

Strategies for Strengthening Civic Responsibility Among Students Through Pancasila and Civic Education

Anjulin Yonathan Kamlasi^{1*}, Taufiqqurahman², Fredik Lambertus Kollo³, Thomas Kemil Masi⁴, Melinda Ratu Radja⁵, Tri Utami⁶

^{1,3,4,5}Universitas Nusa Cendana, Kupang, Indonesia,

²Universitas Muhammadiyah Bima, Indonesia,

⁶Universitas Tanjung Pura, Pontianak, Indonesia

ARTICLE INFO

Article history:

Submitted: March 10, 2026

Final Revised: April 19, 2026

Accepted: April 23, 2026

Published: May 09, 2026

Keywords:

Students; Civic Responsibility;

Learning Strategies; Civic

Education



ABSTRACT

Strengthening civic responsibility is one of the important objectives of civic education in higher education, particularly in shaping students as active, participatory, and responsible citizens in democratic life. This study aims to analyse strategies for strengthening students' civic responsibility through Civic Education learning in the Pancasila and Civic Education Study Programme, Faculty of Teacher Training and Education, Nusa Cendana University. The research uses a qualitative approach. The research informants consist of lecturers teaching Civic Education courses and students of the Civic Education Study Programme, Faculty of Teacher Training and Education, Nusa Cendana University, who were selected purposively. Research data were collected through in-depth interviews, observation of the learning process, and analysis of documentation in the form of Semester Learning Plans (RPS), teaching materials, and student academic activities. Data analysis techniques used data reduction, data presentation, and conclusion drawing techniques. The results of the study show that several key strategies in strengthening civic responsibility for students through Civic Education are project-based learning, integrated service learning, deliberative pedagogy (structured discussions, debates, and simulated public forums), strengthening the role of student organisations and practical leadership, as well as digital literacy and the use of media for civic participation (digital citizenship). Strengthening civic responsibility through PPKn must be integrative, contextual, and sustainable with adequate institutional support, facilities, and habits in campus and community life. This research contributes scientifically to the development of civic education studies in higher education by offering a conceptual model for strengthening student civic responsibility based on an integrative PPKn learning strategy that combines classroom learning, social experiences, and digital participation. The findings of this study also enrich the literature on relevant civic pedagogy practices to strengthen students' civic competencies in facing contemporary democratic challenges.



Doi: <https://doi.org/10.61255/jupiter.v4i2.838>

INTRODUCTION

In the era of globalisation and Society 5.0, the character of society and students is significantly influenced by the dynamics of information, social media, foreign cultures and individualism. Globalisation provides greater access to external values, yet it often also weakens local values, national identity, and social solidarity. As stated by Barno (2024), globalisation presents new challenges in the nation-building process, where local values and national identity risk being displaced by the tide of global culture.

As part of the younger generation and as bearers of intellectual aspirations within society, students play a strategic role in upholding the quality of democracy, participating in the shaping of social life, and overseeing public development processes. However, in practice, numerous studies indicate that students' tendency towards apathy regarding public engagement and socio-political issues remains high. Student apathy has a significant impact on their participation in campus organisations (Pebriano & Waluyati, 2025). This indicates that although, in theory, students should be agents of change, in reality they are often more focused on academic matters and less actively involved in social activities or organisations.

The era of globalisation and digitalisation poses challenges to national values, solidarity and social participation. In theory, students have studied the values of Pancasila and citizenship, but the implementation of these values in actual attitudes and actions remains weak; teaching methods are inadequate and lack contextual

relevance; and assessment and resources are not yet optimised (Nanggala & Suryadi, 2021). Advances in information technology and the tide of globalisation have also given rise to new challenges in upholding national values, social solidarity, and civic ethics. According to Rojak (2025) in a study on the younger generation and the crisis of political citizenship, the massive influx of foreign culture and digital media can weaken national identity and reduce social concern if not countered by holistic and systematic civic education. Strengthening students' civic responsibility through Civic Education must be designed not merely as a minor component of the curriculum, but as an integrated strategy that permeates students' cognitive, affective, and conative aspects, ensuring they are not merely citizens in name only, but active, caring, and responsible citizens.

