

## **CITIZENSHIP EDUCATION BASED ON THE CONTEXTUAL TEACHING LEARNING (CTL) MODEL: AN ALTERNATIVE TO CULTIVATING CITIZENS' SOCIAL AWARENESS**

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### **Abstract**

Citizenship Education is an important part of forming the character and awareness of good citizens. One approach that can be used in developing Civics is the Contextual Teaching Learning (CTL) Model. The CTL model combines the context of everyday life with active learning and direct student involvement in the learning process. This research aims to explain how the CTL model approach can be an effective alternative in fostering students' awareness of the surrounding environment. Through this model, students can relate Civics concepts to real situations around them, especially in the environmental context. In the CTL Model approach, Civics learning is carried out through several stages involving real experience, reflection, and application of knowledge in the context of everyday life. Students are invited to identify environmental problems around them, conduct research, and look for solutions that are sustainable and beneficial to the environment. This research uses qualitative research methods with a literature study approach. Data was obtained through analysis of documents related to Civics learning. The results of this research indicate that the CTL Model approach can be effective in fostering students' awareness of the surrounding environment. Students become more aware of the impact of their actions on the environment and feel responsible for making positive changes. They also develop critical thinking skills, problem-solving abilities, and collaboration in solving environmental problems. In the context of Civics, the CTL Model approach can provide a more real and relevant learning experience for students. They can relate Civics concepts to their daily lives, increase their understanding of their rights and obligations as environmentally responsible citizens, and encourage active participation in environmental conservation and management efforts. In conclusion, the CTL model can be used as an effective alternative in fostering students' awareness of the surrounding environment through a relevant, active, and involved approach. Through this approach, students can develop a deeper understanding of the environment and have the awareness to act positively to protect and maintain environmental sustainability.

**Keywords:** Citizenship Education, Contextual Teaching Learning (CTL) Model, and Social ConcernIntroduction

## 1 INTRODUCTION

The research background on Citizenship Education based on the Contextual Teaching Learning (CTL) Model with a focus on alternatives to foster social awareness refers to the need to develop education that is more effective in forming citizens who are caring, active, and responsible for the community and environment around them. In this context, there are several important background points, including:

Challenges in Citizenship Education, Citizenship Education has an important role in forming character and civic values in the younger generation. However, several challenges may arise in teaching and motivating students to truly understand and apply social values in everyday life. Some of these challenges include:

- Student impartiality, where students may be less interested or feel less relevant to civics lesson material. If they don't see how these values relate to their lives, they may not be motivated to study seriously.
- Value Confusion, in general, civic values are often abstract and can be interpreted in various ways by individuals. This can lead to confusion about what is expected of them as good citizens.
- Limited curriculum, sometimes the curriculum that has been determined can have limited scope in teaching civic values. This may make it difficult for teachers to explore more contemporary or complex issues.
- Controversies and sensitivities, some citizenship issues can be highly controversial and politically, religiously, or culturally sensitive. Teaching these values in a balanced and objective manner can be challenging, especially when dealing with diverse opinions among students.
- Lack of teacher training, teachers may not always have adequate training in teaching citizenship. This can make them feel unsure about presenting the material in a way that is interesting and relevant to students.
- Technological challenges, students live in a digital age, and challenges may arise in keeping civics education relevant in an increasingly connected world. Integrating technology wisely in teaching can be a struggle.

- Evaluation and measurement, measuring students' understanding of civic values is not an easy thing. Sometimes, evaluations focus only on factual knowledge rather than a deeper understanding of concepts.

To overcome this challenge, citizenship education can be directed towards a more contextual, inclusive, and interactive approach. This may involve the use of case studies, open discussions about controversial issues, the use of technology to facilitate learning, and a more student-centered approach. With the right efforts, citizenship education can be a powerful tool for forming conscious, responsible, and active citizens in society.

The Importance of Social Concern, social care is an individual's ability to understand, feel, and respond to social needs and problems around them. In an increasingly complex and diverse society, this capability is essential to ensure attention to the collective welfare. The importance of social care cannot be ignored in the context of an increasingly complex and diverse society like today. The following are several reasons why social awareness has a very important role:

- Building healthy relationships, and social awareness helps in building healthy relationships between individuals in society. When people feel understood and cared for by others, they tend to feel more connected and more empathetic towards each other. This can strengthen social networks and increase the sense of community.
- Reduce conflict and inequality by having a deeper understanding of social needs and problems, individuals tend to be more sensitive to potential conflict and inequality. In this way, they can contribute to preventing and reducing conflicts that may arise in society.
- Improving collective well-being, social care helps identify groups or individuals who need additional support. By responding to these needs, society can work together to improve the welfare of all its members. This includes support in the fields of education, health, economics, and others.
- Encouraging positive social change, individuals who care about social issues have the potential to inspire and encourage positive change in society. They can be pioneers of change that leads to improving human rights, increasing environmental protection, and addressing various social problems.
- Building a sense of ownership of the community, social awareness helps build a sense of ownership of the community and the surrounding environment. Caring individuals tend to

be more emotionally invested in efforts to improve and maintain their environment, ultimately contributing to the formation of a positive collective identity.

- **Improve Quality of Life:** Societies that focus on social care tend to be more inclusive and care about diversity. This can create a more positive and welcoming environment for all individuals, ultimately improving the quality of life for all members of society.
- **Forming an Empathetic Future Generation:** By showing social awareness as an example to the younger generation, we can help form individuals who have a sense of empathy and responsibility towards society. This will have a long-term positive impact on the way society interacts and develops.

