Education has a very strategic role in determining the direction of the **10**thcoming of the nation's quality of community knowledge (Musdiani, 2019). This **compulsory education program** is expected to provide minimum **10** education for Indonesian citizens to be able to develop their potential so that they can live independently in a community environment or continue their education to a higher level (Martono, 2020). The attitude of tolerance is a manifestation of the results of education itself, so there must be a real understanding in each student's behavior at school, because each individual does have a very different background both in terms of language and religion. Indeed, democratic education is indeed attempted to facilitate its citizens in understanding, living, practicing, and developing the concepts, principles, and values of democracy in accordance with their status and role in society. In Indonesia itself, citizenship education is functioned as a vehicle to explore democratic values and has strategic potential to be developed as a guide in developing norms and awareness, especially in upholding a just rule of law (Rukmini, 2021).

There are several supporting factors regarding the implementation of democratic values through Pancasila and citizenship subjects in schools, including the example of the teacher by giving examples of good behavior to students with the aim that students imitate the behavior he exemplifies then the means and adequate infrastructure, for example by involving the sophistication of information technology into learning activities and finally providing motivation, namely appreciation in the form of added value or plus points to students who are active in learning activities. In general, citizenship education subjects are aimed at forming intelligent, skilled and characterized citizens who can be seen from a religious and socio-cultural perspective, so that the ultimate goal to be achieved from these civic education subjects is to form good citizens and have noble national character. The intelligence possessed by these citizens must be reflected in three aspects, namely knowledge, skills and civic character.

3.2 An Overview of Learning Pancasila and Citizenship Education in the School Environment

The purpose of a learning process is to form students in developing all their potential, in the Minister of National Education No. 22 of 2006 concerning educational standards, it is stated that participation between teachers and students is an important aspect that greatly influences the desired learning objectives. The involvement of students in the teaching and learning process is an implementation of student activity, of course, in addition to receiving subject matter from the teacher, students are also required to be active both physically and mentally. Associated with the existence of civic education subjects as one of the most important aspects that must be involved in learning democracy in schools, because these subjects focus on morals, which are expected to be realized in everyday life, for example, behavior devoted to God Almighty. and respect for various other religious groups, then the behavior of supporting the unity of the nation and state and always prioritizing the attitude of deliberation over consensus for the common interest. So we can conclude that what is meant by Pancasila and Citizenship Education is a science that is devoted to studying various sciences of state administration, democracy, Pancasila, civil society and love for the homeland (Vichaully & Dewi, 2021).

To support efforts to foster Pancasila values and citizenship in the school environment, it is necessary to strive for a learning based on several important attitudes including (1) Civic education must develop attitudes, values, and morals or emotional intelligence contained in students not only only develop intellectual abilities and intelligence, besides that civic education should also develop meaningful life skills or competencies to students, not just conveying information that is artificial or less useful for students' lives but is able to be used functionally throughout their lives (2) Civic education learning should able to invite students' thinking skills at a higher level, not only teaching students with the ability to remember facts or concepts, but also to the ability to think analytically, critically, creatively, reflectively, and evaluatively. The way of explanations, questioning techniques and well-designed tasks by the teacher can help invite students' thinking abilities, the development of thinking skills is also very important in the issue of value planting, where it is hoped that the values fostered can be accepted by students with full reasoning.

Furthermore, (3) Civic education learning should be democratic, meaning that it is carried out in an open, familial, harmonious and humane atmosphere, without any physical or psychological pressure. Civics learning is not just teaching the concept of democracy, but learning that is carried out democratically in a pleasant atmosphere (4) Civics learning should be creative, in the sense of being able to invite and provide opportunities for students to be creative in the classroom. This student's creativity will develop if it is supported by creative teachers as well. Civics learning should also be developed through collaborative learning that can not only help improve academic abilities together for all students, but also be able to develop positive attitudes, such as cooperative attitudes, tolerance, respect for other people's perspectives, and empathy (Rini, 2017).

And finally Civics learning should be able to invite students to carry out social activities directly, thus students not only learn in the classroom, but can also be carried out outside the classroom or in the community by carrying out real social activities that can beneficial for himself or for the rest of society. This needs to be done to grow students' abilities as social actors, namely citizens who have social sensitivity or concern and are able to solve social problems well.

