



Perspective student about role education citizenship in building a sense of nationalism at UNIWARA

Innayatul Laili ¹, Sely Ayu Lestari ², Ayu Maya Damayanti³, M. Irwawan Siswantoro⁴, Daryono⁵

^{1,3,5} Fakultas Pedagogi dan Psikologi, Universitas PGRI Wiranegara, Pasuruan, Indonesia

² Fakultas Pendidikan Ilmu Pengetahuan Sosial, IKIP PGRI Bojonegoro, Bojonegoro, Indonesia

⁴ Pendidikan Pancasila dan Kewarganegaraan, STKIP PGRI Trenggalek, Trenggalek, Indonesia

Abstract: Amidst the challenges of globalization that erode national identity, Civic Education in higher education becomes an important instrument to foster students' sense of nationalism. This study aims to determine the perspectives of students at Universitas PGRI Wiranegara (Uniwara) regarding the role of Civic Education in building an attitude of love for the homeland. Using a qualitative approach, data were collected through in-depth interviews with several students from various faculties. The findings show that students view Civic Education as an effective means to understand the values of Pancasila, the history of the nation's struggle, and civic responsibility, which strengthens the sense of nationalism. However, they were criticized the monotonous teaching methods and the lack of relevance of the material to current issues, such as tolerance and diversity. This study implies the need for Civic Education curriculum reform with an interactive approach, such as group discussions and the use of digital media, to increase its relevance and impact in forming contextual nationalism. These findings contribute to the development of educational strategies that are responsive to the needs of the younger generation in the global era, especially at Uniwara, and strengthen the commitment of higher education in maintaining national identity.

Keywords: Civic Education, Nationalism, Students

Correspondence:

Name: Innayatul Laili

Email: innayatullaili96@gmail.com

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1. Introduction

Education citizenship have a role Which very important in forming character And identity nation, especially in circles generation young. In Indonesia, where cultural, ethnic and religious diversity is part of integral to life daily, education citizenship expected can implant a sense of nationalism and love for the homeland. However, in reality, the understanding and application of civic values among students often remains a sign ask. Function education very important For grow awareness regarding the importance of living side by side in a harmonious manner. Civic Education (PKn), as part of the national education system, has an obligation For form character inhabitant country Which democratic, understand law, and respect for human values (Tinambunan et al., 2025). Civic education is the most crucial part of the educational structure. is a process learn that research and discuss about the system of government, constitution, democracy, supremacy of law, human rights, and the rights and obligations of citizens, and also about how to implement democracy to guarantee realization of the role(Aulia et al., 2019). Civic education aims to increase citizens' capacity to think and act democratically (Otniel Nasozaro, 2019). Civic education is also a form of democratic learning that aims to develop citizens' capacity to think critically and act democratically(DJ &

Jumardi, 2022). Nationalism is a feeling of love for a nation or unity that, in its development, made into understand that put And also consider unity between various components is very important for every person who is part of a group (Alfaqi, 2016)

This course is a compulsory part of the curriculum at Uniwara, however, there has been no specific research exploring students' perspectives on the role of Civics Education in fostering a sense of nationalism. This study fills this gap by focusing on the perspectives of Uniwara students, who come from diverse backgrounds, to understand the contribution of Civics Education in countering the weakening influence of globalization on nationalism. In practice, students sometimes still tend to perceive the course as normative-doctrinal, oriented toward conveying ideal concepts and formal regulations, but lacking a connection to social realities, students' daily experiences, and the actual challenges of nationality in the global era. As a result, the nationalism instilled is often understood cognitively but not fully internalized as a reflective attitude and awareness. The research's novelty lies in Uniwara's local context and qualitative approach. deep For catch nuances perspective student, Which can become the basis for developing a more dynamic civics curriculum. Although there is also a lot of research has discuss role Civics in education tall, part big focus on curriculum design or lecturers' perceptions, not the perspective of students as recipients of education. In fact, students are the primary subjects directly impacted by the learning process. This research aims to explore these perspectives. Uniwara students to the role Civics in build a sense of nationalism, identifying supporting factors and obstacles to its effectiveness, and providing recommendations for development curriculum and teaching methods which supports the formation of contextual nationalism. Furthermore, the UNIWARA context demonstrates how students with diverse social, cultural, and educational backgrounds interpret nationalism not only as a formal national identity but also as an ethical stance in academic and social life. The findings of this study demonstrate that nationalism is perceived by students as social responsibility, tolerance, concern for others, and a commitment to contribute to society, not merely as a symbolic expression.