Overall, social care has a broad and positive impact on maintaining the balance and welfare of society. In an increasingly complex world, individuals need to continue to develop these abilities to contribute to creating a better environment for everyone. Contextual Teaching Learning (CTL) Model: CTL is a learning approach that focuses on connecting learning material with real contexts and student experiences. By linking lessons to real-world situations, it is hoped that students can more easily understand and internalize the concepts being taught. The Contextual Teaching and Learning (CTL) Learning Model is a learning approach that emphasizes the relationship between subject matter and the real context in students' daily lives (Muslihah & Suryaningrat, 2021; Zaman, 2019). This approach is designed to help students connect abstract concepts to real-world situations, so they can better understand and apply learning.

The CTL approach involves several key principles:(Hyun et al., 2020)

- **Constructivism:** CTL is based on the theory of constructivism, which posits that students construct their understanding through interactions with the environment and personal experiences. In the context of CTL, students are considered active knowledge builders, not just passive recipients of information.
- **Student Experience:** Learning materials are linked to student experiences, whether from everyday life, the local environment, or other real-world situations. This helps students feel more involved and interested in the learning process.

- **Integrated Teaching:** CTL encourages integration between various subjects and disciplines. This allows students to see deeper connections between different concepts, similar to the way concepts are connected in real life.
- **Problem Solving:** This approach emphasizes learning through solving real problems. Students are invited to apply their knowledge and skills in real situations, so they can develop critical and creative thinking abilities.
- **Cooperative and Collaborative:** CTL often encourages group work and collaboration between students. This reflects real-world social environments where teamwork and collaboration are essential skills.
- **Reflection:** Students are encouraged to reflect on their learning experiences and make connections between their learning and their lives. This helps strengthen their understanding and increases awareness of how learning can be applied in a variety of situations.
- **Active Learning:** CTL emphasizes active learning, where students are actively engaged in seeking information, solving problems, and creating their understanding. The teacher acts as a facilitator or guide in this process.

Through the CTL approach, it is hoped that students will not only understand lesson concepts superficially but can also apply this knowledge and skills in real situations. By experiencing the relevance and benefits of learning, students are expected to be more motivated and have a deeper understanding of the subject matter (Adim et al., 2020; Setiawan et al., 2020). Link to Social Concern: The CTL approach has the potential to increase students' social concerns. By linking learning to actual social situations, students can be more involved in understanding and feeling the social implications of the topics studied. The CTL (Contextual Teaching and Learning) approach is a learning approach that emphasizes the application of knowledge in real-life contexts. In the context of social awareness, the CTL approach has great potential to increase students' awareness and concern for the social problems around them. By linking learning to actual social situations, students can more easily see how the concepts they learn relate to the real world and existing problems. This can encourage them to understand the social implications of the topics studied and feel the urgency to contribute to solving these social problems. Here are some ways in which the CTL approach can help improve students' social awareness: (Muhsam & Letasado, 2020)

- **Relevant Context:** By choosing a real context that is relevant to the learning topic, students will be more interested and motivated to understand the material. For example, in a science lesson on climate change, students can study the impacts of climate change on their communities and the environment around them.
- **Social Problem Solving:** The CTL approach can encourage students to seek solutions to the social problems they study. For example, in learning about poverty, students can design social projects to help disadvantaged communities.
- **Collaboration and Engagement:** The CTL approach often involves collaborative activities, where students work together to understand and address social problems. This helps develop social and teamwork skills.
- **Reflection and Empathy:** By seeing firsthand the social impact of a learning topic, students can develop empathy for the people affected. They can also reflect on how their actions may affect the world around them.
- **Holistic Learning:** The CTL approach encourages a more holistic and in-depth understanding, because students not only focus on theoretical concepts but also how these concepts are applied in real life.
- **Intrinsic Motivation:** Connection to social issues provides deeper meaning and purpose to learning. This can increase students' intrinsic motivation to learn.
- **Critical Skills Development:** Through the CTL approach, students are invited to analyze, examine, and relate information in a broader social context. This helps them develop critical thinking skills.

It is important to note that the CTL approach to improving social awareness requires good planning and implementation by educators. This approach must also be well integrated into the curriculum and followed by in-depth reflection. With the right CTL approach, students can be more aware and involved in social issues, thereby encouraging them to become more caring citizens and contribute to society.

**The Importance of Effective Learning Alternatives:** In facing challenges in teaching civic values and social care, the need for alternative learning approaches that are more effective and interesting is becoming increasingly clear. You are right, the importance of effective learning alternatives is very relevant in facing the challenge of teaching civic values and social

awareness to the younger generation. The following are several reasons why effective learning alternatives are becoming increasingly important: (Jufriadi et al., 2022; Redhana, 2019)

- **Overcoming Classic Challenges in Learning:** Materials on citizenship and social care are often abstract and complex. Effective learning alternatives can help overcome these challenges by presenting information in a way that is more understandable and relevant to students.
- **Enabling Active Participation:** Traditional passive learning methods, such as lectures, may no longer be sufficient to teach civics and social care concepts. More interactive and collaborative learning alternatives can encourage students to be actively involved in understanding and discussing these values.
- **Attract Students:** Technology and new media have changed the way young people learn and interact with information. Using technology and creative approaches in civics and social awareness learning can make this material more interesting and relevant for students.
- **Encourage Critical Thinking:** Learning alternatives that focus on discussion, problem-solving, and analysis can encourage students to develop critical thinking on complex social and political issues.
- **Integrating Actual Context:** In a changing world, students need to understand how civic values and social concerns apply in real contexts. Effective learning alternatives can integrate real cases and current issues to build deeper understanding.
- **Promote Empathy and Diversity:** Effective learning alternatives can help develop empathy for the experiences and views of others, as well as understanding the importance of diversity in society.
- **Provide Meaningful Learning Experiences:** A more practical approach and hands-on experience in learning can help students relate abstract concepts to personal experiences, resulting in more meaningful and long-lasting learning.