This issue is compounded by the fact that in Civic Education (PKn) teaching in both schools and higher education institutions, there are often challenges in effectively instilling civic responsibility. Research indicates that teaching frequently focuses on cognitive aspects, such as memorising concepts, and fails to provide opportunities for direct experience and critical reflection on existing social issues (Murtiningsih et al., 2022). This situation tends to hinder the process of absorbing civic values because students are not encouraged to take concrete action to demonstrate a sense of responsibility within their social and democratic lives. This is increasingly relevant in the digital age, where the phenomena of digital information and virtual interactions also present new challenges to students' sense of responsibility.

In response to this phenomenon, Pancasila and Citizenship Education (PPKn) in higher education must serve as a relevant platform for fostering civic awareness that is not merely theoretical but also aimed at instilling attitudes and strengthening the sense of responsibility of real citizens. The design of PPKn learning in higher education, as part of formal citizenship education, must be strategically planned so that it does not merely involve memorising concepts of statehood, but also encourages students to become active participants in social life (Widiatmaka, 2015). Furthermore, the integration of learning methods such as service learning has been identified as an approach that bridges theory and practice in civic education, capable of fostering empathy and social participation among both school pupils and university students (Triwikrama, 2025).

Furthermore, recent research indicates that the implementation of civic responsibility within the Civic Education (PKn) curriculum is often still unclear and poorly structured. Several studies suggest that PKn programmes generally focus on knowledge and skills, yet aspects of civic attitudes such as moral and social responsibility are insufficiently addressed in curriculum design and the learning process (Fierna et al., 2025). In fact, the development of civic responsibility involves not only theoretical understanding but is also linked to character and behaviour formation, which is realised through learning experiences that are contextually appropriate, encourage reflection, and are carried out collaboratively.

In the face of these various challenges, a comprehensive theoretical review is required to reaffirm the conceptual foundations of civic responsibility and its implications for civic education. This study aims to examine the urgency, components, and strategies for strengthening civic responsibility in civic education (Fierna et al., 2025). Furthermore, this research is important for strengthening the theoretical basis that serves as a foundation for the development of a curriculum and more effective teaching practices in fostering a sense of responsibility as citizens. By strengthening theoretical and empirical understanding of civic responsibility within the context of Civic Education, this article is expected to contribute to the development of the field of civic education and provide direction for teaching practices capable of addressing the increasingly complex and dynamic demands of 21st-century education.

METHOD

This study employs a qualitative research approach with the aim of gaining an in-depth understanding of the phenomenon under investigation based on the experiences, perspectives and interactions of participants in the field. A qualitative approach was chosen because this study focuses on meaning, interpretation and subjective understanding, which cannot be measured numerically but rather through narrative explanations (Creswell & Poth, 2018).

Research subjects were determined using purposive sampling, namely the selection of informants based on specific considerations in line with the research data requirements. The main informants comprised parties with a direct connection to the research subject, consisting of lecturers teaching the Civic Education course and students of the Civic Education Study Programme at the Faculty of Teacher Training and Education, Nusa Cendana University, who were selected through purposive sampling. The research was conducted in the Civic Education Study Programme at the Faculty of Teacher Training and Education, Nusa Cendana University, as this location was deemed relevant to the issues under investigation (Spradley, 2016).

The data collection methods used in this study included interviews, observation and documentation. In-depth interviews were conducted with students and lecturers to gather information regarding their understanding, experiences and perceptions of civic responsibility and Civic Education (PPKn) learning. Observation was carried out to directly observe the learning process in the classroom, interactions between lecturers and students, and the forms of student participation in learning activities. Meanwhile, documentation was used to supplement the data

through the analysis of documents such as the Semester Learning Plan (RPS), teaching materials, and student assignments.

