

# The Role of Pancasila Education Teachers in Strengthening Civic Competences for Students (Case Study at SMP Negeri 2 Jatiroto)

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## Abstract

*The purpose of this research is to find out how the role of Pancasila Education teachers in strengthening Civic Competences. The place of this research is located at SMP Negeri 2 Jatiroto. The approach in this study uses a qualitative approach with a descriptive method. Data collection is carried out by means of observation, interviews, and documentation. The results of the research found by teachers in carrying out their role in strengthening Civic Competences are said to be good. Teachers in the classroom do not only convey theoretically, but practically, namely being involved in various routine school activities and guiding students. However, there are challenges that must be faced by teachers, namely the influence of Globalization which can erode the values and morals full of orientality in students so that adequate alternative solutions are needed. The conclusion of the results of this study shows that Pancasila Education teachers play a good role in strengthening Civic Competences at SMP Negeri 2 Jatiroto, as evidenced by the various positive activities that have been carried out.*

Keywords: *Civic Competences*, Globalization, Pancasila

## Introduction

In its development, the nomenclature of PKn in Indonesia starting from 1947 (Civics) has often been changed until finally changing its name to Pancasila Education in 2022 in the Independent Curriculum (Raharjo, 2020). In this case, even though the term citizenship is omitted, the substance remains the same. PKn or called Civic Education in Indonesia is a translation of the term *Civic Education*. Even in *Civic Education*, there is a difference in meaning between *Civic Education* and *Citizenship Education*. In English, the term *Civic Education* actually comes from two words, namely "Civic" and "Citizenship" and then combined with the word education.

*Civic* is a study related to the duties of government and the rights, as well as obligations of citizens (Carter V. Good in Winarno & Wijianto, 2010), while *Citizenship* is a set of characters possessed as citizens that show their membership in a community. Although in Indonesia *Civic Education* and

*Citizenship Education* both have the connotation of PKn, there are also opinions of other figures who give different meanings to these two things. For example, (David Kerr, 1999) explains that *Citizenship Education* is an educational process in order to prepare young citizens regarding their rights, roles, and responsibilities, while *Civic Education* is *Citizenship Education* that is carried out in schools.

In this case, it seems that the nomenclature of Civic Education in Indonesia cannot represent what the two definitions are from, which is clear that we can conclude that *Citizenship Education* is meant in a broad sense, while *Civic Education* is meant in a narrow sense. The goal of PKn in Indonesia itself is to create good citizens in accordance with Pancasila and the 1945 Constitution. In Pancasila, there are values that become state norms so that they become guidelines for citizens in carrying out the life of the nation and state by referring to the rights and obligations contained in the 1945 Constitution. Learning

and understanding Pancasila is very important as a citizen because it is the basis of the state for all of us (Handayani & Dewi, 2021).

The purpose of the PKn is in line with the functions and objectives of national education contained in Law Number 20 of 2003 which says "Developing abilities and shaping the character and civilization of the nation in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

Some of the missions carried out by PKn in Indonesia itself include: PKn as the true meaning, namely *Civic Education*; PKn as value and character education; PKn as education to defend the country, and PKn as democracy (political) education. *Civic Education* in Indonesia has a formal-pedagogical vision so that students are educated as democratic citizens in the context of formal education (CCE in Winarno, 2013).

Thus, this is related to how the methods or steps developed by Pancasila Education teachers in strengthening *Civic Competences*. *Civic Competences* is a competency that citizens need to have. The competencies that need to be possessed include aspects, such as Civic Knowledge, Civic Disposition, and Civic Skill (Branson, 1998,1999).

In connection with the above, teachers in an effort to strengthen *Civic Competences* get the main challenge in dealing with the influence of Globalization on students. According to him, the current of globalization makes students easily influenced and teachers difficult to stem it. This globalization erodes the values, morals, and character of Pancasila in students so that it can hinder the course of the goals, functions, visions and missions of the PKn. The problem of the erosion of values and the application of Pancasila in community life is very influential in the progress of the Indonesian nation (Fakurulloh, 2022). Therefore, the role of Pancasila Education teachers is very important for the state in realizing Good and Smart Citizenship.

In addition, Pancasila Education teachers have a great responsibility in efforts to create and direct students in order to achieve these goals. The existence of teachers in schools

essentially acts as a substitute for parents where they become role models for their students (Rifki, 2022). In addition, teachers as the person in charge of child discipline must control every activity carried out by students so that they do not deviate from existing norms (Novita et al., 2020). Therefore, the researcher is interested in researching how alternative solutions are carried out by Pancasila Education teachers in strengthening *Civic Competences*, as well as how the role of schools in holding activities that can support *Civic Competences* so that they can minimize the influence of Globalization.