Examples of learning alternatives that can be implemented include project-based learning, simulations, group discussions, role-playing, use of technology such as videos or online platforms, field trips, and so on. By adopting effective learning alternatives, educators can be more successful in teaching civic values and social awareness to students, so that they can become more conscious and responsible citizens.

Benefits in Active Citizenship Development: Successful citizenship education must be able to encourage students to become active citizens and participate in community life. The CTL model has the potential to provide students with the skills and understanding necessary to take an active role in solving social problems. You are right, developing active citizenship through civics education has several benefits. The CTL (Contextual Teaching and Learning) model is a learning approach that can help effectively achieve this goal. The following are some of the advantages of developing active citizenship through citizenship education using the CTL approach:

- **Development of Critical Thinking Skills:** CTL encourages students to engage in solving real problems and contextual situations. It teaches students to question information, analyze multiple points of view, and develop the critical thinking skills necessary to understand social and political issues.
- **Understanding of Democratic Processes:** In the CTL model, students engage in discussion, collaboration, and shared decision-making. This helps them understand the basic principles of democracy, such as active participation, respect for differences of opinion, and joint decisions.
- **Effective Communication Skills:** Active citizenship education requires good communication skills. The CTL model engages students in open discussions, presentations, and collaboration, helping them develop effective speaking and listening skills.
- **Practical Experience in Social Participation:** Through the CTL approach, students engage in real projects related to social issues. This gives them hands-on experience in participating in social and community initiatives, helping develop their abilities to address real challenges.
- **Increased Sense of Social Concern:** Active citizenship education encourages students to understand and appreciate a variety of social issues, including issues that may not directly affect them. This helps develop a sense of empathy and a sense of responsibility towards the wider community.
- **Preparation for Global Citizenship:** The CTL model helps students understand the interconnections between local and global issues. This is important in preparing them to become conscious and responsible global citizens.



- **Development of a Critical Spirit and Activism:** Active citizenship education through the CTL approach encourages students to become individuals who are critical of social injustice and the environment around them. This can spark a spirit of activism and a desire to contribute to solving social problems.

By adopting a CTL approach to citizenship education, schools can help students develop the skills, understanding, and attitudes necessary to become active citizens and participate in building a better society. With this background, research on CTL Model-based Citizenship Education as an alternative for fostering social awareness will focus on how this approach can be implemented effectively in a learning context, what impact it has on students' understanding and behavior regarding social awareness, and its relevance in forming good citizens. responsible and caring for society and the environment.

## **2 METHOD**

The literature study method is an approach used to collect, analyze, and synthesize information contained in literature or other written sources. This method is carried out to obtain an in-depth understanding of the topic or research problem being studied (Sugiyono, 2015).

The following are the general steps involved in the literature study method:

1. **Determine objectives:** The first step is to determine the objectives or research questions that you want to answer through a literature study. This helps to guide the literature search and analysis.
2. **Determine Boundaries:** You need to limit the scope of your literature study, either in terms of time (e.g., literature published within the last five years) or topic scope (e.g., only literature on a particular aspect of the topic under study). This helps maintain the focus and relevance of the literature study.
3. **Literature Search:** The next step is to search for literature that is relevant to the research topic. You can use academic databases, digital libraries, scientific journals, and other relevant sources. Use keywords appropriate to the research topic to search for relevant literature.
4. **Literature Selection:** After searching, you need to evaluate the literature found to select the most relevant and high-quality sources. Read the abstract, summary, or introduction to assess the relevance and quality of the research.

5. Literature Analysis: After making the selection, read carefully and analyze the selected literature. Identify key findings, differences, or similarities between existing studies. Make notes about findings that are relevant to your research objectives.
6. Literature Synthesis: This step involves systematically compiling and presenting literature findings. You can use methods such as tables or matrices to compare and present information in a structured manner. This synthesis helps combine information from various literature sources.
7. Interpretation and Writing: Finally, you must interpret the literature findings and prepare a final report or paper. Organize your findings and arguments logically according to your research objectives. Explain how the literature findings support or relate to your research topic.

The literature study method is an effective tool for gaining an in-depth understanding of a particular topic and identifying existing knowledge gaps. However, it is important to remember that this method does not involve collecting new data but rather analyzing existing information in the available literature.

### **3 RESULTS AND DISCUSSION**

#### **3.1 Citizenship Education is a Character Cultivation Process**

Citizenship Education (PKn) does have an important role in cultivating individual character. The process of character cultivation through Civics aims to form citizens who have awareness, understanding, and good attitudes toward civic values (Muhibbin & Sumardjoko, 2016; Rahmatiani & Indriyani, 2020). The following are several things that are part of the character cultivation process through Civics: (Handayani et al., 2015; Sudjatnika, 2017)

1. Instilling civic values: Civics serves as a forum for introducing and internalizing civic values to students. Values such as justice, democracy, unity, tolerance, cooperation, and social responsibility are the focus of Civics learning.
2. Understanding of the government system: Civics provides an understanding of the government system and democratic procedures in our country. Students are taught about the principles of democracy, the rights and obligations of citizens, as well as the democratic decision-making process.

3. Developing an attitude of social concern: Through Civics, students are taught to care about social problems around them, such as poverty, social inequality, or environmental damage. They are taught how to become active citizens in helping and contributing to overcoming these problems.
4. Formation of democratic attitudes: Civics encourages students to respect differences of opinion, respect human rights, and participate actively in democratic life. Through healthy discussions and debates, students are taught to respect pluralism and uphold the principle of freedom of opinion.
5. Critical thinking skills training: Civics also involves developing students' critical and analytical thinking skills. They are taught to analyze the information they receive, evaluate arguments, and make wise decisions in the context of citizenship.
6. Habituation of active participation: Civics provides opportunities for students to participate actively in civic activities, both inside and outside school. This includes activities such as electing the class president, organizing social activities, or participating in community activities.