The data analysis technique employed an interactive analysis model comprising data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Data presentation is carried out in the form of a systematic descriptive narrative to facilitate understanding of the research findings. Furthermore, conclusions are drawn gradually by interpreting the meaning of the data and relating it to the theoretical framework used (Sugiyono, 2019). Furthermore, to ensure the validity of the data, this study employed source and method triangulation, which involves comparing data from interviews, observations, and documentation, as well as verifying information from various informants. Consequently, the results of this study are expected to possess a high level of credibility and to provide an accurate picture of the strengthening of students' civic responsibility in Civic Education (PPKn) learning (Flick, 2018).

RESULTS AND DISCUSSION

The Urgency of Strengthening Civic Responsibility for Students.

As an intellectual group, students hold a strategic position in guiding the dynamics of democracy and community development. Normatively, students are expected not only to act as learners but also as agents of change capable of critiquing public policy, offering alternative solutions, and actively engaging in social life. However, empirical reality reveals a tendency for students' priorities to shift towards individual interests, particularly regarding academic achievements and career prospects. This finding aligns with Hidayah et al. (2020), who indicated a low level of interest among some students in public issues.

Interviews with several student informants confirmed this phenomenon. One informant stated that the primary focus during their studies was on completing their degree and preparing to enter the workforce, whilst engagement with social issues remained limited and incidental. This statement reflects a pragmatic orientation that has the potential to weaken the dimension of civic responsibility. Field findings also revealed significant variations in experience. As noted by Apandie & Rahmelia (2022), students who are actively involved in student organisations tend to demonstrate a higher level of social awareness and the courage to voice their views in the public sphere. The discourse that takes place within these organisations serves as a vital medium for fostering critical awareness and civic literacy.

Participation in student organisations can enhance civic literacy and one's perspective on the challenges facing democracy. Civic responsibility refers to the awareness, attitudes and actions of citizens to be active in various aspects of socio-political and community life, which benefit not only themselves but also the community and the nation. For students, civic responsibility encompasses critical thinking skills, social awareness, adherence to legal norms, contributions to public discourse and community development, as well as constructive participation in social change for example, through organisations, community service projects, or advocacy (Prasetyo, 2018; Febrianti & Darmawan, 2015).

Strengthening civic responsibility also has implications for the development of students' character, fostering tolerance and inclusivity. In a multicultural society, the ability to respect differences is an essential competence. Interview findings indicate that cross-background interactions within the campus environment encourage students to develop open and dialogical attitudes. These findings align with the research by Cahyono et al. (2024), which emphasises that a strong sense of citizenship contributes to adaptability and constructive participation in a global society.

On the other hand, legal awareness is also a key indicator of civic responsibility. Civic knowledge acquired through formal education has been shown to enhance students' understanding of their rights and duties as citizens (Belladonna & Anggraena, 2019). However, the interview results indicate a gap between cognitive understanding and practical application. Students acknowledge that applying legal values in daily life remains a challenge, particularly regarding discipline in adhering to norms and rules. Therefore, the internalisation of civic values requires not only the transfer of knowledge but also the cultivation of habits through sustained social practice.

Civic responsibility is not merely about what one ought to do but is also linked to integrity, ethics, empathy, and a disposition to cooperate with fellow citizens. For instance, through citizen journalism programmes, students' civic skills and civic empathy can be developed (Prasetyo, 2018). In the context of a society characterised by diverse ethnicities, religions and cultures, civic responsibility helps students to respect differences, promote dialogue and avoid conflict. Hijran, Oktariani, & Rahmani (2022) emphasise civic competencies comprising civic knowledge, civic skills and civic disposition as the foundation for valuing diversity and countering individualism.

Components of Strengthening Civic Responsibility for Students.