Student is people Which currently Study in college tall and are in the process of transitioning to maturity, both intellectually and socially. They are not just students, but also agents of change with a social and cultural obligation to uphold the nation's moral, ethical, and ideological values. It is crucial to instill the values of Pancasila so that students can uphold norms and strengthen the nation's ideology through education and concrete actions in society (Aliyani Hopipah & Anggraeni Dewi, 2022). At university, students are positioned not merely as recipients of knowledge, but also as individuals who play an active role and are expected to become agents of *change* and social *control* (Jannah & Sulianti, 2021) Students possess extraordinary abilities to influence public opinion, express values of justice, and maintain the nation's integrity and ideology in the face of rapid social change. Furthermore, students are in a strategic position to adopt and internalize national values, including the spirit of nationalism. It is crucial for higher education institutions to not only provide knowledge but also prepare students with strong character and citizenship education.

The important role of students cannot be separated from the various challenges that arise, both from within and outside outside. Impact global culture, commercialization of

education, and tendencies individualism can reduce Spirit solidarity And awareness the role of students through a focused educational approach on character, values, and nationality. In this situation, civic education plays a clearly crucial role in increasing multicultural understanding among students. as well as strengthen dedication they to identity nation in amidst the currents of globalization. With increased intellectual and emotional capacity, students can act as agents of change who are not only academically intelligent but also resilient in upholding integrity and nationalist values in the modern era (Sati & Anggareni Dewi, 2021)

Concept of Education Citizenship

Education citizenship is something form learning Which provides teachings on the principles of democracy, with the aim of preparing the public to think critically and act in accordance with democratic values. This is a crucial part of developing quality citizens. Furthermore, civics education plays a crucial role in developing political insight (T Heru Nurgiansah, 2021). Civics education is a learning process that aims to create individuals with the understanding, skills, and attitudes of nationalism that are democratic, responsive, and responsible for national life. Civics education goes beyond simply teaching about the constitution or state institutions, but also focuses on character building, legal understanding, and social responsibility of students in facing the challenges of globalization and changing times.

Civic education has a mission to instill moral values in the nation, thus producing individuals who are intelligent, democratic, and have... morals Which Good. Temporary That, objective from education citizenship is to produce a structured learning process, which can produce individuals who are actively involved and also have a sense of responsibility answer. Furthermore, it also aims to shape Indonesian citizens who behave in accordance with the principles of Pancasila and the good character of Indonesian society and nation. The term civic education is derived from the words "education" and "citizenship." According to the Department of National Education (Depdiknas), civic education citizenship has arranged in Pancasila And Constitution 1945, Which states that education is a subject that focuses on the formation of individual Which capable understand And operate right as well as obligations as Indonesian citizens who have character, knowledge, and skills in various fields (Fauziah & Anggraeni, 2021).

According to the Big Indonesian Dictionary (KBBI), nationalism is a shared awareness within society that actually or potentially works together to achieve, protect and maintain identity, integrity, prosperity, as well as strength from nation That, Which reflect Spirit nationality. The attitude of nationalism describes a person's desire to demonstrate loyalty, love, and pride in the country, thus continuously striving to maintain sovereignty and advance the country and its people. The values of nationalism include prioritizing common interests over personal interests, having a sense of sacrifice, and being committed to serving the country, not easily giving up in fighting for the interests of the country, and having an attitude of maintaining unity and oneness among fellow citizens. In addition, nationalism also reflects a sense of love for the country in maintaining independence, advancing the nation, feeling pride, protecting, maintaining local culture, being able to collaborate to build and improve society, and being able to control oneself for the sake of national unity and oneness. Other values of nationalism include a deep desire

to continue to progress and develop, having an attitude of tolerance, justice, a spirit of independence, and a love of peace. Besides That, they Also capable endure in various condition, perseverance, and determination to defend and develop the country, as well as being honest with others and oneself (Hafnidar et al., 2021)

The theory of "*Imagined Communities*" was introduced by Benedict Anderson. Anderson argued that a nation is an imagined political community, because its members do not all know each other, but still feel an emotional connection as part of a single national entity. The process of forming this community occurs through historical narratives, national symbols, and the use of cultural symbols. And institutions like education. In matter This, Education nationalism through teaching history, Pancasila values, and the spirit of diversity (Anderson, 2006). In addition to Anderson, the theory of nationalism put forward by Giovanni Sartori (2000) is also used. Sartori states that nationalism formed through process education Which focus on values together and participation in life public. Education, in context This is Civics education serves as a means to strengthen commitment to the state and increase community involvement in state activities. theories This support opinion that nationalism No nature innate, but rather formed in a way social through education And experience citizenship.

