

Teacher Strategies in Utilizing the Internet as a Learning Resource to Enhance Civic Literacy among 11th-grade Students at SMAN 1 Mojolaban

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Abstract

This research aims to investigate the strategies employed by Civics and Citizenship Education (CCE) teachers in utilizing the internet as a learning resource to enhance civic literacy among students. Civic literacy represents students' ability to comprehend, appreciate, and actively participate in the democratic life of society. In this digital era, the internet has become the primary source of information, making it crucial for CCE teachers to effectively harness its potential. The research methodology used was qualitative research with a case study approach. Data were collected through in-depth interviews with CCE teachers who have successfully integrated the internet into civic literacy instruction. The findings of the research indicate that these teachers employ several key strategies, including: Selection of Quality Sources: CCE teachers carefully choose high-quality online sources that align with the civic literacy curriculum. They also teach students information source evaluation skills to identify fake news or biased information. Interactive Learning: Teachers leverage online platforms to create interactive learning experiences. This includes online discussions, collaborative projects, and the use of game-based platforms to explain citizenship concepts. Digital Literacy: Teachers assist students in developing digital literacy by educating them about online ethics, copyright, privacy, and responsibilities in sharing information. Integration of Current Issues: Teachers make use of news and current issues in civic literacy instruction. They guide students in analyzing current news and events related to citizenship. Collaboration with Parents: Teachers collaborate with parents to monitor students' internet usage at home and help them develop digital and civic literacy. This research provides insights into best practices in utilizing the internet as a learning tool to strengthen students' civic literacy. The results can serve as a guide for CCE teachers and education policymakers in their efforts to enhance citizenship understanding and community participation in this digital era.

Keywords: strategies; internet; civic literacy;

Introduction

In the current era, technological advancements are progressing rapidly, paralleling the growth of knowledge and technology utilization. Technology has permeated various fields, including education. Those involved in the education sector must adapt and keep pace with these technological advancements. It is not only educators who need to be tech-savvy, but students must also be capable of keeping up with technological advancements (Effendi & Wahidi, 2019).

Education in the 21st century is best delivered through digitization, which aligns with the adolescent age group as a response to modernization in education. Digitalization in education should be rooted in the regulations of the education system, as outlined in Law No. 20 of 2003 concerning the National Education System, Article 3. The objective of this law is to develop the potential of students so that they become individuals who have faith and piety in the One and Only God, possess noble character, good health, knowledge, competence, creativity, independence, and are

responsible democratic citizens (Undang-undang No.20 tahun 2003 tentang Sistem Pendidikan Nasional Pasal 3).

However, the phenomenon of information and communication technology development stands in contrast to the low quality of education in Indonesia. In 2023, according to data released by Worldtop20.org, the quality of education in Indonesia is a matter of grave concern, ranking 67th out of 209 countries globally. Widodo (2015:294) has noted that the low quality of education in Indonesia is influenced by various factors, one of which is the low level of literacy in the country. According to data sourced from the Programme for International Student Assessment (PISA) regarding literacy, Indonesian students are ranked as follows:

Table 1.1 Literacy Levels of Indonesian Students

Year	Rating
2009	57
2012	64
2015	62
2018	72

(Source: PISA, 2018)

The table above indicates the literacy levels of students in Indonesia in PISA assessments conducted in various years, with a comparison to other countries. In PISA 2009, among 65 countries, Indonesia was ranked 57th with a score of 402. In PISA 2012, among 65 countries, Indonesia was ranked 64th with a score of 396. In PISA 2015, among 72 countries, Indonesia was ranked 62nd with a score of 397. In PISA 2018, among 77 countries, Indonesia was ranked 72nd with a score of 371. One of the public high schools (Sekolah Menengah Atas, SMA), SMA Negeri 1 Mojolaban, experienced a decline in literacy levels from January to March 2023, as evidenced by a decrease in library visitors. In January, there were 126 student visitors, in February, 107, and in March, 94.