## Method

In this case, the researcher uses a qualitative approach with a descriptive method aimed at finding and describing the truth of the event to be studied. The type of qualitative research used is based on the philosophy of *post positivism*. The philosophy of *post positivism* is used in this study to see the natural condition of the object so that the researcher here is a key instrument, the data analysis is qualitative, and the results of the research describe the real situation.

Data collection techniques are carried out in various ways, namely through observation, interviews, and documentation (Sugiyono, 2015). Observation was carried out by direct observation located at SMP Negeri 2 Jatirot, especially grade VIII. The reason why the research was taken in this place is because the researcher is interested in various activities in schools that can support *the strengthening of Civic Competences*. Using a structured interview accompanied by several question instruments that have been prepared and addressed to Mr. Supriyanto, S.Pd. as a Pancasila Education teacher regarding his role in strengthening *Civic Competences* for students. Documentation is carried out by collecting additional data that is valid and relevant according to the topic being discussed both online and offline. In order to ensure the validity of the data, the triangulation method is used (Moleong, 2005).

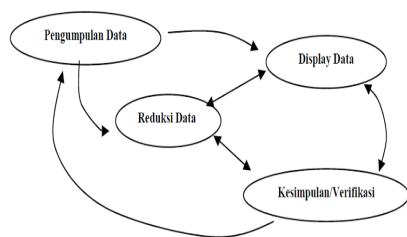


Figure 1. Components of Data Analysis

Source: Miles and Huberman, 2007

## Result and Discussion

### The Role of Teachers in Strengthening Civic Knowledge

Civic Knowledge is related to what content citizens need to know and understand. In this case, *Civic Knowledge* contains several items of statements related to history and contemporary knowledge, including an understanding of the structure and mechanism of constitutional government, as well as the principles that underlie it [National Center for Learning and Citizenship (NCLC) in Winarno, 2013]. The following is the content of *Civic Knowledge* PKn in Indonesia, as follows (Budimansyah, 2007,2008): What is the life of citizenship, politics, and government?; What are the basics of Indonesia's political system?; How does the government formed by the 1945 Constitution embody the goals, values, and principles of Indonesian democracy?; How is Indonesia's relationship with other countries and its position on international issues?; What is the role of citizens in Indonesian democracy?

Based on the above, in grade VIII the Independent Curriculum has been implemented and teachers use books issued by the Ministry of Education and Culture in 2021 where the nomenclature still uses the name of Pancasila and Citizenship Education. In the book, there are six chapters, including; the position and function of Pancasila; the form and sovereignty of the state; constitution and governance; national awakening and youth pledge; national identity and national culture; and digital literacy in the diversity of the nation. In the chapter, broadly speaking, the portion of learning is dominated by historical content, contemporary

knowledge (adjusted to the context of the digital era), then the structure and mechanism of constitutional government, as well as its principles. In this regard, teachers use the PBL model where students are trained in critical thinking skills, for example in the presidential election, the election of the class chairman and vice president, as well as the chairman and vice president of the Student Council. In addition, teachers also invite students to learn how to properly conduct democracy in the classroom where it provides opportunities to ask each other questions and convey arguments. In this context, the application of democracy education is very important in an effort to create a *citizen Civic Culture* for the success, development, and maintenance of democratic government (Civitas International in Winarno, 2008).



Figure 2. Election of Candidate Pairs for Student Council Chairman and Vice President 2024-2025

Source: Personal Documentation

### The Role of Teachers in Strengthening Civic Disposition

Civic disposition is related to good traits or characters where they represent good citizens. In this case, *Civic Disposition* is divided into private character and public character where this is important for the maintenance and development of constitutional democracy. *Civic Disposition* will develop slowly, this is the result of what citizens have learned and experienced both in the home, school, and community and other organizations. These private characters, such as moral responsibility, discipline, and respect for human dignity and dignity, while public characters, include caring as citizens, politeness, heeding the *rules of law*, and compromising. In this case, for example, teachers in strengthening students' private character are by asking to comply with the rules, giving assignments to discipline and

encourage honesty, then asking to learn to respect and respect the rights and opinions of others. Furthermore, teachers in strengthening the public character of students are, for example, asking each other to work together to clean the classroom, asking to always uphold manners and ethics both inside the school and outside, asking to heed the rules for the election of the chairman and vice president of the student council in an orderly and obedient manner, and then asking one class to always compromise in reaching a mutual agreement regarding certain activities. Pancasila Education teachers play an important role as facilitators in helping students feel comfortable in the classroom during learning activities by maintaining order, cleanliness, etc. (Novianti et al., 2021). The following are some routine school activities that can support the strengthening of students' *Civic Disposition*:



