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**Civic Education Learning Evaluation  
Model Aligned with the Merdeka Curriculum**

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**ABSTRACT**

*This research aims to develop an evaluation model for Civic Education learning that aligns with the principles of the Merdeka Curriculum (Freedom Curriculum). The research employed a Research and Development (R&D) approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) conducted in five secondary schools in Central Java Province over a six-month period, involving 15 Civic Education teachers and 230 students. The findings indicate that the project-based and portfolio-based Civic Education evaluation model with integrated continuous formative assessment can enhance students' critical thinking abilities by 34.7% and citizenship skills by 29.3% compared to conventional evaluation models. The developed evaluation model received high validation scores (4.75 out of 5) from curriculum and Civic Education learning experts, as well as good practicality ratings (4.25 out of 5) based on teacher assessments.*

**ABSTRAK**

Penelitian ini bertujuan untuk mengembangkan model evaluasi pembelajaran Pendidikan Kewarganegaraan (PKN) yang selaras dengan prinsip Kurikulum Merdeka. Metode penelitian menggunakan pendekatan Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation) yang dilaksanakan di lima sekolah menengah di Provinsi Jawa Tengah selama enam bulan dengan melibatkan 15 guru PKN dan 230 siswa. Hasil penelitian menunjukkan bahwa model evaluasi pembelajaran PKN berbasis proyek dan portofolio dengan integrasi penilaian formatif berkesinambungan dapat meningkatkan kemampuan berpikir kritis siswa sebesar 34,7% dan keterampilan kewarganegaraan sebesar 29,3% dibandingkan model evaluasi konvensional. Model evaluasi yang dikembangkan mendapatkan validasi tinggi (skor 4,75 dari 5) dari ahli kurikulum dan pembelajaran PKN, serta tingkat kepraktisan yang baik (skor 4,25 dari 5) berdasarkan penilaian guru.

**INTRODUCTION**

The implementation of the Independent Curriculum since 2022 has shifted the learning and assessment paradigm in the Indonesian education system, including in Civics (PKN). This change requires a transformation in the learning evaluation system, which focuses not only on content mastery but also on developing students' competencies and character (Widodo & Kadarwati, 2023). According to the Ministry of Education, Culture, Research, and Technology (2022), the Independent Curriculum provides flexibility for educators to develop student-centered learning based on the principles of independent learning. However, this flexibility also brings its own challenges in developing appropriate evaluation instruments that align with expected learning outcomes.

Learning evaluation within the context of the Independent Curriculum has distinct characteristics from previous curricula. Wijaya (2023) stated that evaluation within the Independent Curriculum must be comprehensive, authentic, and sustainable. This aligns with

the findings of Pratiwi & Sulisty (2022), who found that more than 65% of Civics teachers still face difficulties in developing assessment instruments that meet the demands of the Independent Curriculum. This gap is a fundamental problem that needs to be addressed, given the strategic role of Civics in developing democratic and responsible citizens.

Civics Education has unique characteristics that combine civic knowledge, attitudes, and skills (Cogan & Derricott, 2021). Winataputra (2023) emphasized that Civics learning evaluations should be able to measure not only civic knowledge but also civic skills and civic disposition. However, a study conducted by Santoso & Hariyanto (2022) showed that 73% of Civics learning evaluations in schools are still dominated by written tests that tend to measure solely cognitive aspects.

Several previous studies have attempted to develop evaluation models for Civics learning. Winataputra & Budimansyah (2021) proposed an integrated evaluation model combining cognitive and affective assessments, while Sapriya (2022) emphasized the importance of authentic assessment in Civics learning. However, these models have not been specifically tailored to the characteristics and demands of the relatively new Independent Curriculum (Assingkiy, 2020).

The urgency of this research is further strengthened by findings from the Ministry of Education, Culture, Research, and Technology's Assessment and Learning Center (2023), which revealed that 68% of schools in Indonesia do not yet have a Civics learning evaluation model that fully aligns with the principles of the Independent Curriculum. This impacts students' low civic competency achievement, as demonstrated in the 2022 International Civic and Citizenship Education Study (ICCS), which ranked Indonesia 34th out of 38 participating countries (Schulz et al., 2023).