Learning Pancasila and Citizenship Education is an activity that is carried out consciously and intentionally in the teaching and learning process through the discussion method, related to this, that democratic values in learning are very important to be instilled in every student, especially in good behavior or in accordance with what has been applied in these democratic values, so that they can build and develop human potential with high character, integrity in expressing opinions, and having effective competence. Basically, the implementation of democratic values provides an opportunity for all students to be able to express their opinions regarding the subject matter that has been conveyed, this is one way to implement democratic values in Pancasila and Civic Education (PPKn) lessons, so that students can understand and at the same time apply it in everyday life. Furthermore, on the same occasion students are also required to be able to develop an attitude of mutual respect and appreciation both to all students and to teachers (Maftuh, 2008).

Realizing Civics in the mission of democratic education actually requires four main components as stated in the state law, especially regarding the educational mission, this is in fact related to the development of competency standards and indicators of learning outcomes that refer to the development of students' democratic abilities, Then Civics learning as a consequence of course requires also the main points related to the principles of democracy and their application in the life of state administration, governance, and social order in Indonesia. Civics learning also requires teachers who not only have broad knowledge and insight about democratic life, but more than that, they must have values

and commitments as well as democratic skills in social life. In addition, Civics learning must be a vehicle for learning real democratic life for students. This means that Civics learning must use models, approaches, strategies, and learning methods that are based and oriented towards a real democratic attitude.

Awareness of democracy can be increased by generating their own opinions to solve the problems that exist around them, this can be done by increasing the sensitivity level of students to national and global problems, besides that the teacher's task must also provide a number of questions regarding these problems, so that the democratic attitude of students emerges by itself. In addition, students are also invited to get used to completing school assignments in groups, and express their opinions by deliberation, without any debate that results in quarrels between the groups. This is where the role of the teacher as a mediator. Not only given ways to speak and argue, the teacher also shows how to make decisions and accept the results of the decisions (Nurhidayah et al., 2021).

In internalizing democratic values the teacher can be a good role model, this means that all of his behavior can be used as a benchmark for all students in the formation of democratic character within himself. For this reason, it is important to establish a democratic climate in the classroom, by always applying commendable attitudes every time the learning process is being carried out. Schools can also be the second most comfortable place after home, meaning that teachers must be able to develop appropriate learning strategies, especially in improving all abilities possessed by all students, besides that teachers must make the atmosphere in the classroom very comfortable, especially when the learning process, discussing, completing group assignments, reading, and doing other activities are being carried out together. The implementation of democratic education in the learning process in the classroom certainly cannot be separated from the role of the teacher, so the teacher must create a warm atmosphere in the school so that it becomes a comfortable place for students.

A democratic school and good classroom management will certainly influence teachers and students to act positively when the teaching and learning process is being carried out. The attitude and behavior of the teacher in managing the classroom is one of the most important factors that can influence the democratic attitude of students. Actions such as making rules in classroom management, fostering students' creative ideas, and treating all students fairly, can foster democratic values in the school environment. In addition, the teacher can agree on all the rules in the classroom with students, namely by always obeying and implementing them according to the applicable rules, then the rules can be a separate assessment and commitment for students, then this rule must be used as a guide by all students, because things like this are part of a democratic life (Sartika et al., 2018).

A democratic culture can be applied in the school environment, of course this can be seen in the collaboration between the school residents involved, accepting the differences in ethnic, cultural, racial, and religious backgrounds, obeying school rules appropriately, respecting the opinions of all school members very highly. wise, involve themselves in solving problems in groups, and the last is deliberation to reach consensus. These values have been applied by students since a long time ago, and these values have become the habits of students in behaving and behaving democratically in the school environment.

IV. Conclusion

Pancasila and Citizenship Education is one of the mandatory subjects that must be conveyed to all students at various levels of schools in Indonesia, in the lesson contains three important aspects that are interrelated with each other, including knowledge of

citizenship, which is related to with the content of what a citizen should know, especially knowledge about democracy and the basics of government. Furthermore, citizenship skills include intellectual skills and participation in the formation of a democratic climate in the state order and the last is the character of citizenship which implies an important character for the maintenance and development of democracy as a whole. In addition, Pancasila and Citizenship Education subjects are also able to equip students with real knowledge, attitudes, values and norms that apply in the school environment. In addition, the process can also train students in developing a democratic culture by expressing opinions and deliberation during learning activities. Democratic leadership in fact can be started early in the school environment, because in that period students are trained to be able to instill an attitude of tolerance, deliberation, respect for opinions and tolerance among each other.