Figure 3. Implementation of the Red and White Flag Ceremony

Source: Personal Documentation

This red and white flag ceremony is routinely held every Monday starting at 07.00 WIB to 07.30 WIB. On Tuesdays and Wednesdays, morning apples are routinely held where apple coaches are carried out by teachers in turn, including Pancasila Education teachers. The existence of this activity can foster students' nationalism attitudes. The rapid flow of Globalization is the main challenge for the Indonesian nation which can cause a moral crisis and a character crisis, this if left unchecked, will have an impact on a high sense of individualism and low nationalism (Amalia & Najicha, 2022). In this case, Globalization has a responsibility for the erosion of moral values and character so that it needs to receive attention from various parties (Budiarto, 2020). In this regard, SMP Negeri 2 Jatiroto pays attention to this serious problem by carrying out routine red and white flag ceremony activities

on Monday and routine morning apple activities on Tuesday and Wednesday where ceremonial officers are carried out alternately starting from grade VII to grade XI. This is an effort by the school to shape and strengthen the attitude of nationalism of students so that they are not easily influenced or carried away by the current of globalization.



Figure 4. Congregational Dhuhur Prayer and Sermon Practice

Source: Personal Documentation

High prayer and congregational Friday prayer activities must be carried out by students where there is an attendance carried out by the relevant sie in the management of the class. Pancasila Education teachers also play a role in leading the congregation to pray and usually give their sermons on Fridays. This activity can foster an attitude of responsibility and tolerance both between religions and between religions. The formation of an attitude of tolerance is something that requires the process and stages of this individual in receiving information in the surrounding environment (Abdulatif & Dewi, 2021). In this case, activities that can support tolerance are not only limited to high prayers and Friday prayers, but also several activities, such as: flash pesantren for 3 days in the month of Ramadan; grand recitation of Nuzulul Quran; the practice of hajj manasik is carried out once a year; and Dhuha prayers together in the school yard. In this case, schools are important in efforts to create a religious environment so that with some of these routine activities, it is hoped that it can strengthen the tolerance of students in a sustainable manner.



Figure 5. Reading Literacy Movement in School Yards

Source: Personal Documentation

The routine literacy movement is carried out on Thursdays starting from 07.00 to 07.30 WIB. However, it can also be carried out on other days so that it is conditional. In this case, usually Pancasila Education teachers go directly into the field to monitor the progress of the literacy movement. This can foster critical thinking skills so that later in responding to certain information, students can respond to it correctly. In today's digital era, it is not impossible for someone to be consumed by hoaxes that cause disinformation and misconceptions. The rapid progress of the technology field not only has a positive impact, but also a negative impact, for example hoaxes or fake news (Oktaviana & Purnamasari, 2021). Therefore, the purpose of this literacy movement is to encourage students to be able to analyze and respond to information where its validity and truth are checked first by reading various reference sources. In this regard, one of the efforts to encourage students to want to read is to require each student to bring a book with a free theme that will later be read together. This is also a preventive effort in minimizing the impact of the spread of hoaxes so that students are not easily polarized in a certain camp.



Figure 6. Routine Morning Exercises Together

Source: Personal Documentation

Healthy Fridays that are carried out can be in morning gymnastics activities or healthy walks together. These kinds of activities can foster students' attitude of togetherness. As is known, the values of togetherness, for example mutual cooperation, are part of the national identity so that they become a characteristic of Indonesian society itself which is taught in PKn (Azzahra et al., 2024). Keep in mind that national identity is an important element that must be maintained by all elements of the nation. The values of togetherness that emerge are one part of the national identity so that morning gymnastics and healthy walking activities are one of the many ways to foster an attitude of togetherness and strengthen the national identity. In this case, it is hoped that these activities can spark and encourage students to always highlight the attitude of togetherness in various aspects of life in a sustainable manner.



Figure 7. Adiwiyata Activities

Source: Personal Documentation

SMP Negeri 2 Jatiroto is an adiwiyata school so that every Saturday cleaning activities are routinely carried out by all classes, but it can also be conditional. This activity can foster sensitivity to problems or issues, especially regarding the environment. In this case, PKn aims to form sensitivity which will later be useful in solving an issue or social problem intelligently according to the role and function of the citizen (Kirani & Najicha, 2022). PKn makes a great contribution in solving various global problems (Sutrisno, 2018). Issues that live in the community will continue to develop and experience their dynamics. Especially with the presence of Globalization, these issues have become increasingly complex and many people

are overwhelmed in dealing with them. Therefore, the existence of this clean-up activity is expected to form a sensitivity attitude in students regarding environmental issues where being a good citizen can be useful in the life of society, the nation, and the state.