Character cultivation through Civics is not a one-time process but requires a continuous and consistent approach. Teachers as educational facilitators have an important role in guiding students to understand, internalize, and apply civic values in everyday life. Character cultivation through Citizenship Education (PKn) is not a one-time process. In forming character and civic values, a sustainable and consistent approach is needed. The role of teachers as educational facilitators is very important in guiding students to understand, internalize, and apply these values in everyday life (Budimansyah et al., 2018).

The following are several reasons why teachers have an important role in cultivating character through Civics:

1. Mentors and Teachers: Teachers are the main source of knowledge and information regarding civic values and desirable characters in society. They have the responsibility to teach students about basic concepts and principles of citizenship and provide real examples that are relevant in everyday life.
2. Role Model: Teachers also act as examples or role models for students. The attitudes, behavior, and values demonstrated by teachers can be role models for students. By

observing and following teachers, students can gain a better understanding of how to apply civic values in their own lives.

3. **Ethics and Moral Development:** Teachers have a role in developing students' ethics and morals. They can teach values such as honesty, integrity, mutual respect, and responsibility. Through discussion, reflection, and real experience, teachers can help students understand the consequences of their actions and develop a responsible attitude towards themselves and society.
4. **Discussion Facilitator:** Teachers can create a learning environment that allows students to actively participate in discussions about relevant civic issues. Through this discussion, students can develop critical thinking skills, respect other people's perspectives, and understand the importance of dialogue and cooperation in building a just and democratic society.
5. **Strengthening Values:** Teachers can strengthen civic values through activities such as simulations, role plays, social projects, or extracurricular activities. Through this direct experience, students can internalize these values and see how these values can be applied in real life.

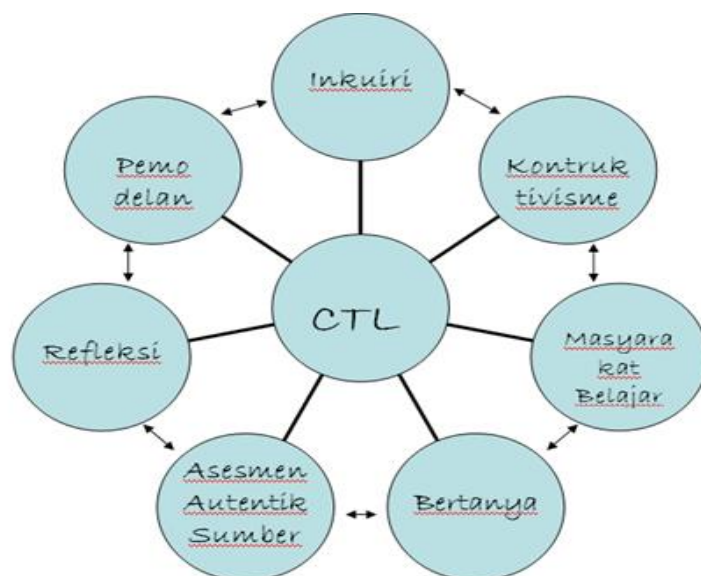
With a sustainable and consistent approach, teachers can help students form strong characters and have high civic awareness. As a teacher, one of his main roles is to help students form strong characters and have high civic awareness. Here are some ways you can do this:

1. **Be a role model,** and be a good example for students in terms of positive attitudes, behavior, and values. Demonstrate integrity, empathy, honesty, and a sense of responsibility in every interaction with them.
2. **Building positive relationships,** to build close and trusting relationships with students. Knowing the needs, interests, and personality of each student individually. By understanding them well, you can provide the right support to help them develop holistically.
3. **Teach civic values:** Include learning about civic values in your curriculum. Teach students about the importance of active participation in society, respect for human rights, tolerance, justice, and social responsibility. Discuss relevant social and political issues, encourage them to think critically, and support them to voice their opinions constructively.

4. Provide participation opportunities: Involve students in projects or activities that encourage them to contribute positively to society. This may involve volunteer activities, research projects on social issues, or participation in civic organizations or groups. In this way, they will learn the importance of playing an active role and contributing to society.
5. Encourage empathy and social understanding: Teach students about the importance of empathy and understanding towards others who are different from them. Encourage them to appreciate diversity, understand others' perspectives, and work together to achieve common goals.
6. Strengthening character through reflection: Encourage students to reflect on their actions and develop a deeper understanding of the values and ethics they adhere to. Discuss real-life situations and allow them to think about how they can make the right decisions and act with integrity.
7. Invite role models from the community: Invite resource persons from the community who have strong character and high civic awareness, such as community leaders, volunteers, or other inspirational figures. They can share their experiences and insights with students, which will help enrich their understanding of character and citizenship.

### **3.2 Contextual Teaching Learning (CTL) Model**

The Contextual Teaching and Learning (CTL) model is an instructional approach that focuses on making learning relevant and meaningful for students by connecting classroom content with real-world contexts. CTL emphasizes the application of knowledge and skills in authentic situations, encouraging students to understand the practical relevance of what they learn (Sulfemi & Yuliani, 2019). The CTL model is based on the idea that learning is most effective when it is linked to students' experiences, interests, and the world around them. It seeks to bridge the gap between abstract concepts and concrete applications by creating a context in which students can connect and apply their learning (Nasri et al., 2021).