Strengthening civic responsibility among students is a strategic effort to shape a generation that is not only academically excellent but also possesses awareness and responsibility as citizens. Conceptually, this strengthening encompasses four main components: civic knowledge, civic skills, civic disposition, and civic engagement, which must be developed in an integrated and contextual manner within students' learning experiences. Empirical findings in this study indicate that these four components do not develop in a balanced

manner but are influenced by social experiences, the learning environment, and the level of student engagement in public activities.

a. Civic Knowledge

Civic knowledge serves as the cognitive foundation enabling students to understand rights and obligations, the system of government, democratic principles, and national values. Normatively, the students in this study claimed to have acquired this knowledge through the Citizenship Education course. However, interview results revealed a gap between conceptual understanding and implementation in real life. Interviews with students revealed that they had learnt about the rights and obligations of citizens, democracy, and the law; however, in daily practice, it is sometimes difficult to apply these consistently, for example, in terms of discipline or adherence to rules. This indicates that the civic knowledge possessed by students remains at a cognitive level and has not yet been fully internalised into practical awareness. This finding reinforces the results of [Riyanti's \(2020\)](#) research, which emphasises that mastery of citizenship material does not automatically lead to behavioural change. Therefore, without reinforcement in other aspects, civic knowledge risks becoming merely symbolic knowledge.

b. Civic skills

Civic skills are practical abilities that enable students to translate their civic knowledge into concrete action. These skills include the ability to think critically, engage in discussion, present arguments, and participate in public discourse. Research findings indicate that students involved in organisations or project-based activities possess more developed civic skills than those who are not involved. According to one informant, through organisations, students learn to express opinions, discuss, and even debate social issues. This helps them understand how to approach problems critically. Conversely, students who are less involved in social activities tend to face limitations in expressing ideas publicly. This situation indicates that civic skills are not sufficiently developed through theoretical learning alone, but require practical spaces that allow students to practise directly. This finding confirms that participatory learning models, such as project-based learning, make a significant contribution to the development of civic skills, as argued by [Febrianti et al. \(2022\)](#).

c. Civic Disposition

Civic disposition relates to the affective dimension, reflecting civic values, attitudes, and character traits, such as empathy, tolerance, responsibility, and integrity. Interview results indicate that students' civic dispositions are strongly influenced by diverse social interaction experiences and the campus environment. However, some informants acknowledged that social concern remains low due to a lack of environmental encouragement. This statement indicates that civic disposition is not formed automatically through knowledge, but rather through a continuous process of habituation and the internalisation of values. This finding aligns with [Hidayah and Sujastika \(2024\)](#), who emphasise that without a strong disposition, student participation in social life tends to be low even if they possess adequate knowledge and skills.

d. Civic Engagement

Civic engagement is a concrete manifestation of civic responsibility, reflected in students' active involvement in social activities, organisations, and public advocacy. The research results reveal a participation gap between students who are active and those who are inactive in student activities. This data indicates that civic engagement is influenced not only by individual motivation but also by the availability of participatory spaces and institutional support. Without adequate platforms, students' potential for civic responsibility does not develop optimally.

These four components do not stand alone but are interrelated: civic knowledge provides conceptual understanding; civic skills enable concrete action; civic disposition provides motivation and internal values; whilst civic engagement is the concrete manifestation of civic responsibility.

Strategies for Strengthening Civic Responsibility among Students.

In Indonesia, Pancasila and Citizenship Education (PPKn) has a mandate to shape citizens who are aware of the values of Pancasila, uphold the constitution, respect diversity, and are active and responsible. However, in practice, the strengthening of civic responsibility through PPKn is not always optimal; it is often merely conceptual or theoretical, lacking in practical, day-to-day application. The current climate, with challenges such as globalisation, digitalisation, social polarisation, and low levels of citizen participation, demands new and innovative strategies to ensure that civic responsibility is truly instilled in students.

Strategies for strengthening civic responsibility through PPKn encompass the aspects of knowledge, attitude, and skills. This is done so that students possess the ability to understand rights and obligations as well as shared values (such as justice, tolerance, and democracy), feel a sense of concern for public issues, have the ability and courage to act on social issues, and carry out concrete actions that reflect civic responsibility. Civic Education, as a course focused on civic values, holds great potential and must be designed and implemented using strategies that support not only the application of theory but also real-world experience and the transformation of attitudes and actions.