Based on the description of the problems, this study aims to develop a Civics learning evaluation model that is in accordance with the characteristics and demands of the Independent Curriculum. Specifically, this study seeks to: (1) identify the needs and problems of Civics learning evaluation in the implementation of the Independent Curriculum; (2) design and develop a comprehensive Civics learning evaluation model that is in accordance with the principles of the Independent Curriculum; and (3) test the effectiveness of the developed Civics learning evaluation model in improving students' citizenship competencies.

The results of this study are expected to significantly contribute to the development of more effective civics learning evaluation practices aligned with the spirit of the Independent Curriculum. Furthermore, this research is also expected to serve as a reference for educators in developing evaluation instruments capable of comprehensively measuring students' civic competence.

## **METHOD**

### *Types of research*

This research uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. This approach was chosen based on the consideration that the research aims to produce a valid, practical, and effective Civics learning evaluation model for the implementation of the Independent Curriculum.

### *Time and Place of Research*

The study was conducted over six months, from February to July 2024. The study sites included five secondary schools in Central Java Province that had implemented the Independent Curriculum for at least one academic year. The five schools represented urban (two schools), suburban (two schools), and rural (one school).

### *Research Subjects*

The research subjects consisted of 15 Civics teachers selected using purposive sampling based on the following criteria: (1) having at least three years of teaching experience; (2) having participated in the Independent Curriculum training; and (3) being active in Civics MGMP activities. In addition, the research also involved 230 students from various grade levels who were randomly selected and stratified based on their academic ability level (high, medium, low).

### *Research Procedures*

The research was conducted in five stages according to the ADDIE model:

1. **Analysis Stage:** In this stage, a needs analysis is conducted through literature studies, observations of Civics learning, analysis of curriculum documents, and interviews with Civics teachers and curriculum experts. The analysis focuses on identifying gaps between current Civics learning evaluation practices and the demands of the Independent Curriculum.
2. **Design Stage:** Based on the analysis results, a prototype evaluation model for Civics (PKN) learning was designed, including: (a) the conceptual framework of the evaluation model; (b) evaluation principles; (c) dimensions and aspects assessed; (d) assessment techniques and instruments; and (e) evaluation implementation guidelines.
3. **Development Stage:** The designed prototype evaluation model was then developed into a more operational model, equipped with validated assessment instruments and rubrics. Validation was also conducted at this stage by three experts (a learning evaluation expert, a Civics (PKN) expert, and an Independent Curriculum practitioner) using the Delphi technique.
4. **Implementation Stage:** The developed Civics (PKN) learning evaluation model was implemented in Civics learning at five schools with guidance from the research team. Implementation was conducted over one semester using a quasi-experimental design, using a control group (PKN learning with a conventional evaluation model) and an experimental group (PKN learning with a developed evaluation model).
5. **Evaluation Stage:** This stage conducted formative and summative evaluations of the developed model. Formative evaluation is conducted during the implementation process, while summative evaluation is conducted at the end of implementation to measure the effectiveness of the model in improving students' citizenship competencies.

### *Data Collection Instruments and Techniques*

Data collection was carried out using several instruments as follows:

1. **Observation guidelines:** Used to observe the PKN learning process and the implementation of the developed evaluation model.
2. **Interview Guidelines:** Used to gather information from Civics teachers, students, and relevant parties regarding the implementation and impact of the developed evaluation model.
3. **Questionnaire:** Used to measure teacher and student perceptions of the practicality and usefulness of the developed evaluation model. The questionnaire used a 1-5 Likert scale with a Cronbach's Alpha reliability of 0.87.
4. **Validation Sheet:** Used by experts to validate the developed evaluation model in terms of construct, content, and alignment with the Independent Curriculum.
5. **Civics Competency Test:** Used to measure students' civic knowledge, civic skills, and civic disposition. This instrument has a content validity of 0.89 and a Cronbach's Alpha reliability of 0.84.
6. **Project and Portfolio Assessment Rubric:** Used to assess the products and processes in project- and portfolio-based Civics learning.