Source: <http://nadiaph.blogspot.com/2017/04/12.html>

Learning with the CTL (Contextual Teaching and Learning) Model is a learning approach that focuses on the relationship between learning material and students' real-life context. This model allows students to understand and apply learning concepts in situations that are relevant to their lives. The following are the seven main components of learning with the CTL model (Hasibuan, 2014; Zaman, 2019):

1. Constructivism: The CTL model is based on the principles of constructivism, where students are considered as constructors of their knowledge. Students are actively engaged in learning, building their understanding through reflection, exploration, and interaction with the environment.
2. Real experiences: The CTL model emphasizes the use of students' real experiences as a basis for learning. Teachers try to relate learning concepts to relevant situations or experiences in students' lives. This helps students to see the connection between learning material and the real world.
3. Problem-based learning: The CTL model encourages the use of a problem-based learning approach. Teachers pose problems or challenges that are relevant to students' lives, sparking their interest and curiosity. Students then try to find solutions through exploration, research, and collaboration.

4. Reflection: The reflection component engages students in the process of rethinking their learning experiences. Teachers encourage students to reflect on what they learn, how they learn, and how they can apply that knowledge in everyday life.
5. Collaborative learning: The CTL model encourages cooperation and collaboration between students. Students are allowed to discuss, share ideas, and work together to solve problems or assignments. This collaboration builds students' social skills, such as communication, teamwork, and negotiation.
6. Using local resources: The CTL model explores local resources as part of learning. Teachers utilize resources around the school or community to complement learning, such as field trips, interviews with local experts, or the use of teaching materials based on local contexts.
7. Authentic assessment: The CTL model uses authentic assessment that is relevant to real situations. Assessment is carried out through assignments or projects that represent real-world situations, where students can apply their knowledge and skills. Teachers also emphasize ongoing formative assessment to monitor student progress and provide useful feedback.

The main principles of the CTL model include: (Tamam Syaifuddin et al., 2021)

1. Building meaning: CTL emphasizes active engagement and understanding by encouraging students to build their understanding of concepts through hands-on activities, problem-solving, and collaborative learning.
2. Making connections: The model promotes connecting new information and skills with students' previous knowledge and experiences. Teachers help students connect abstract ideas to real-life situations, making learning more meaningful and memorable.
3. Authentic assessment: CTL encourages the use of performance-based assessments that reflect real-world tasks and challenges. This assessment allows students to demonstrate their understanding and skills in a practical context.
4. Reflection and metacognition: CTL promotes reflection on learning experiences and encourages students to think about how their knowledge and skills can be applied in different situations. Metacognitive strategies help students become aware of their thought processes and develop self-regulation skills.

5. To implement CTL, teachers design learning experiences that combine real-world examples, problem-solving tasks, and hands-on activities. They provide opportunities for students to explore and investigate topics, ask questions, and engage in collaborative projects. Technology and multimedia resources can also be used to enhance contextual learning experiences (Adim et al., 2020; Setiawan et al., 2020).

By implementing the CTL model, educators aim to foster deeper understanding, critical thinking, problem-solving skills, and a sense of relevance and belonging among students. This approach encourages students to become active participants in their learning, preparing them for the complexities of the real world. The approach you mentioned refers to a student-centered learning approach, where students act as active participants in their learning process. This approach is different from the traditional approach which focuses on teachers as sources of knowledge and students as recipients of information. In this approach, students are considered active learners and have an important role in creating their understanding. They are encouraged to develop critical thinking skills, cooperation, problem-solving, and independence. Students are invited to explore their concepts and ideas through direct experience, experimentation, and reflection.

This approach prepares students for the complexities of the real world because they are directly involved in solving problems and challenges that are relevant to real life. They learn to apply the knowledge and skills they acquire in real situations, dealing with complexity, uncertainty, and diversity. By becoming active participants in their learning, students also develop intrinsic motivation and independence in learning. They learn how to self-organize, set personal goals, and engage in a lifelong learning process. This approach promotes student-centered learning and enhances the skills necessary to adapt to an ever-changing world. It also encourages the development of 21st-century skills, such as problem-solving skills, creativity, collaboration, communication, and critical thinking, which are essential in dealing with real-world complexities. Thus, this approach aims to produce students who are better prepared academically, emotionally, and socially to face the complexity of the real world in the future (Anisah, 2017).

The CTL (Contextual Teaching and Learning) model process in PKN (Citizenship Education) learning is an approach that integrates the context of students' daily lives with PKN learning



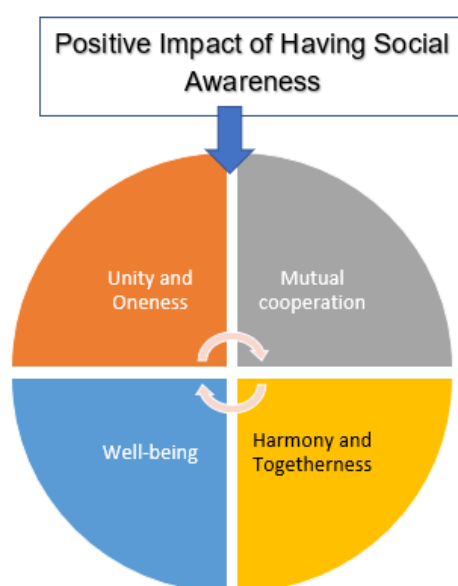
materials. This model aims to make PKN learning more relevant, interesting, and meaningful for students. The following are the steps in the CTL model process in PKN learning:

1. Create a learning context: Teachers need to create learning situations that are related to students' daily lives. This can be done by using real examples, case studies, or actual problems that are relevant to the PKN material being studied.
2. Connecting with previous knowledge: The teacher links the PKN learning material with the student's previous knowledge or experience. This helps students understand the relationship between new material and existing knowledge, thereby strengthening their understanding.
3. Encourage questions and searches: Teachers encourage students to ask questions, formulate problems, or carry out searches related to the PKN material being studied. This increases students' activeness in learning and encourages them to be more curious and critical of the information they obtain.
4. Explaining concepts systematically: After students carry out searches or ask questions, the teacher provides a systematic explanation of the concept. Teachers can use various creative and interactive teaching strategies, such as group discussions, simulations, or the use of interesting learning media.
5. Applying concepts in real contexts: Students are invited to apply the concepts they have learned in real contexts. They are allowed to use the knowledge and skills they have acquired to solve problems or deal with everyday life situations.
6. Evaluate student understanding and performance: Teachers carry out evaluations to measure student understanding and performance related to the PKN material being studied. Evaluation can be done through individual or group assignments, projects, presentations, or other appropriate forms of evaluation.
7. Reflection and enrichment: After the evaluation, the teacher invites students to reflect on the learning they have done and provide constructive feedback. Teachers can also provide enrichment or additional material for students who want to develop their understanding further.