2. Materials and Methods

This research was conducted at PGRI Wiranegara University, focusing on students' perspectives on the role of Civic Education in building a sense of nationalism. this is active students of PGRI Wiranegara University registered in various study programs and faculties. While the sample in study This is 10 student Which chosen in a way *purposive sampling*. While 10 people from diverse backgrounds can provide diverse insights, this number may not be enough to comprehensively represent the entire student population. However, if the respondent selection is done with consideration variation factors like study program, faculty, year forces, and experience academic, data Which obtained can give perspective Which This provides a fairly in-depth understanding of students' views on the role of Civic Education in fostering a sense of nationalism. Furthermore, researchers can ensure respondents' openness and honesty during interviews by creating a comfortable and non-judgmental atmosphere. They can also clearly explain the research objectives and ensure the confidentiality of respondents' identities. Besides That, use question open Which push respondents to freely share their experiences and views can increase the honesty of their answers.

This research uses a qualitative approach. This research may only use approach qualitative pure Because the focus on understanding in depth about perspective And experience individual. Approach qualitative allow researchers to explore students' views on the role of Civic Education in building a sense of nationalism, which may not be captured by method quantitative. So, study This Can give understanding which of course more deep And Also more relevant to problem Which researched. Qualitative research is a research approach characterized by humanism, where individuals in this research are faced as the main subjects in a social event (Safrudin, 2023). A purely qualitative approach was chosen in this study because the main objective of the study was not to measure the level of student nationalism quantitatively, but rather to deeply under-

stand the construction of the meaning of nationalism as perceived, experienced, and reflected by UNIWARA students in the context of Civic Education learning. Nationalism in this study is understood as a subjective, dynamic, and contextual social phenomenon, so it cannot be reduced to measurable variables alone. Methodologically, the qualitative approach allows researchers to capture students' lived experiences, including how they interpret national values, connect Civics material with social reality, and respond to the challenges of globalization.

3. Results and Discussion

Information gathering was carried out through detailed interviews with 10 University students PGRI Wiranegara (Uniwara) from the faculty Which The semi-structured interviews were conducted face-to-face on the Uniwara campus, lasting 30–45 minutes per respondent, using a validated interview guide. The study took place from May to June 2025 on the Uniwara campus in Pasuruan, East Java. Qualitative data analysis used a thematic approach based on the Miles and Huberman (1994) model. Three main themes emerged from the analysis: the role of content Civics, method teaching, And obstacle in formation nationalism. Table 1 below summarizes the distribution of themes based on the frequency of appearance in the interviews.

Table 1. Distribution Perspective Theme Students towards Civics at Uniwara

Description	Amount (N=10)	Presentation
The Role of Educational Content Citizenship	6	60%
Method Teaching	3	30%
Obstacle in Nationalism	1	10%

Students view civics as an important tool for understanding national identity. Material on the values of Pancasila, the history of independence, and diversity is seen as strengthening a sense of love. homeland. A students from the Faculty of Pedagogy and Psychology stated that learning about the struggles of national heroes fostered pride in Indonesia. However, some respondents desired more contextual material, such as the issue of tolerance in social life. Method teaching Civics in Uniwara dominated approach lecture.

Discussion-based approaches, case studies, and digital media, such as video documentaries on nationality, were used to increase engagement. The main barrier identified was the lack of relevance of the material to contemporary issues, such as the role of media. social in strengthen or weaken nationalism, as well as method less engaging teaching. In addition, the influence of globalization, such as students' preference for foreign cultures, is considered to weaken the effectiveness of civics. A student from the Faculty of Technology and Science stated that civics material is often feels theoretical and difficult to apply in everyday life.

3.1 Role Education Citizenship in Build Flavor Nationalism

Civic education is a study related to national education that has a significant influence in shaping national character, developing an understanding of nationality,

and fostering a spirit of nationalism among students, as well as strengthening the role of civic education (Fauziah & Dewi, 2021). Civic Education (PKn) at universities certainly plays a crucial role in shaping students' sense of nationalism, particularly in the era of globalization that can erode national identity. Based on the concept theoretical and related research findings, discussion This paper outlines how Civics contributes to nationalism, its relationship to theory, comparisons with previous research, and the theoretical and applied implications of this role. Civics serves to instill a sense of nationalism and also instill moral values related to national identity. to generation young (Asyari & Anggraeni Dewi, 2021). Education citizenship not only directs students to respect and follow state regulations, but also to develop an attitude of tolerance and independence. This provides knowledge, skills, and community spirit for the next generation will come. In education citizenship, communicate with environment Which more Civic education is not necessary to study this development, but education should be used as widely as possible for self-development (Asyahidah & Dewi, 2022).