Civic education shares a common purpose and function with national education,

which is to develop the potential of citizens to become democratic and responsible citizens and to encourage citizen participation, ultimately creating smart and good citizenship. To realize smart and good citizenship, strengthening civic literacy is necessary to enhance the quality of public participation in the political process, rooted in a solid understanding of politics.

Civic literacy, as proposed by Milner (2002: 22), suggests that "The most likely method of improving levels of civic literacy is civic education," meaning that education in civics is the method for enhancing civic literacy. Civic literacy is based on the foundational knowledge of civic knowledge, which every citizen should possess. Adequate knowledge can enhance citizens' engagement in the civic process, as stated by Milner (2002:7-8), "The expression 'civic literacy' encapsulates the closely linked concepts of 'civic engagement' (a key component of social capital for Putnam) and 'literacy.' Low civic literacy is related to civic knowledge, which in turn affects civic skills and attitudes (Yuliandari, Rusnaini, and Ariana, 2019: 10).

The utilization of the internet in the field of education can serve as a learning resource to enhance civic literacy among students. One aspect of information and communication technology development is the internet. The internet has become an essential aspect of human life, with a significant percentage of people in Indonesia utilizing it due to its ability to facilitate interaction and information access. The ease of information access on the internet, along with the prevalence of social media services such as Facebook, Twitter, Instagram, WhatsApp, and Path, often leads to the rapid dissemination of information, even if its accuracy is questionable. The swift spread of information through mass media, especially when the information lacks clarity and comes from unreliable sources, commonly known as fake news, can impact citizens' knowledge in responding to various societal issues or phenomena.

This indicates the ongoing low level of civic literacy in Indonesian society, supported by prior research explaining that prevalent issues in society, particularly those propagated through social media and information technology, where the accuracy of information is often in doubt, are readily believed by many

individuals due to their low levels of civic literacy (Erna, 2018: 120).

Low civic literacy is also experienced by SMA N 1 Mojolaban, where students are not actively engaged in the learning process. This becomes evident during learning activities involving question-and-answer sessions and discussions related to political issues. In these instances, students are unable to actively participate or provide in-depth arguments regarding the issues being discussed. In order to articulate their arguments, students require encouragement from the teacher. Typically, only one or two students actively engage in providing arguments. The majority of students struggle to express their arguments, as they primarily comprehend the concepts provided by the teacher.

Considering the rapid development of the internet as a product of globalization, it is inevitable, as it has become a necessity for the interests of society. Given the low civic literacy among students, teachers can harness the rapid internet development for positive purposes, especially for educational advancement. Therefore, educators must employ teaching strategies that utilize the internet to bolster students' civic literacy.

Literature Review

1. Study on Strategies

Chandler, as cited in Salusu (2003: 88), defines strategy as "the determination of long-term goals and objectives of an organization and the use of a series of actions and allocation of resources required to achieve those goals." There are three important components in Chandler's definition: the presence of goals and objectives, the way to act, and the allocation of resources to achieve those goals. Strategies applied in the context of teaching and learning are commonly known as teaching strategies. According to Majid (2013:7), teaching strategies are action plans (a series of activities), including the use of methods and the utilization of various resources or strengths in teaching, designed to achieve specific goals, namely learning objectives.

According to Sanjaya (2008: 272), teaching strategies consist of four types: 1) Problem-Based Learning, 2) Cooperative

Learning, 3) Contextual Learning, and 4) Affective Learning. Based on the aforementioned opinions, it can be concluded that a strategy is a plan to achieve a specific goal through the use of a series of actions, skills, and resources needed to achieve that goal. Meanwhile, teaching strategies are actions that include the use of methods and the utilization of resources in the teaching process to achieve formulated learning objectives.

Teachers, as professional educators, must adhere to the principles of professionalism. Article 7, Paragraph 1 of the Teacher and Lecturer Law states that the teaching profession is a special occupation based on several principles, including: 1) having talent, a heartfelt calling, a soul, and idealism; 2) having high principles and commitments in developing the quality of education in Indonesia; 3) possessing academic qualifications and educational backgrounds in line with their respective fields; 4) attaining professional competence as required in their respective fields, and so on. Teacher competence comprises pedagogical competence, personality competence, professional competence, and social competence. Regarding a teacher's ability to utilize technology, including the use of the internet as a learning resource, it falls under pedagogical competence.