By following the CTL model process in PKN learning, it is hoped that students can be more actively involved, develop a deeper understanding, and see the relevance of PKN material to their daily lives.

### 3.3 Social Concern

Social concern is an important aspect of a nation's culture. Culture is a set of values, norms, and behaviors that are owned and inherited by a group of people. In the context of national culture, social care reflects the attitudes and actions of individuals and society in helping and paying attention to the needs of other people, especially those in need (Kardinus et al., 2022). Social care in national culture shows a sense of brotherhood, empathy, and solidarity among members of society. This involves an attitude of helping each other, sharing, and supporting each other to improve the quality of life together.



Source: <https://slideplayer.info/slide/2322861/>

The following are several examples of social concerns that are part of the nation's culture: (Saraswati1 et al., 2020; Sodiq, 2016)

1. Gotong Royong: Gotong royong is a deep value in Indonesian culture. Gotong royong describes the spirit of helping each other and working together to solve common tasks or problems. Examples include cooperation in cleaning the environment, building a house together, or holding social activities to help those in need.
2. Visiting Each Other: In some cultures, visits between neighbors or relatives are an important part of establishing social relationships. Visiting each other at other people's

homes or residences shows care and concern for their conditions and lives. During the visit, people can chat, exchange experiences, and provide emotional support.

3. **Philanthropy:** In national culture, philanthropy or charitable donations are also a form of social concern that is widely applied. Many people or institutions provide financial assistance, goods, or services voluntarily to help community groups in need, such as orphans, sick people, or victims of natural disasters.
4. **Volunteers:** Social concern is also reflected in community participation in volunteer activities. Many individuals donate their time and energy to volunteer in various activities, such as helping at disaster relief centers, charities, or communities that focus on education, the environment, or health.
5. **Attention to Neighbors:** National culture also reflects social concern through a caring attitude toward neighbors. Getting to know each other, giving greetings, and establishing good relationships with neighbors are considered important in creating a harmonious and mutually supportive life in the surrounding environment.

Social care is one of the key elements that maintain harmony and sustainability of a nation's culture. It is true, that social concern or social concern plays an important role in maintaining harmony and sustainability of a nation's culture. Social care is an attitude of mutual concern, empathy, and responsiveness to the conditions and needs of other people and the surrounding environment (Raharjo et al., 2017; Saraswati1 et al., 2020).

The following are several reasons why social awareness is important in maintaining the harmony and sustainability of a nation's culture:

1. **Maintaining solidarity:** Social care enables people to help each other and work together in facing challenges and social change. Social solidarity is the foundation of harmonious living together in a national culture.
2. **Building equality and inclusion:** Social care strengthens the principles of equality and inclusion in society. By caring about the needs and perspectives of others, societies can create more inclusive spaces for diverse groups and individuals within their culture.
3. **Preserving cultural values:** Social care helps maintain and preserve cultural values passed down from generation to generation. By respecting and supporting each other, communities can maintain their traditions, language, customs, and cultural practices.

4. Promote growth and development: Social concern stimulates social and economic growth. By paying attention to social welfare and providing fair access to opportunities for all members of society, culture can develop sustainably and provide benefits for all parties.
5. Addressing social problems: Social care allows society to work together to overcome social problems such as poverty, inequality, discrimination, and violence. By paying attention to the needs of others and acting as agents of change, national culture can achieve positive and sustainable change.

In maintaining harmony and sustainability of national culture, individuals and society need to develop and implement an attitude of social concern in everyday life. That way, we can create a more inclusive, just and sustainable society. In maintaining harmony and sustainability of national culture, social concern plays a very important role. An attitude of social concern involves awareness of the conditions and needs of others and a commitment to acting positively in society.

The following are some ways in which individuals and communities can develop and implement an attitude of social concern in everyday life:

Table 1. Individuals and society can develop and apply attitudes of social concern in everyday life (Kardinus et al., 2022; Setiawatri & Kosasih, 2019)

No	Aspect	Emerging Attitudes
1	Empathy	Understand other people's feelings and perspectives by taking their position. Through empathy, we can develop a sense of appreciation and mutual understanding, thereby creating a more inclusive environment.
2	Active engagement	Become an active member of a community or organization that focuses on social issues and sustainability. By being actively involved, you can contribute directly to overcoming the problems faced by society.
3	Help each other	Provide your time and resources to help those in need. This could take the form of assisting less fortunate people, such as people with disabilities, neglected children, or the elderly who need special attention.

No	Aspect	Emerging Attitudes
4	Appreciate diversity	Respect and accept differences in culture, religion, ethnicity, and other backgrounds. This helps create an inclusive society and reduces discrimination and conflict.
5	Pay attention to social and environmental issues	Play an active role in voicing social and environmental issues that are important for the sustainability of culture and society. For example, participating in environmental movements, reducing waste, supporting human rights, and the like.
6	Education and Awareness	Increase your knowledge of social and sustainability issues through education and research. By better understanding these issues, you can play a role in educating others and creating positive change in society.

An attitude of social concern is an important first step in creating a more inclusive, just, and sustainable society. By applying this attitude in everyday life, individuals and society can contribute to maintaining the sustainability of national culture and creating a better world.