The strategy for strengthening civic responsibility among students through Civic Education is implemented through, firstly, Project-Based Learning (PjBL). The implementation of Project-Based Learning (PjBL) in Civic Education has proven to be an effective strategy for linking concepts of citizenship with social realities. Through PjBL, students not only learn theory but are also involved in identifying public issues, collecting data, and designing and implementing solutions. Interview results indicate that students involved in projects addressing social issues demonstrate improved understanding and concern. For instance, when asked to undertake a project on legal literacy in the community, students realised that many people do not yet understand their rights and obligations. From this, they felt a sense of ownership and responsibility to contribute to society. This demonstrates that PjBL is capable of integrating civic knowledge and civic skills whilst fostering civic dispositions such as empathy and social concern. Therefore, the design of PjBL in Civic Education must be systematically structured with clear learning outcomes, assessment rubrics based on civic competencies, and the active involvement of partners.

Secondly, Integrated Service-Learning. Service-learning is an approach that integrates community service activities with academic reflection. In this study, students participating in service-learning activities demonstrated significant development in aspects of civic responsibility. Through these service activities, students not only learn theory but also witness community issues first-hand. This makes them more concerned and willing to take responsibility for resolving existing problems. However, findings also indicate that without structured reflection, community service activities tend to become merely ceremonial. Therefore, the implementation of service-learning in Civic Education must be complemented by mechanisms for critical reflection, such as reflective journals, guided discussions, and experience-based evaluations. Institutional support and partnerships with the community are also key factors in the success of this strategy. The implementation of service-learning in higher education emphasises the need for institutional support (an office of service learning), staff training, and collaborative practice with the community to generate sustainable impact (Bringle & Hatcher, 1996).

Third, Deliberative Pedagogy. Deliberative pedagogy through discussion, debate, and public forum simulations is a vital strategy for developing students' critical and argumentative thinking skills. Research findings indicate that students engaged in structured discussions exhibit greater confidence in expressing their views and are more open to differences. Discussions in the classroom serve as a tool to foster students' self-confidence and train them to respect others' opinions. Some students also expressed concerns about potential conflicts during discussions. This highlights the importance of the lecturer's role as a facilitator in creating a safe and inclusive space for deliberation. The integration of media literacy is also an urgent necessity to enable students to critically evaluate information in the digital age.

Fourth, Strengthening the Role of Student Organisations. Student organisations serve as effective practical spaces for developing civic responsibility. Interview findings indicate that students actively involved in organisations demonstrate better leadership, communication, and teamwork skills. Students noted that through these organisations, they learn to manage activities, discuss matters with their team, and make decisions experiences not typically gained in the classroom. Given these circumstances, one effective strategy to continue supporting student involvement in organisations is to integrate organisational experience into learning outcomes, for example through credit recognition or leadership practicums. This strategy can strengthen the link between formal learning and students' real-world experiences (Nurmanita & Ridwan, 2023).

Fifth, Digital Literacy. In the digital age, civic responsibility also encompasses the ability to participate ethically and critically in digital spaces. Research findings indicate that students actively use social media, yet do not yet fully possess adequate digital literacy. The findings indicate that some students still struggle to distinguish between hoaxes and genuinely valid information. These findings underscore the importance of integrating digital citizenship into Civic Education, including the ability to verify information, digital communication ethics, and the use of media for constructive social campaigns. Digital media-based projects, such as creating advocacy content or anti-hoax campaigns, can serve as effective strategies to enhance the relevance of learning.

Through the various strategies outlined, it can be explained that civic responsibility is a concept that describes an individual's moral and social commitment, as a member of society or the nation, to help safeguard and enhance the common good, as well as to exercise their rights and duties as a citizen actively and ethically. An individual who possesses civic responsibility not only understands their rights and duties as a citizen, but also feels that civic issues are an integral part of their identity, and is willing to engage (whether through direct or indirect action) to improve their community. Through the implementation of strategies that support the strengthening of students' civic responsibility, via Pancasila and Citizenship Education, it is hoped that students can reinforce their responsibility as agents of change towards the realisation of a just and prosperous society.