2. Study on the Internet as a Learning Resource

Ramadhan (2007: 1) defines the internet as an abbreviation of "Interconnected Network." The internet is a communication system capable of connecting computer networks worldwide. According to Ramadhan, the internet is an abbreviation of the words International Network, Internet working, and Interconnected Network, which function to link networks of computer systems across the globe.

The internet, as a network of interconnected computers used for communication and data exchange, has the capacity to assist in the development of educational materials. This is supported by the research conducted by Farrah, titled "The Utilization of the Internet as a Learning Resource for Students in the PPKN Program at FIS UNNES" (2011), which demonstrates that the internet is an effective learning resource to

support educational activities. This is evident through the various internet services that can be utilized to access a wide range of information to enhance the learning material.

Sudjana and Rivai (1989: 80) categorize learning resources into five types, namely (1) Printed learning resources, including books, magazines, brochures, newspapers, posters, maps, encyclopedias, dictionaries, and more; (2) Non-printed learning resources, including films, videos, models, audiocassettes, real-world objects; (3) Learning resources in the form of facilities, such as libraries, classrooms, sports fields; (4) Learning resources in the form of activities, such as interviews, group work, observations, games, and more; (5) Learning resources in the form of the community environment, including parks, terminals, markets, stores, factories, museums. The internet, as a learning resource, serves to develop educational materials. Furthermore, the utilization of the internet encourages both teachers and students to access a broader range of information beyond just textbooks and workbooks. The internet falls into the category of non-printed learning resources as it is software-based. It is a non-printed learning resource for the development of learning materials. Additionally, the internet is considered a learning resource due to its versatile utilization, not restricted to the field of education but applicable to various domains.

3. Study on Civic Literacy

Civic literacy is related to Civic Education, particularly in terms of civic knowledge. According to Milner (2002: 1), civic literacy is defined as "the knowledge and ability capacity of citizens to make sense of their political world," which means the knowledge and ability of citizens to understand their political environment.

Dwipayana (2013: 3) explains that "civic literacy is defined as the knowledge and ability capacity of citizens to understand their political world, or more broadly interpreted as the knowledge capacity of how to actively participate and initiate change in the community and the larger society."

According to Suryadi, civic literacy (civic awareness) is "the knowledge and ability of citizens to address social, political, and national issues." In the realm of citizenship education, civic literacy is positioned as a

fundamental element of political virtue of citizenship. Civic literacy implies the mastery of political knowledge by citizens, particularly manifesting in citizenship activities (Suryadi, 2010: 29-30).

The components of civic literacy include Civic Knowledge, Civic Skills, and Civic Dispositions. Additionally, there are two indicators for measuring civic literacy: factual knowledge and cognitive proficiency, as also explained by Milner (2002:55-59). Civic literacy is crucial as it forms the basis for an individual's political participation. For example, in Pungky's research, "Political Socialization Strategies of the Regional General Election Commission (KPUD) of Ngawi Regency to Enhance Civic Literacy Through the Election Smart House," it is emphasized that the enthusiasm for political participation must be supported by good civic literacy. This is because civic literacy is closely related to the quality of participation. In this study, Pungky outlines the strategies employed by KPUD Ngawi to conduct political socialization through the Election Smart House as an effort to enhance civic literacy. In summary, civic literacy refers to the knowledge and abilities of citizens to understand the political, social, and national aspects of their world and subsequently participate actively and bring about change for themselves and their communities.

Method

According to Darmadi (2013:153), research method is a scientific way of obtaining data for a specific purpose. The scientific approach means that research activities are based on scholarly characteristics that are rational, empirical, and systematic.

1. Type and Research Design

This research employs a qualitative research approach. According to Moleong (2017:6), qualitative research aims to understand phenomena, such as the experiences of research subjects, including their behaviors, perceptions, motivations, and actions in a holistic manner. This is done through descriptions in the form of words and language within a specific natural context, utilizing various natural methods. According to Sugiyono (2018:38), qualitative research

methods are suitable for situations where the research problem is not clear and when the social context is uncertain, enabling more in-depth and meaningful research outcomes.