### 3.4 Citizenship Education Based on the Contextual Teaching Learning (CTL) Model: An Alternative to Fostering Social Awareness

Citizenship Education (PKn) is an important part of the educational curriculum which aims to form a caring personality, actively participate in social life, and have an awareness of the rights and obligations of being a good citizen (Somantri & Winataputra, 2017; Winataputra, 2015). The Contextual Teaching Learning (CTL) model is a learning approach that emphasizes the application of real-world contexts in the teaching and learning process.

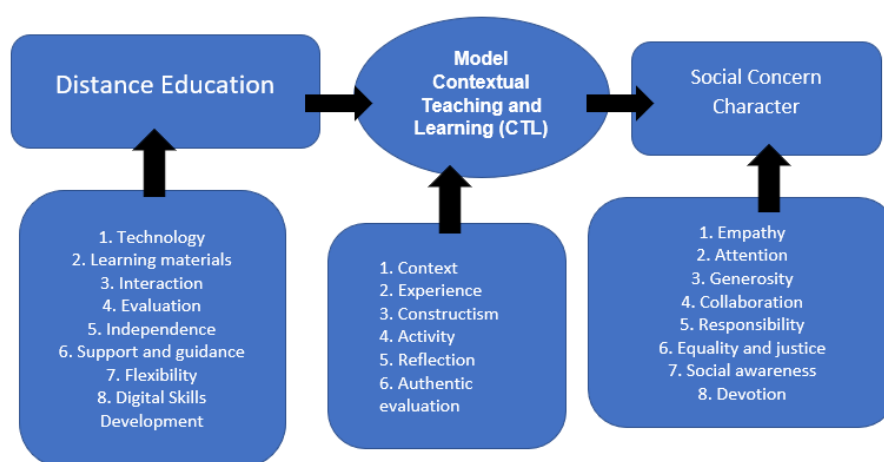


Image of the Relationship between Citizenship Education in Fostering Social Awareness Through the CTL Model

In this context, CTL-based Civics analysis can be an effective alternative for fostering social awareness in students. The following are several points that need to be considered in this analysis: (Hasibuan, 2014; Muslihah & Suryaningrat, 2021)

**Real World Context:** CTL-based Civics will integrate real situations or contexts into Civics learning. For example, learning can be done through case studies, role plays, visits to government or non-government institutions, or involving guests who are experts in the field of citizenship. By introducing real-world contexts, students will more easily understand and relate the material to their daily lives. CTL (Contextual Teaching and Learning) based Civics learning which integrates real situations or contexts in learning has many benefits. By introducing real-world context, students can become more engaged in learning and understand the material better. Some examples of approaches that can be used in CTL-based Civics learning are as follows: (Muslihah & Suryaningrat, 2021)

1. **Case Studies:** Teachers can use case studies related to civic issues to strengthen students' understanding. For example, studying cases of corruption or human rights violations in the context of Civics.
2. **Role Play:** Role play can be used to help students understand their roles and responsibilities as citizens. For example, students can act as members of parliament or government officials in a simulation.
3. **Visits to Government or Non-Government Institutions:** Teachers can arrange visits to government institutions or non-government organizations related to the topic being studied. For example, visiting parliament, courts, or human rights advocacy institutions.
4. **Expert Guests:** Inviting guests who are experts in the field of citizenship, such as social activists or government officials, can provide students with direct insight. They can give lectures or discussions with students on relevant topics.

By utilizing real-world contexts in Civics learning, students will be more involved and able to relate the concepts learned to their daily lives. This can help increase students' understanding, interest, and motivation in studying Civics material.

**Active and Collaborative Learning:** CTL-based Civics encourages students to become active subjects in learning. The teacher acts as a facilitator and students are encouraged to actively participate in the learning process. Through discussions, research, group projects, and

simulations, students can learn collaboratively, share views, and gain a deeper understanding of civic issues. The active and collaborative learning approach in Civics subjects based on CTL (Contextual Teaching and Learning) allows students to be actively involved in the learning process. In this approach, the teacher acts as a facilitator who helps guide and facilitate student learning. One of the main components of this approach is involving students in discussions. Discussions can involve open-ended questions that encourage students to think critically, analyze different points of view, and share their opinions on civics issues. Through discussion, students can expand their understanding and gain new insights (Skorb et al., 2016).

Apart from that, the CTL-based Civics approach also encourages students to conduct research. Students can explore additional information through literature studies, interviews, or online searches to gain a deeper understanding of the topic being studied. This research allows students to become independent in seeking knowledge and developing information literacy skills. Group projects are also an important element in the CTL-based Civics approach. Students can work in groups to address specific challenges or problems related to civic issues. Through teamwork, students can learn about cooperation, effective communication, and negotiation in achieving common goals. Apart from that, simulations can also be used in CTL-based Civics learning. Students can engage in simulations of real-life situations related to civics issues. For example, they can play the role of MPs in simulated parliamentary sessions or lead discussions on public policy. This simulation allows students to directly experience the challenges faced by citizens in a relevant context. Thus, through a CTL-based active and collaborative learning approach in Civics subjects, students can be actively involved in learning, share views, and gain a deeper understanding. in-depth about citizenship issues. This can help them become citizens who think critically, are responsible, and are actively involved in society (Kusnadi, 2021; Suhartono, 2018).