CONCLUSION

Overall, civic responsibility for students comprises the components of knowledge, skills, disposition, and engagement. Knowledge provides a theoretical foundation, skills enable action, disposition drives action morally and emotionally, and engagement demonstrates tangible action and involvement. For effective strengthening,

citizenship education must design programmes and policies that reinforce these four aspects simultaneously and contextually, with adequate evaluation and environmental support.

Strengthening students' civic responsibility through Pancasila and Citizenship Education is not merely an effort to create theoretical understanding, but the formation of an active character that encompasses the integration of knowledge, skills, and civic attitudes. Strategies such as project-based learning (PBL), integrated service-learning, deliberative pedagogy, strengthening the role of student organisations, and digital literacy. Meanwhile, continuous evaluation and structured reflection are vital to ensure that the process of internalising values is not merely temporary, but becomes an integral part of students' identity and habits. However, to achieve optimal impact, the implementation of these strategies must take into account the local context (including culture, community issues, and student characteristics), the readiness of lecturers and campus resources, as well as coherence between academic and non-academic activities. Education in Pancasila and Citizenship is not merely a fulfilment of curricular obligations, but a space for developing responsible citizens who contribute to society.

REFERENCE

- Apandie, C., & Rahmelia, S. (2022). Project Citizen Citizenship Course to Improve Students' Critical Thinking Skills at the Palangka Raya State Christian Institute. *Civic Law Journal*, 7(2). <https://doi.org/10.22219/jch.v7i2.21790>
- Barno. (2024). Challenges of Pancasila and Civic Education in the Midst of Globalisation. *Generasi Pancasila*, 4, 162–169.
- Belladonna, A. P., & Anggraena, S. N. (2019). Strengthening Civic Knowledge to Enhance Students' Legal Awareness. *Journal of Civic Education*, 3(2), 196–210. <https://doi.org/10.31571/pkn.v3i2.1442>.
- Bingle, R. G., & Hatcher, J. A. (1996). *Implementing service-learning in higher education*. The Journal of Higher Education, 67(2), 221–239. <https://doi.org/10.2307/2943981>.
- Cahyono, C., Danial, E., Rahmat, R., Masyitoh, I. S., & Romli, A. D. (2024). Developing students' civic responsibility using a blended learning model with an asynchronous system. *Jurnal Civics: Media Kajian Kewarganegaraan*, 21(1), 1–8.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Fierna, M., Lusie, J., Yuli, D., Rahmat, M., & Febriyanti, N. (2025). Menumbuhkan Tanggung Jawab Sosial Melalui Pendidikan Kewarganegaraan Berbasis Nilai. *Academy of Social Science and Global Citizenship Journal*, 5(2), 43–49.
- Febrianti, N., Nur, S. M., & Juwita, S. R. (2023). Strengthening Civic Skills Through Civic Education in Fostering Student Participation as Citizens. *CIVICUS: Education-Research-Service Pancasila and Civic Education*, 11(1), 14-21.
- Flick, U. (2018). *An introduction to qualitative research* (6th ed.). SAGE Publications.
- Herlina, N. (2017). Civic Education and Pancasila to Build the Character of the Indonesian Nation at PGRI University Palembang, South Sumatra Province (Prospects and Challenges for PGRI University Palembang Students). In *Proceedings of the National Seminar of the Postgraduate Programme, University of PGRI Palembang*.
- Hidayah, Y., & Sujastika, I. (2024). Strengthening Civic Disposition to Build Civic Engagement and Political Participation in Civic Education in Indonesia. *ASANKA: Journal of Social Science and Education*, 5(2), 233-240. <https://doi.org/10.21154/asanka.v5i2.9867>
- Hidayah, Y., Sapriya, S., Darmawan, C., & Malihah, E. (2020). Fostering Civic Literacy Through Student Organisations and Perspectives on the Challenges of Democracy in Indonesia. *Journal of Sociological Thought*, 7(1), 31-46.
- Hijran, M., Oktariani, D., & Rahmani, Z. (2022). The Role of Students as the Young Generation in Facing the Society 5.0 Era. *Citizenship Journal*, 6(4), 6763-6774.
- Kamiasi, A. Y., Kollo, F. L., Masi, T. K., Kale, D. Y. A., Radja, M. R., Mas' ud, F., & Taneo, K. L. F. (2025). Inovasi metode pembelajaran inquiry untuk penguatan nilai-nilai karakter kewarganegaraan pada siswa sekolah menengah pertama. *Haumeni Journal of Education*, 5(3), 125-136.
- Murtiningsih, I., Fatimah, S., Harsan, T., & Prasetya, A. (2022). Menumbuhkan Civic Disposition Peserta Didik di Masa. 09(2), 141–147.
- Nanggala, A., & Suryadi, K. (2021). Challenges in Fulfilling Student Rights and Strengthening Citizenship Competence through the Independent Campus Policy. *JPK (Journal of Pancasila and Citizenship)*, 6(1), 46–56. <https://doi.org/10.24269/jpk.v6.n1.2021.pp46-56>.
- Nurmanita, M., & Ridwan, R. (2023). Application of the Service-Learning Model to Shape Learners' Civic Engagement in Junior High School. *Jurnal Paedagogy*, 10(4), 973–981. <https://doi.org/10.33394/jp.v10i4.9040>.
- Owen, D. (2024) Fostering Civic Engagement through Project-Based Learning. APSA Preprints. <https://doi.org/10.33774/apsa-2024-j4wbj>.