References

- 4 Aulawi, A., & Srinawati, S. (2019). Implementasi Nilai-Nilai Demokrasi dalam Pengambilan Keputusan Organisasi untuk Meningkatkan Organisasi Siswa Intra Sekolah (Osis) di SMK Darus Syifa Kota Cilegon. *Pro Patria: Jurnal Pendidikan, Kewarganegaraan, Hukum, Sosial, dan Politik*, 2(1), 38-50.
- Azhar, A., & Djunaidi, A. (2018). Penerapan Nilai-nilai Moral dan Karakter dalam Ppkn di SMP Darul Hikmah Mataram. *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila dan Kewarganegaraan*, 6(1), 35-41.
- 12 Baehaqi, M. L. (2020). Cooperative Learning Sebagai Strategi Penanaman Karakter Dalam Pembelajaran Pendidikan Pancasila Dan Kewarganegaraan Di Sekolah. *Jurnal Pendidikan Karakter*, 10(1).
- Halik, H. (2018). Penerapan Nilai-Nilai Demokrasi dalam Proses Belajar Mengajar melalui Mata Pelajaran Pendidikan Kewarganegaraan (Suatu Penelitian Pada SMA Negeri 1 Mila Pidie). *Jurnal Sosial Humaniora Sugi*, 1(2), 95-108.
- Ika, R., Basit, A., & Lutvia, L. (2019). Implementasi Nilai-Nilai Demokrasi dalam Pembelajaran Pendidikan Kewarganegaraan (PKN) di Kelas VII SMP Islam Abd Wahid Pajarakan Kulon Kabupaten Probolinggo. *Publicio: Jurnal Ilmiah Politik, Kebijakan dan Sosial*, 1(2), 36-36.
- 17 Maftuh, B. (2008). Internalisasi nilai-nilai Pancasila dan nasionalisme melalui pendidikan kewarganegaraan. *Jurnal Educationist*, 2(2), 134-144.
- Martono, T., et.al. (2020). The Effectiveness of High School Affirmations (ADEM) Repatriation: Empirical Evidence from Central Java and Special Region of Yogyakarta, Indonesia. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1841-1847.
- Musdiani, Mardhatillah, and Khaesar. (2019). Analysis the Role of Headmaster in Applying Quality of Education in Primary School Districts, Aceh Barat. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 2 (3): 27-35.
- Nasrullah, M., Budiono, B., & Tinus, A. (2018). Implementasi Nilai-nilai Demokrasi dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan di MAN Langke Rembong Ruteng Nusa Tenggara Timur. *Jurnal Civic Hukum* 3(2), 195-207.
- Nurhidayah, D., Sumarna, S., & Suhendar, I. F. (2021). Peranan Mata Pelajaran Pendidikan Pancasila dan Kewarganegaraan dalam Mengembangkan Budaya Demokratis. *Jurnal Pendidikan Politik, Hukum Dan Kewarganegaraan*, 11(2).
- Pandri, R., Dama, E., Afriani, M., Pratama, R. P., Nurhayati, N., Juneti, J., & Karomi, A. (2021). Pengembangan Nilai-Nilai Demokratis Mahasiswa Melalui Pendidikan Kewarganegaraan. *IJOCE: Indonesia Journal of Civic Education*, 2(1), 1-7.

- Puspita, M. D. (2021, December). Strategi Guru Pendidikan Pancasila dan Kewarganegaraan dalam Menanamkan Nilai-Nilai Demokrasi Pancasila di SMP N 5 Batang. In Seminar Nasional K¹⁹indonesiaan (FPIPSKR).
- Ramdani, R., & Dewi, D. A. (2021). Implementasi Nilai-nilai Demokrasi dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Pendidikan Tambusai*, 5(3), 9034-9038.
- Rini, N. D. A. (2017). Implementasi Nilai-Nilai Demokrasi Melalui Pembelajaran Pendidikan Ke¹⁴warganegaraan. *TRIHAYU: Jurnal Pendidikan Ke-SD-an*, 3(3).
- Rukmini, B. S. (2021). Implementasi Nilai-Nilai Demokrasi dalam Pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *Jurnal Pendidikan Dewantara: Media Komunikasi, Kreasi dan Inovasi Ilmiah Pendidikan*, 7(1), 40-47.
- Sari, D.N. (2021). Implementation of Educative Learning Media Counting Tree to Improve Student's Cognitive Abilities in Kartika Tanjung Morawa Kindergarten. *Britain International of Linguistics, Arts and E⁵ducation (BIO LAE) Journal* Vol. 3 (1): 22-28.
- Sartika, M., Suntoro, I., & Yanzi, H. (2018). Peranan Pembelajaran PPKn dalam Menginternalisasi Nilai-nilai Demokrasi. *Jurnal Kultur Demokrasi*, 5(10).
- Vichaully, Y., & Dewi, D. A. (2021). Penerapan Nilai Demokrasi di Kelas Sekolah Dasar Sebagai Bentuk Bagian Dari Pembelajaran Pendidikan Kewarganegaraan. *Rhizome: Jurnal Kajian Ilmu Humaniora*, 1(11).