**Application of Civic Values:** In CTL-based Civics analysis, it is important to emphasize civic values. Students must be given a strong understanding of the importance of ethics, tolerance, justice, democracy, and human rights. Through case studies, role plays, or structured discussions, students can see how these values are applied in real life and how they can be good agents of change in society. The application of civic values in CTL (Contextual Teaching and Learning)-based Civics analysis plays an important role in shaping students' attitudes, understanding, and actions toward civic issues. In this context, it is important to emphasize civic values which include ethics, tolerance, justice, democracy, and human rights. The

following are some methods that can be used to give students a strong understanding of the importance of these values and how to apply them in real life:

1. **Case studies:** Students can analyze case studies involving real situations where civic values are at stake or respected. For example, they may study cases of human rights violations, discrimination, or social injustice. Through analysis and reflection on these cases, students can develop an understanding of the consequences of violating or adhering to civic values.
2. **Role plays:** Students can participate in role plays that simulate real-life situations where civic values are required. For example, they can act as parliamentarians in a discussion to understand how democracy and justice work in political decision-making. Through role plays, students can practice and understand directly how civic values can be applied in social interactions.
3. **Structured discussions:** Teachers can facilitate structured discussions in class on topics related to civic values. These discussions can provide a space for students to share their views, listen to each other, and understand different perspectives. Teachers can also guide students to identify how civic values can be applied in different contexts, both inside and outside the classroom.

Through the methods above, students can see civic values in real action and understand how these values can shape a better society. Apart from that, students are also expected to become good agents of change by applying these civic values in their daily lives. Teachers need to provide encouragement and motivate students to play an active role in practicing these values and engage in social activities that promote responsible citizenship.

**Reflective Learning:** One important aspect of CTL is reflection. Once students have engaged in contextual learning activities, they need to be given opportunities to reflect on their experiences. Teachers can provide time for students to think critically about what they have learned, how it is relevant to their lives, and how they can apply that knowledge in a broader context. Reflection is an important aspect of the Contextual Teaching and Learning (CTL) approach. Once students are involved in contextual learning activities, reflection allows them to internalize and connect new knowledge to their lives. Through reflection, students can think critically about what they have learned. They can consider the usefulness of that knowledge, evaluate their understanding, and identify areas where they still need to learn more. This reflection process allows students to develop a deeper and more sustainable understanding of



the learning topic. In addition, reflection also helps students understand the relevance of learning to their daily lives (Kumala Devi et al., 2019). Through questions such as "How does this knowledge relate to my experience?" or "How can I apply this knowledge in real life?", students can see how the learning material has practical applications in the context of their lives. This helps increase student motivation and provides deeper meaning to learning.

Furthermore, through reflection, students can also consider how they can apply the knowledge they have acquired in a broader context. They can think about ways in which that knowledge could be used in different situations, or how it could relate to other topics or disciplines. By doing this, students can develop a more integrated understanding and see how the knowledge they acquire is connected to other concepts. Overall, reflection is an important process in CTL because it helps students internalize, connect, and apply their knowledge. Teachers can provide appropriate time and space for reflection in learning so that students can develop deeper understanding, stronger relevance, and better application skills for the knowledge they acquire.

**Authentic Evaluation:** In CTL-based Civics, evaluation must reflect real life. Teachers can use projects, presentations, debates, or essay writing to evaluate students' understanding of citizenship issues. In citizenship education (PKn) based on the Contextual Teaching and Learning (CTL) approach, evaluations carried out must reflect students' real lives. The CTL approach emphasizes the importance of linking learning to the context of students' daily lives so that they can understand and apply citizenship concepts in real situations. The following are several evaluation methods that can be used by Civics teachers in the CTL approach:

1. **Projects:** Teachers can give project assignments that involve students in designing and implementing real actions related to citizenship issues. For example, students can create social campaigns, organize environmental activities, or develop community development programs. Evaluation can be done based on students' success in planning, implementing, and communicating the results of their projects.
2. **Presentations:** Students may be asked to deliver presentations on relevant civic issues. Presentations can take the form of research reports, policy analyses, or arguments about social issues. Evaluation can be done based on students' understanding of the topic presented, their communication abilities, and presentation skills.
3. **Debate:** Teachers can hold group debates or formal debates in class, where students are asked to defend or oppose certain positions regarding civic issues. Evaluation can be done

based on students' ability to analyze arguments, build strong reasons, and communicate effectively.

4. **Essay Writing:** Students may be asked to write essays discussing complex civic issues. In the essay, they can present their views, conduct critical analysis, and propose solutions or steps that can be taken to deal with the problem. Evaluation can be done based on the clarity, depth, and cohesion of thought expressed in the student's essay.

The evaluation method used must enable students to interact with civic issues actively and apply them in real-life contexts. The evaluation should provide opportunities for students to demonstrate their understanding, critical thinking skills, and communication skills, as well as their ability to design appropriate solutions or actions in a civic context.

#### **4 CONCLUSION**

In conclusion, Citizenship education based on the Contextual Teaching Learning (CTL) Model as an alternative for cultivating social personality is as follows:

1. The CTL model offers a student-centered learning approach, where they are actively involved in learning experiences that are contextual and relevant to their daily lives. In the context of citizenship education, this approach helps students understand the importance of citizenship and their role in society.
2. CTL-based citizenship education encourages students to be involved in social activities and community service. Through projects that engage students in real-life activities in the community, they can develop a better understanding of social issues, justice, and their responsibilities as citizens.
3. Through the CTL approach, students are encouraged to build connections between lesson material and real-world situations. This helps them see the relevance of civics education in their daily lives, increases their sense of social responsibility, and motivates them to contribute positively to society.
4. CTL-based citizenship education also helps students develop social skills, such as cooperation, empathy, effective communication, and problem-solving. This is important in forming a caring and responsible social personality.

5. The CTL model provides space for students to express their opinions, participate in discussions that address social issues, and involve themselves in democratic activities. This encourages them to become active and critical citizens, who have a strong social awareness.

Overall, CTL-based citizenship education is an effective alternative for cultivating social concerns in students. Through this approach, students can develop a deep understanding of their role as citizens and increase their ability to contribute positively to society.

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