- Pebriano, E., & Waluyati, S. A. (2025). *The influence of students' apathetic attitudes towards the organisation of the Civic Education Study Programme at Sriwijaya University*. *Jurnal Pendas*.
- Prasetyo, W. H. (2018). Improving Students' Civic Skills and Civic Empathy through Citizen Journalism Projects. *Journal of Character Education*, 9(2), 220-230. <https://doi.org/10.21831/jpk.v8i2.21792>
- Riyanti, D. (2020). An analysis of the suitability of students' civic knowledge and disposition in the topic of citizen's rights and obligations. *REID (Research and Evaluation in Education)*, 6(1), 78-86. <https://doi.org/10.21831/reid.v6i1.31621>.
- Rojak, J. A. (2025). *The younger generation and the crisis of political citizenship*. *Journal of Education, Research, and Community Service*.
- Spradley, J. P. (2016). Participant observation. Waveland Press.
- Sugiyono. (2019). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D*. Alfabeta.

***Anjulin Yonathan Kamlasi (Corresponding Author)**

Universitas Nusa Cendana,
Jl. Adisucipto, Penfui, Kec. Maulafa, Kota Kupang, Nusa Tenggara Timur (NTT), Indonesia
Email: anjulin.kamlasi@staf.undana.ac.id

Taufiqqurahman

Universitas Muhammadiyah Bima,
Berada di Jl. Anggrek No. 16, Kelurahan Ranggo, Kecamatan Rasana'e Barat, Kota Bima, Indonesia
Email: taufiqurrahman041@gmail.com

Fredik Lambertus Kollo

Universitas Nusa Cendana,
Jl. Adisucipto, Penfui, Kec. Maulafa, Kota Kupang, Nusa Tenggara Timur (NTT), Indonesia
Email: fredik.lambertus.kollo@staf.undana.ac.id

Thomas Kemil Masi

Universitas Nusa Cendana,
Jl. Adisucipto, Penfui, Kec. Maulafa, Kota Kupang, Nusa Tenggara Timur (NTT), Indonesia
Email: thomas.kemil.masi@staf.undana.ac.id

Melinda Ratu Radja

Universitas Nusa Cendana,
Jl. Adisucipto, Penfui, Kec. Maulafa, Kota Kupang, Nusa Tenggara Timur (NTT), Indonesia
Email: thomas.kemil.masi@staf.undana.ac.id

Tri Utami

Universitas Nusa Cendana,
Jl. Adisucipto, Penfui, Kec. Maulafa, Kota Kupang, Nusa Tenggara Timur (NTT), Indonesia
Email: tri.utami@fkip.untan.ac.id