The Role of Pancasila and Citizenship Education Subjects in Developing a Democracy Culture

ORIGINALITY REPORT

14%

SIMILARITY INDEX

11%

INTERNET SOURCES

8%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

- 1** A Andriani. "Promoting civic education through integrated ICT-based media in early childhood education", Journal of Physics: Conference Series, 2020
Publication 1%
- 2** jurnal.stkipppgtritrenggalek.ac.id
Internet Source 1%
- 3** pdfs.semanticscholar.org
Internet Source 1%
- 4** siducat.org
Internet Source 1%
- 5** journal3.um.ac.id
Internet Source 1%
- 6** Submitted to Universitas Negeri Surabaya The State University of Surabaya
Student Paper 1%
- 7** Yunisca Nurmalisa, Elisa Seftriyana. "Teacher Role Analysis In Developing Communication 1%

And Collaboration Capabilities On Elementary Education Level", Efektor, 2019

Publication

8	ejournal.upm.ac.id Internet Source	1 %
9	www.jbasic.org Internet Source	1 %
10	Submitted to University of Huddersfield Student Paper	1 %
11	e-journal.undikma.ac.id Internet Source	1 %
12	jurnal.ucy.ac.id Internet Source	<1 %
13	journal.ipm2kpe.or.id Internet Source	<1 %
14	jurnal.ustjogja.ac.id Internet Source	<1 %
15	repository.radenfatah.ac.id Internet Source	<1 %
16	journal.unigha.ac.id Internet Source	<1 %
17	journal.staihubbulwathan.id Internet Source	<1 %

- 18 Arifin Arifin, Enung Hasanah. "Principal's Leadership In Developing The Competencies Of Physical Education Teachers In Muhammadiyah Nitikan Elementary School Yogyakarta", *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani*, 2021
Publication <1 %
-
- 19 conference.upgris.ac.id
Internet Source <1 %
-
- 20 jurnal.fh.unila.ac.id
Internet Source <1 %
-
- 21 Submitted to Universitas 17 Agustus 1945 Surabaya
Student Paper <1 %
-
- 22 digilib.unila.ac.id
Internet Source <1 %
-
- 23 Teddy Asmara. "The Effectiveness of Gratification Arrangements as Part of Corruption Crimes in Indonesia: A Theoretical Study in Talcott Parsons Perspective", *International Journal of Criminology and Sociology*, 2021
Publication <1 %
-
- 24 jurnal.unsur.ac.id
Internet Source <1 %
-
- 25 www.neliti.com
Internet Source <1 %

<1 %

26

Inoe Saputro, Retno Winarni, Mintasih Indriayu. "The Role of Character Education in Internalizing Nationalism Value", Proceedings of the 4th International Conference on Learning Innovation and Quality Education, 2020

Publication

<1 %

27

ejournal.unwaha.ac.id

Internet Source

<1 %

28

eprints.eudl.eu

Internet Source

<1 %

29

jonedu.org

Internet Source

<1 %

30

www.ijrrjournal.com

Internet Source

<1 %

31

E. Nita Prianti, Laila Novia Rahman. "PERAN PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN DALAM MENERAPKAN KARAKTER MANDIRI SISWAKELAS XI IPS I MADRASAH ALIYAH MATHLA'UL ANWAR KEPUH CINANGKA", Pro Patria: Jurnal Pendidikan, Kewarganegaraan, Hukum, Sosial, dan Politik, 2019

Publication

<1 %

32

Dian Arima Gusti, Ratnawulan. " An analysis of development of student's worksheets with the theme integrated science energy in life by using integrated type of integrated learning in 21 century ", Journal of Physics: Conference Series, 2020

Publication

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off