### **The Role of Teachers in Strengthening Civic Skills**

Civic Skill is related to what a citizen should do. *Civic Skills* consist of *Intellectual Skills* and *Participatory Skills*. Intellectual skills are important for citizens regarding the ability to think critically. Included in this intellectual skill, it includes identifying, describing, explaining, analyzing, assessing, and taking and defending a position on a certain issue. In this case, for example, in the classroom, the teacher asked for students' opinions and views regarding who was the organizer and how the presidential election was held last February. This aims to see how students position themselves over the event. Then, important participatory skills are needed for citizens to participate responsibly, effectively, and scientifically. Included in this participatory skill, it includes interacting, monitoring, and influencing. In this case, in schools there are routine activities that must be carried out by students. For example, several activities, such as morning ceremonies and apples, congregational prayers, literacy movements, Healthy Fridays, and adiwiyata programs encourage students to interact with each other so that each of them works together to monitor their sustainability so that it runs smoothly. From these activities that have been carried out, it can support the strengthening of the Pancasila student profile so that it also has implications for the formation of students' personal resilience (Rusnaini et al., 2021). Strong personal resilience will have solid principles regarding integrity, ethics, responsibility, and nationalism so that they represent good citizens whose roles and involvement have a positive impact on community life.

### **Teachers Challenges in Efforts to Strengthen Civic Competences**

Based on the results of the interview, the main challenge faced by teachers is the influence of Globalization which can erode the values of orientality in students. Globalization can affect the lifestyle of students who are inclined to the West and reduce the sense of nationalism, which has implications for how students think, behave, and how society acts (Sakman & Bahtiar, 2019). If this is left for a certain period of time, the existence of Pancasila as a national identity will gradually decline because its implementation is not supported by the will of students as the next generation of the nation. The noble values of Pancasila have begun to be forgotten by the community (Fitrayadi, 2016). In fact, here in addition to teachers, the community is one of the important supporting components in encouraging students to create good citizens. In this case, based on the results of the summary of interview activities that have been conducted, the form of influence of globalization, such as students accessing gadgets more than reading books, and spending more time playing social media than studying. Talking about Globalization, it is undeniable that the emergence of negative impacts is very felt in various aspects of life so that it is impossible to avoid. This is in line with Isa & Dewi (2021) who said that Globalization is inevitable, as a consequence we must be ready to adapt to become a society that has the ability, character, knowledge, and skills to be able to compete and have high fighting power. However, it does not mean that there is no way for teachers to stem these negative impacts. An alternative solution carried out by teachers is to always remind and invite students to make the best use of technology. In addition, routine activities at school, such as morning ceremonies and apples, congregational prayers, literacy movements, Healthy Fridays, and adiwiyata programs can create students to become good citizens so that adults will not be easily carried away by the negative impacts of Globalization. The urgency of implementing PKn here is very important in the era of Globalization because it is basically important in building a strong moral commitment to global humanity (Sihombing et al., 2024). With moral and citizenship education provided from an early age, it will be able to create global competitiveness, as well as build Indonesia to be even better (Arliman, 2020). Therefore,

teachers in this case always remind students to always follow various routine activities carried out at school to support knowledge and skills that can create global competitiveness in students.

## Conclusion

Based on the results of the study, researchers can draw conclusions. In strengthening *Civic Knowledge*, in the classroom, Pancasila Education teachers act as mediators and facilitators where they provide opportunities for students to be able to develop critical thinking skills. In this case, teachers use the PBL model where students are trained in critical thinking skills, for example in the presidential election, the election of the class chairman and vice president, as well as the chairman and vice president of the Student Council. In addition, teachers also invite students to learn how to properly conduct democracy in the classroom where it provides opportunities to ask each other questions and convey arguments.

In strengthening *Civic Disposition*, Pancasila Education teachers play an important role in shaping and directing students to create good citizens, both in the classroom and routine activities at school. For example, teachers in strengthening students' private character are by asking to comply with the rules, giving assignments to discipline and encourage honesty, then asking to learn to respect and respect the rights and opinions of others. Furthermore, teachers in strengthening the public character of students are, for example, asking each other to work together to clean the classroom, asking to always uphold manners and ethics both inside the school and outside, asking to heed the rules for the election of the chairman and vice president of the student council in an orderly and obedient manner, and then asking one class to always compromise in reaching a mutual agreement regarding certain activities. Routine school activities, including morning ceremonies and apples, congregational prayers, literacy movements, Healthy Fridays, and adiwiyata programs can foster nationalism, responsibility and tolerance, critical thinking, togetherness, and sensitivity.

In strengthening *Civic Skill*, Pancasila Education teachers play a role in assisting students during carrying out routine school activities that support *Civic Skill*. In this case, schools also play an important role in organizing various routine activities consistently and sustainably. Several activities, such as morning ceremonies and apples, congregational prayers, literacy movements, Healthy Fridays, and adiwiyata programs encourage students to interact with each other so that each of them works together to monitor their sustainability so that it runs smoothly. Furthermore, from the activities that have been carried out, it is hoped that students will influence each other on how to carry out their obligations as a student where they represent a good citizen.

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