Qualitative description in this research is used to develop theories constructed from data obtained in the field. Qualitative research methods involve an initial exploration phase, followed by in-depth data collection, including observations, and the preparation of reports. As stated by Sukandarrumidi (2009:66), research strategies represent a way to gather data related to the research's objectives, encompassing objects, subjects, variables, and issues under investigation.

To ensure that the research aligns with its intended goals, it is essential to quickly plan and design the research, as suggested by Sujarweni (2019:26). Research design is a plan for collecting and processing data to achieve the desired research outcomes. Qualitative research can be viewed as participatory research, where the research design remains flexible.

2. Research Location

The research was conducted at SMA Negeri 1 Mojolaban. The choice of this research location was based on the consideration that it is close to the researcher's residence and provides convenient access to the necessary data. The research implementation stages, from preparation to report writing, took place at this location.

3. Data and Data Sources

Data in research consist of information obtained from the field and used as research materials.

Data sources are the origins from which data can be obtained, and to facilitate the identification of data sources, the researcher has utilized the 3P formula as follows:

- a. Person: These are data sources that can provide information through oral responses via interviews or written responses through questionnaires.
- b. Place: These are data sources that present visual information in the form of still and moving images.
- c. Paper: These are data sources that present signs in the form of letters, numbers, images, or other symbols (Arikunto, 2010:172).

The data sources in this research follow the 3P formula. Person includes the School

Principal, Civic Education teachers, and students. Paper sources include photographs, recordings, or any archived records existing at SMA Negeri 1 Mojolaban. Place refers to the physical spaces and facilities within SMA Negeri 1 Mojolaban.

4. Data Collection Techniques

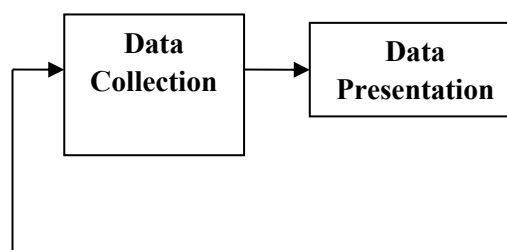
The data collection methods employed in this research include observation, interviews, and documentation. Data collection techniques are the most crucial steps in research because the primary aim of research is to gather data (Sugiyono, 2018:308).

- a. Observation Method: According to Sukmadinata (2011:220), observation involves collecting data by observing ongoing activities.
- b. Interview Method: According to Margono (2010:165), interviews are a data collection technique involving posing a set of questions orally to be answered orally. According to Arikunto (2010:198), an interview is a dialogue conducted by the interviewer to obtain information from the interviewee. Researchers use interviews to assess an individual's condition.
- c. Documentation Method: According to Arikunto (2010:201), documentation is derived from the word "document," which refers to written materials. Researchers investigate written materials such as books, magazines, documents, regulations, meeting minutes, and daily notes. According to Sujarweni (2019:33), the documentation method involves collecting qualitative data in the form of facts and data stored in documented materials.

5. Data Analysis

Technique Data analysis is the process of systematically searching for and organizing data obtained from interviews, field notes, and other materials, making it easily understood, and conveying findings to others. Data analysis involves organizing data, breaking it down into units, synthesizing it, identifying patterns, selecting what is important and what will be studied, and drawing conclusions that can be communicated to others (Sugiyono, 2018:224).

This research employs the interactive analysis model. The interactive analysis model scheme is as shown below.