This civic education plays a significant role in building the spirit of nationalism among students. In this situation, education citizenship does not just play a role as lesson Which teach about rights And responsibilities as citizens, but also as a tool to instill national values and a love for one's country. The following are several points outlining the role of civics education in building a spirit of nationalism:

a. Introduction Values Nationality

Indonesia moment This face challenge significant in guard identity nation in middle heavy influence globalization. Situation This influential to generation young people the more exposed culture from outside, result in values nationalism increasingly disappearing (Purmintasari, 2025) Commitment to the nation can interpreted as a feeling love for country and land water. Expressions of love for the nation are influenced by understanding nationality, namely perspective to ideology, social, economic, religious, culture, politics, and also defense. Understanding of nationality is influenced by the level of national feeling, which includes "national mentality" and also "intellectual nationality" Which make an effort maintaining national values and upholding the republic (Anggoro & Albina, 2025)

Citizenship education provides a deep understanding of national values, such as unity, justice and tolerance. Through teaching systematic, student taught For value And understand importance These values are embedded in national and state life. This helps students adopt these values and implement them in their daily activities, thereby strengthening their spirit of nationalism.

b. Understanding History And Culture Nation

History is very important because history is a science that studies human activities throughout time. time, Which means that man always experiencing change and dynamics Which continue without stopping (Ritonga et al., 2024) One of the important components in citizenship education is the teaching of history and culture nation. Education history own important role in formation national identity, Because through understanding history, generation young can recognize root culture, values, as well as struggle Which form teak self nation (Ritonga et al., 2024). By understanding the history of the nation's struggle, students can appreciate the services of

the heroes. And understand context struggle independence. Besides That, introduction respect and appreciation for fellow citizens. This awareness of history and culture contributes to strengthening students' national identity.

c. Development Attitude Love Land Water

Civic education also plays a role in developing an attitude of love for the country water in circles student. Implementation education character Which love Fostering a sense of national pride and national spirit is not easy; it takes time to instill these values in students (Masturoh & Sulistyawati, 2024). Through a number of activities, such as discussions, seminars, and social projects, students are encouraged to contribute to the development of society and the nation. in activities This No only increase flavor not quite enough social responsibility, but also strengthens a sense of belonging to the nation and state. Love for one's country can be demonstrated through actions such as protecting and safeguarding the homeland, preserving its cultural heritage, and being willing to make sacrifices for the common good. Love for one's country as a behavior reflects a sense of care, appreciation, and a spirit of nationalism that drives one to make sacrifices for the nation and state (Nova et al., 2024)

3.2 Student Perception to Education Citizenship

Students' perceptions of civics education are a crucial factor that can influence the effectiveness of learning and its impact on nationalism. Civics education plays a crucial role in developing individuals who are aware of their rights and responsibilities as citizens (Wiratomo et al., 2025). This article will discuss various aspects that influence students' perceptions, including teaching methods, material relevance, personal experiences, and expectations regarding civics education.

a. Method Teaching And Relevance Material

One of the elements that influences students' views on education citizenship is method teach Which implemented by teacher In this case, lecturers. In this context, lecturers are required to have the ability to develop fundamental teaching skills from the beginning of learning to the end of the learning process ((Safrudin, 2023)). Students tend to prefer interactive and participatory methods, such as group discussions, simulation, And project collaborative. Method teaching Which monotonous, like.

One-way lectures are often considered less interesting and ineffective in conveying material. Therefore, lecturers It's necessary to adopt a more innovative approach to increase student engagement in the learning process. The relevance of civics education material to everyday life is also an important factor in shaping student perceptions. Students value material that can be applied to real-world contexts, such as current social, political, and cultural issues. When the material taught can be connected with experience And challenge Which faced by students, They will be more motivated to learn and internalize the values taught. To achieve learning objectives, lecturers must be able to create an interactive, innovative, and enjoyable learning environment. Teaching methods must align with the learning material, making it

easier for students to understand and digest the information provided (Mutawakkil & Nuraedah, 2019).