*Data Analysis Techniques*

The collected data was analyzed using quantitative and qualitative analysis techniques:

1. Descriptive analysis: Used to describe the characteristics of the PKN learning evaluation model developed and to calculate the validity, practicality, and effectiveness scores of the model.
2. Inferential analysis: An independent t-test was used to compare civic competency achievement between the control and experimental groups. Analysis of covariance (ANCOVA) was also used to control for variables that might influence the research results.
3. Qualitative analysis: Interview and observation data were analyzed qualitatively using thematic analysis techniques to identify emerging patterns and themes related to the implementation of the Civics learning evaluation model.
4. Triangulation: To increase the credibility of the research results, triangulation of data sources (teachers, students, experts) and triangulation of methods (observations, interviews, questionnaires, tests) was conducted.

**FINDINGS AND DISCUSSION**

***Results of the Analysis of Needs and Problems in the Evaluation of Civics Learning***

The results of the needs analysis show several main problems in evaluating PKN learning in the implementation of the Independent Curriculum, as presented in Table 1.

Table 1. Problems in Evaluating Civics Learning in the Implementation of the Independent Curriculum

No	Problem Aspects	Percentage of Teachers Who Experienced	Problem Description
1.	Evaluation Paradigm	73,3%	Evaluation still focuses on results, not process
2.	Evaluation Instruments	86,7%	The dominance of written tests that measure cognitive aspects
3.	Rated aspect	80,0%	Less comprehensive in measuring dimensions
4.	Utilization of Results	66,7%	Evaluation results have not been used to improve learning
5.	Compliance with the Pancasila Student Profile	93,3%	The evaluation has not accommodated the dimensions of the Pancasila Student Profile

Based on the results of the needs analysis, a PKN learning evaluation model was developed that is in accordance with the Independent Curriculum with the following characteristics: (1) comprehensive in measuring the dimensions of citizenship competency; (2) project and portfolio-based; (3) integrating formative and summative assessments; (4) oriented towards developing the Pancasila Student Profile; and (5) flexible and contextual.

***Civics Learning Evaluation Model for the Independent Curriculum***

The PKN learning evaluation model developed consists of five main components, namely evaluation dimensions, evaluation techniques, evaluation instruments, evaluation implementation, and utilization of evaluation results. The evaluation dimensions cover three main aspects of citizenship competency: (1) civic knowledge, including understanding of citizens' rights and obligations, government systems, and contemporary citizenship issues; (2) civic skills, including intellectual skills (critical thinking, problem solving) and participatory skills (communication, collaboration, civic action); and (3) civic character (civic disposition), including democratic values, social responsibility, and concern for the public interest.

The evaluation techniques used in this model include: (1) citizenship project assessment, where students design and implement projects related to citizenship issues in their environment; (2) citizenship portfolios, which are collections of student work that demonstrate the development of their citizenship competencies; (3) self- and peer-assessment, which encourage reflection and critical assessment of the learning process and outcomes; and (4) structured observation, which is carried out by teachers during the learning process to assess students' citizenship skills and character.

The evaluation instruments developed include: (1) a citizenship project assessment rubric; (2) a guide to preparing and assessing portfolios; (3) self- and peer-assessment sheets; (4) an observation sheet for citizenship skills and character; and (5) a contextual citizenship knowledge test instrument.

### **Validity of the Civics Learning Evaluation Model**

The results of the validation of the Civics learning evaluation model by three experts showed a high level of validity, as presented in Table 2.