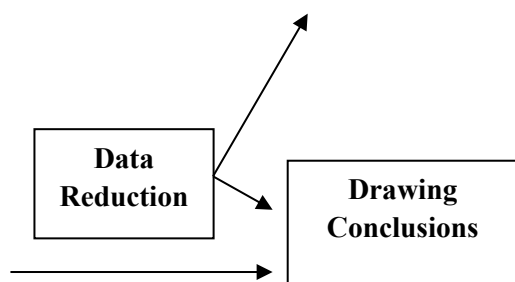


Figure 1. Components in Interactive Data

Analysis Model Based on the explanation above, the components of the interactive data analysis model can be described as follows:

1. Data collection, which involves collecting data at the research location through observation and interviews, by gathering relevant data and determining the focus, as well as deepening data during the data collection process. This research collected data through observations and interviews with PPKn teachers, the school principal at SMA Negeri 1 Mojolaban.
2. Data reduction. Data reduction means summarizing, selecting key elements, focusing on essential matters, identifying themes and patterns, thereby providing a clearer picture of the data and facilitating further data collection and retrieval when needed. In this study, data reduction started as the researcher focused on the research area, selecting SMA Negeri 1 Mojolaban as the research location and focusing on the research on teachers' strategies in utilizing the internet as a learning source to strengthen civic literacy.
3. Data presentation. Data can be presented in the form of tables, graphs, pie charts, pictograms, and similar methods. Through data presentation, organized data is structured into patterns of relationships, making it easier to understand. The results of data presentation allow for drawing preliminary conclusions during the research process.
4. Drawing conclusions. The initial conclusions are tentative and may change if strong evidence supporting them is not found in the subsequent data collection phase. This research involves understanding and responding to the subject studied directly in the field, forming

patterns of guidance and cause-effect relationships. Drawing conclusions in this research pertains to digital literacy culture through the information technology work program.

Results and Discussion

1. Description of the Research Location

This research was conducted at SMA Negeri 1 Mojolaban, located at Jl. Batara Surya No. 10, Wirun Village, Mojolaban Subdistrict, Sukoharjo Regency, Central Java Province, 57554, with absolute coordinates at 7°36'10" S and 110°52'7" E. SMA Negeri 1 Mojolaban boasts a relatively comprehensive set of school facilities, including a library, physics laboratory, chemistry laboratory, biology laboratory, biochemistry laboratory, computer laboratory, and language laboratory. In addition to the buildings, SMA Negeri 1 Mojolaban also features a volleyball court, a basketball court, a futsal field, and an athletics field, which is usually used as a location for flag-raising ceremonies and other extracurricular activities.

SMA Negeri 1 Mojolaban maintains a high standard of education and can compete with other high schools in Sukoharjo Regency, as evidenced by its school accreditation with an 'A' predicate. Furthermore, the school is staffed with qualified and experienced educators, ensuring that the teaching and extracurricular activities are conducted effectively and smoothly. Adequate facilities and experienced teaching staff are essential factors contributing to the successful implementation of the learning process within the school, ultimately resulting in high-quality students and graduates.

2. Strategies of Teachers in Utilizing the Internet as a Learning Resource to Enhance Civic Literacy

The subject of Civic Education (PPKn) is designed to focus on shaping citizens to become smart and good citizens. To realize smart and good citizenship, one of the essential elements is the strengthening of civic literacy to enhance the political participation of the public, underpinned by a solid political knowledge base. Schools, as one of the key educational institutions, play a crucial role in molding students into good citizens, and this is

achieved partly through the strengthening of civic literacy. Mrs. Sri Purwaningsih, S.Pd, a PPKn teacher at SMA Negeri 1 Mojolaban, has outlined several strategies for utilizing the internet as a learning resource to enhance civic literacy:

1) Selection of High-Quality Sources

PPKn teachers carefully select online sources that are of high quality and align with the civic literacy curriculum. They also teach students the skills to evaluate information sources to identify fake news or biased information.

The criteria for selecting high-quality learning resources can be divided into two categories: general and specific criteria. General criteria for selecting high-quality learning resources include:

- a. **Economical:** This means that learning resources don't have to be expensive. Learning resources need to be adapted to the budget and the needs of the learning resources to be used. Like economic principles, efforts should be made to obtain high-quality learning resources that meet the needs with minimal budget allocation.
- b. **Practical and Simple:** Learning resources should be easy to use and not confusing. They should not require additional services or complicated tools.
- c. **Readily Accessible:** Learning resources should be easy to find and obtain. If necessary, you can use the surrounding environment to make them easily accessible to the students.