b. Personal experience

Students' personal experiences during citizenship education also contribute on perception they. Student Which own experience positive, such as involvement in activity social or organization student affairs Which related to citizenship, tend to have a more positive view of citizenship education. In contrast, students who feel uninvolved or unmotivated get benefits of education this is possible will have a negative perception. By because That, very crucial for institution education For build atmosphere which encourages student participation.

c. Challenge in Implementation of Education Citizenship

The implementation of citizenship education in higher education, especially at Wara University, faces various challenges that can affect its effectiveness in build sense of nationalism among students. Current civic education is considered insufficiently effective in addressing challenges in era Revolution Industry 4. 0. In sector education, Lots person more focus on academic grades rather than individual moral values, more interested in whether the grades are high or low rather than thinking about how the grades were obtained (Pangalila, 2020). Development education citizenship need in harmony with progress time and technology, so there needs to be more regulation adaptive and in accordance with the needs of citizens of the Republic of Indonesia (LAURENSIUS, 2020).

One of the main challenges in implementation A key obstacle to civics education is limited resources, both in terms of teaching materials and supporting facilities. Many educational institutions, including Universitas PGRI Wiranegara, may lack adequate access to books, journals, and other learning resources relevant to civics education. Furthermore, facilities such as discussion rooms or laboratories that support interactive learning are often limited. This can hinder the learning process and reduce the quality of education provided. Furthermore, the teaching methods used in civics education are often conventional, such as lectures. And teaching One direction. This method can makes students feel bored and less involved in the learning process. The lack of variety in teaching methods can reduce the effectiveness of civics education in instilling values nationality And flavor nationalism. By because That, important to develop more innovative and engaging teaching methods, such as project-based learning, group discussions, and simulation. and other challenges faced is lack of involvement student in activity Which related with civic education. Many students are less active in student organizations or social activities that could increase their civic awareness. This may be due to a number of factors, such as academic commitment, lack of information about available activities, or lack of motivation. participate. Involvement Which low this can reduce the impact of civic education in building a sense of nationalism.

The results of this study expand the theoretical assumptions of nationalism by showing that nationalism in students is not only the result of internalizing norma-

tive documents, but also a social construction that undergoes negotiations between the formal values of the curriculum and the realities of students' social experiences. This suggests that theories of nationalism in civic education need to strengthen the dimensions of subject experience and social context as empirical components that are as important as normative assumptions (Ratna et al., 2025). Meanwhile, comparisons with previous research conducted by other researchers in the field of Civic Education often emphasize the role of lecturers, teachers, or formal curriculum design as the main determinants in the formation of students' nationalistic attitudes. For example, many studies have found that teaching strategies, the quality of instruction, and the integration of nationalistic materials into the curriculum significantly support the formation of nationalistic values and nationalistic attitudes in students. In the context of secondary schools, studies show that the role of teachers in selecting learning strategies, developing nationalistic learning resources, and contextual learning are the main factors in the development of student nationalism.

4. Conclusions

This study concludes that students of PGRI Wiranegara University (Uniwara) look at Education Citizenship (Civics) as means effective to strengthen the sense of nationalism through understanding the values of Pancasila, the history of the struggle nation, And diversity. Content Civics Which relevant capable arouse pride to identity national, although method teaching Which monoton and lack of relatedness material with issue contemporary become obstacle main.

Student expect approach interactive, like discussion And media digital, to increase their engagement. These findings address the research objectives by demonstrating that civics plays a significant role in shaping nationalism, but its effectiveness depends on curriculum innovation and teaching methods. However, generalizing the findings requires caution because this study is limited to the context of Uniwara and uses a relatively small sample. Another limitation is the lack of quantitative data to objectively measure the level of nationalism. Based on the conclusions, it is recommended that so that Uniwara reform civics curriculum by integrating issue current like tolerance And literacy digital, as well as practice lecturer to adopt an interactive approach. Future research is recommended to use a mixed-methods approach at various universities to broaden insights into the role of civics in building nationalism.

These findings imply the importance of using experiential learning strategies, such as reflective discussions, contextual case studies, social projects, and collaborative learning. Through this approach, Civics Education serves not only as a means of transmitting values but also as a space for critical dialogue that allows students to develop a personal and meaningful understanding of nationalism. Furthermore, based on the findings and limitations of this study, several important follow-up research agendas are warranted, including conducting comparative research across institutional contexts—between universities, regions, and types of educational institutions—to identify contextual factors influencing variations in the meaning of student nationalism. This approach will enrich our understanding of the relationship between academic culture, student characteristics, and the effectiveness of Civic Education.

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