Table 2. Results of Validation of Civics Learning Evaluation Model

No.	Validated Aspects	Average Score	Category
1.	Compliance with the principles of the Independent Curriculum	4,83	Very valid
2.	Comprehensiveness of evaluation dimensions	4,83	Very valid
3.	Accuracy of evaluation techniques	4,50	Very valid
4.	Quality of evaluation instruments	4,67	Very valid
5.	Practicality of implementation	4,33	Valid
6.	Usefulness of the model	5,00	Very valid
Overall average		4,75	Very valid

The validation results show that the PKN learning evaluation model developed has very high validity with an average score of 4.75 on a scale of 5. The usefulness aspect of the model received the highest score (5.00), while the practicality aspect of implementation received the lowest score (4.33) even though it was still in the valid category.

### **Practicality of Civics Learning Evaluation Model**

The practicality of the Civics learning evaluation model was measured based on the perceptions of Civics teachers who implemented the model. The results of the practicality measurement are presented in Table 3.

Table 3. Results of the Measurement of the Practicality of the Civics Learning Evaluation Model

No.	Practical Aspects	Average Score	Category
1.	Ease of implementation	4,07	Practical
2.	Clarity of guidance	4,53	Very Practical
3.	Time efficiency	3,80	Practical
4.	Suitability to the learning context	4,40	Very Practical
5.	Support for learning	4,47	Very Practical
Overall average		4,25	Very Practical

The results of the practicality measurement indicate that the developed Civics learning evaluation model falls into the very practical category with an average score of 4.25 on a scale of 5. The clarity of the guidelines received the highest score (4.53), while the time efficiency aspect received the lowest score (3.80). Interviews with teachers revealed that although this evaluation

model requires more time than conventional models, the results are more comprehensive and beneficial for developing students' civic competence.

### ***Effectiveness of Civics Learning Evaluation Model***

The effectiveness of the Civics learning evaluation model was measured based on a comparison of citizenship competency achievement between students in the experimental group (using the developed evaluation model) and the control group (using the conventional evaluation model). The results of the effectiveness measurement are presented in Table 4.

Table 4. Results of the Civics Learning Evaluation Model Effectiveness Measurement

No.	Dimensions of Citizenship Competence	Control Group	Experimental Group	Difference	Significance
1.	Civics Knowledge	74,32	83,56	9,24	p < 0,05
2.	Citizenship Skills	68,45	88,61	20,16	p < 0,01
3.	Citizenship Character	71,89	85,74	13,85	p < 0,05
	Overall Average	71,55	85,97	14,42	p < 0,01

The results of the effectiveness measurement showed a significant difference in citizenship competency achievement between the control and experimental groups. Students in the experimental group demonstrated higher achievement in all dimensions of citizenship competency, with the largest difference in the citizenship skills dimension (20.16 points). Overall, the developed Civics learning evaluation model increased citizenship competency achievement by 14.42 points, or 20.2%, compared to the conventional evaluation model.

Further analysis of the civic skills dimensions revealed significant improvements, particularly in critical thinking (34.7%) and participatory civic skills (29.3%). This indicates that the developed civics learning evaluation model is effective in encouraging the development of higher-level skills, a key focus of the Independent Curriculum.

### ***Discussion***

The research results indicate that the developed Civics learning evaluation model has high validity, practicality, and effectiveness in the context of implementing the Independent Curriculum. Several important findings that require further discussion are as follows: First, a comprehensive orientation of evaluation to the learning process and outcomes has proven effective in developing students' civic competencies. This aligns with the principles of the Independent Curriculum, which emphasize meaningful and contextual learning (Kemendikbudristek, 2022). This finding is also consistent with research by Sapriya (2022), which states that Civics learning evaluation needs to encompass aspects of knowledge, skills, and attitudes in an integrated manner.

Second, the use of project-based and portfolio assessments provides students with the opportunity to develop creativity and autonomy in their learning. According to Winataputra & Budimansyah (2021), project-based assessments encourage students to apply citizenship knowledge and skills in real-life contexts, making learning more meaningful. In this study, students who completed citizenship projects demonstrated significant improvements in participatory citizenship skills, a crucial aspect of developing active and responsible citizens.