Specific criteria to consider when selecting high-quality learning resources include:

- a. **Motivational:** Learning resources should be able to motivate students in their learning.
- b. **Educational Purposes:** Selected learning resources should support teaching and learning activities.
- c. **Research Purposes:** The chosen learning resources should be observable, analyzable, carefully documented, and so on.

By applying these criteria, the selection of learning resources becomes more straightforward because there are predefined criteria where learning resources that do not meet the criteria can be eliminated. The selected learning resources are also suitable and effective for teaching and learning.

2) Interactive Learning

Teachers leverage online platforms to create interactive learning experiences. This includes online discussions, collaborative projects, and the use of game-based platforms to explain citizenship concepts.

In interactive learning, the teacher's role is closely related to activating students in the learning process, especially in the development of skills that students need. These skills include critical thinking, social skills, and practical skills. Optimizing interactive learning can be achieved by utilizing various modern technologies, such as web-based applications, multimedia, and digital texts to assist students in more effective learning.

In this context, interactive learning strategies emphasize the discussion process, so that learning outcomes are achieved through interaction between students and the teacher, among students, between students and the materials being studied, and between students' thoughts and their environment.

3) Digital Literacy

Teachers assist students in developing digital literacy by teaching them about online ethics, copyright, privacy, and responsibilities in sharing information.

One of the initial reasons why digital literacy skills are important is the increasing use of technology in education. The use of technology as a learning tool has evolved with technology platforms like computers, tablets, and the internet becoming more prominent in schools. Students with digital literacy skills will be more comfortable and confident in these learning platforms, while those lacking digital literacy skills may face hindrances in their progress due to their inability or lack of confidence in navigating technology.

In the future, students will have to face challenges and threats that arise from digital technology, whether educators prepare them for it or not. It is certainly better to instill the digital literacy they need to stay safe and thrive in this digital age.

4) Integration of Current Issues

Teachers make use of news and current issues in civic literacy education. They guide students in analyzing news and recent events related to citizenship. Important global issues are taken into consideration in civics education as its primary goal is to enable students to

become good citizens with all the associated indicators.

There are many global issues that need to be considered in civic education, such as health issues, economics, security concerns, ideological conflicts, human rights, poverty, quality of life, drug trafficking, slavery, and terrorism.

5) Collaboration with Parents

Teachers collaborate with parents to monitor students' internet usage at home and help them develop digital literacy and civic literacy. The collaboration between teachers and parents aims to create optimal attention to meeting the needs of students to improve learning outcomes. Through mutual support and attention between both parties, students can gain a broader awareness of their learning outcomes.

Teachers have made various efforts to build cooperation with parents to instill discipline and character in students. This includes establishing parent-teacher associations, conducting character education awareness campaigns, involving parents in character education planning, and creating agreements on discipline.

In conclusion, it is crucial for teachers to implement teaching strategies that utilize the internet as a learning resource to strengthen the civic literacy of their students. This should be done throughout the planning, execution, and evaluation stages of the teaching process. Teachers, as facilitators and motivators in the classroom, play a vital role in leveraging the internet as a learning resource to enhance students' civic literacy and protect them from misinformation, especially in political issues. This way, students can become active and critical thinkers, ultimately achieving a strengthened civic literacy.

Conclusion

The results of this research provide insights into best practices in using the internet as a learning tool to strengthen students' civic literacy. The findings can serve as a guide for civics teachers and education policymakers in their efforts to enhance civic understanding and community participation in this digital era. Based on the above conclusion and the answers presented in the research discussion regarding the strategies of civics teachers in utilizing the internet as a learning resource to

strengthen students' civic literacy, the implications are as follows:

1. Theoretical Implications

Provides theoretical implications that support meaningful learning theory. Learning here goes beyond rote memorization, as students can grasp the significance of each concept in the learning process. Meaningful learning theory aims to develop students' broader knowledge.

2. Practical Implications

The strategies employed by civics teachers in utilizing the internet as a learning resource to strengthen students' civic literacy can be used as a reference and reinforcement for teachers in enhancing students' civic literacy through responsible internet usage.

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