Third, the integration of formative and summative assessments in the Civics learning evaluation model provides ongoing feedback for students and teachers. As William (2023) noted, formative assessment plays a crucial role in facilitating the learning process by providing information that can be used to adjust instruction. In the Civics context, formative feedback helps students progressively develop their civics understanding and skills.

Fourth, the evaluation model's alignment with the dimensions of the Pancasila Student Profile is a key strength of the model. The Pancasila Student Profile emphasizes character

development and competencies such as faith and piety, global diversity, mutual cooperation, independence, critical reasoning, and creativity (Ministry of Education, Culture, Research, and Technology, 2022). The Civics learning evaluation model developed in this study explicitly measures these aspects, particularly the civic character dimension.

However, there are several challenges in implementing the Civics learning evaluation model that require attention. First, time efficiency is the aspect with the lowest practicality score. Civics teachers reported that implementing a comprehensive evaluation model requires more time and energy than conventional models. This aligns with the findings of Pratiwi & Sulisty (2022), who stated that one of the obstacles to implementing authentic assessment is time constraints. To address this challenge, adequate system and policy support is needed, such as reducing the administrative burden on teachers and providing more operational guidelines.

Second, although the overall Civics learning evaluation model developed was effective in improving students' civic competence, the improvement in the civic knowledge dimension (9.24 points) was relatively lower than in the other dimensions. This indicates the need to strengthen evaluation techniques and instruments for the civic knowledge aspect, particularly in measuring in-depth conceptual understanding, rather than mere memorization (Assingily & Putri, 2025).

Third, implementing a comprehensive Civics learning evaluation model requires adequate teacher capacity. Interviews with Civics teachers revealed that not all teachers possess sufficient understanding and skills to develop and use various evaluation instruments. Therefore, professional development of Civics teachers in the area of learning evaluation is a crucial prerequisite for the successful implementation of the developed evaluation model.

This study has several limitations that should be considered when interpreting the results. First, the study was conducted on a relatively limited scale (five schools in one province), so generalizations of the results should be approached with caution. Second, the long-term impact of implementing the Civics learning evaluation model could not be measured due to the time constraints of the study. Therefore, further research on a larger scale and longer duration is needed to confirm the findings of this study.

## CONCLUSION

Based on the research results and discussion, it can be concluded that the Civics learning evaluation model that aligns with the Independent Curriculum is comprehensive, authentic, project- and portfolio-based, and integrates formative and summative assessments. This evaluation model has been proven valid, practical, and effective in developing students' civic competencies, particularly in the civic skills dimension.

More specifically, this research produces several conclusions as follows:

1. The main problems in evaluating PKN learning in the implementation of the Independent Curriculum include the dominance of cognitive assessment, lack of authentic assessment, and suboptimal measurement of the Pancasila Student Profile dimensions.
2. The developed PKN learning evaluation model has the following characteristics: (a) comprehensively measures the dimensions of knowledge, skills, and citizenship character; (b) uses diverse and authentic assessment techniques, especially projects and portfolios; (c) integrates formative and summative assessments; and (d) is oriented towards developing the Pancasila Student Profile.
3. The PKN learning evaluation model developed has proven to be effective in improving students' citizenship competencies, with the greatest increase in the critical thinking aspect (34.7%) and participatory citizenship skills (29.3%).

Based on these conclusions, the following are recommended:

1. Civics teachers need to develop competencies in designing and implementing comprehensive and authentic learning evaluations, especially project-based and portfolio assessments.
2. Schools need to provide adequate system support, such as sufficient time allocation and reduction of teachers' administrative burden, to facilitate the implementation of a comprehensive PKN learning evaluation model.
3. The Education Office and MGMP PKN need to develop a professional development program for PKN teachers in the field of learning evaluation, especially in the context of implementing the Independent Curriculum.
4. Further research is needed to examine the implementation of the PKN learning evaluation model on a wider scale and with a longer duration, as well as to develop variations of the model that are appropriate to the context and specific needs of the region or educational unit.

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