



GEN Z STRATEGY IN CIVIC EDUCATION LEARNING FOR CHARACTER EDUCATION IMPLEMENTATION

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Abstract

Generation Z has unique characteristics in learning, which requires special strategies to implement character education in Citizenship Education (PKn) subjects. Digital technology, social media, and project-based learning methods are considered effective in meeting their learning needs based on interaction and contextual relevance. This study aims to explore appropriate learning strategies for Generation Z in PKn to develop character values. The method used is a *literature review* with a descriptive analysis approach. Data were obtained from various literatures, such as national and international journals related to learning strategies for Gen Z, character education, and the use of technology in PKn. The results of the study show that the use of social media and digital technology in PKn learning provides space for students to interact more actively and flexibly, so that citizenship values can be better understood. Project-based learning allows students to apply character values in real contexts through social activities, such as anti-bullying campaigns or environmental projects. In addition, digital interaction through online discussions plays a role in developing character values such as tolerance and a sense of responsibility. With this interactive and contextual approach, Gen Z can more easily internalize character values, which are relevant to facing social challenges in the digital era.

Keywords : Generation Z, civic education, character education, digital technology, project-based learning, social media

Introduction

Civic Education (PKn) plays an important role in shaping the younger generation who have a strong sense of citizenship and character values, such as nationalism, tolerance, and integrity. Character education integrated into the PKn curriculum is designed to equip students with essential values and attitudes to live side by side in a diverse society (Nurhidayah & Hamzah, 2022). However, the implementation of these values faces challenges in the digital era, especially for Generation Z (Gen Z), who grew up with the influence of technology and the internet, so they have different approaches and learning styles from previous generations (Putri et al., 2023). Generation Z, born between 1997 and 2012, are known as *digital natives* because they have interacted with digital technology, the internet, and social media since childhood (Sari & Wahyudi, 2021). Their learning patterns prefer fast interactions, interesting visualizations, and contexts that are relevant to real life (Kurniawan & Prasetyo, 2023). This approach requires the development of learning methods that are not only text-based, but also involve digital tools and collaborative methods. Gen Z wants directly relevant material and views social interactions in the media as part of the learning process (Setyawan et al., 2023). Therefore, to achieve the goals of PKn, a learning strategy is needed that can adapt to the interactive and technology-based patterns that Gen Z is interested in. As one of the main components in the national curriculum, character education through PKn is directed at building students' social and emotional competencies. Research shows that character education is an important foundation in developing students as active and responsible citizens (Yulianti et al., 2022). However, conventional approaches to civics learning often fail to accommodate Gen Z's dynamic learning styles, requiring innovative strategies involving

technology and participatory methods (Haryanto & Suryadi, 2023). The use of technology such as project-based learning and online discussions has been shown to increase Gen Z's engagement in civics learning, while also enabling them to practice character values in real life (Prasetya & Widodo, 2023). Project-based learning is one of the effective approaches in delivering character education through civics for Gen Z, because it allows them to be directly involved in social activities or campaigns that are relevant to their life context (Handayani, 2022). This approach provides opportunities for students to develop collaborative, critical, and creative skills, which are an important part of citizenship and character values. In addition, online discussions or *online forums* provide space for students to interact openly, discuss citizenship issues, and express their opinions constructively, which also supports character formation based on dialogue and mutual respect (Rahmawati & Nugraha, 2022). Considering the characteristics and needs of Gen Z, this study aims to identify and analyze appropriate strategies in civics learning for the implementation of character education. This study is important to provide recommendations on the development of methods and materials that are relevant to Gen Z, so that civics is not only a compulsory subject but also an effective means of building the character of the young generation with integrity and ready to face global challenges.

Research Methodology

This study uses a *literature review method* with a descriptive analysis approach to identify appropriate learning strategies for Generation Z in Civic Education for the implementation of character education. The literature analyzed includes national and international journals, books, and research reports relevant to the topics of Gen Z learning strategies, character education, and the use of technology in Civic Education learning. The data collection process is carried out through a systematic review of related literature, which is then analyzed to explore and elaborate on the most effective and appropriate learning strategies for developing character values in Gen Z.

Result & Discussion

Some studies on learning strategies for Gen Z in Civic Education and character education are as follows:

Table 1. Document review

No	Writer	Title	Results
1	The Last Supper (2022)	Civic Education as a Means of Character Education in the Digital Era	Shows that Civic Education integrated with technology is effective in increasing civic awareness and character values. Students find it easier to understand concepts through digital media.
2	Putri, LD, et al. (2023)	Generation Z Learning Styles and Their Implications for Character Education	Gen Z tends to be more interested in project-based and collaborative learning. These strategies increase student engagement in Civics and help instill strong character values.
3	Prasetya & Widodo (2023)	Effectiveness of Project Based Learning in Character Education	Project-based learning is effective in character education because it involves students directly in social activities, so that they can practice character values in real life in civics activities.
4	The Last Supper (2022)	Online Discussion as a Character Learning Media	Online discussions through digital platforms can improve Gen Z's understanding of character values. Students feel more comfortable discussing and expressing their opinions, which encourages mutual respect.

5	Handayani (2022)	Implementation of Project-Based Learning in Citizenship Education	Project-Based Learning helps Gen Z develop critical thinking skills and character values such as responsibility and collaboration. Students are more engaged in solving relevant social problems.
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Utilization of Technology and Social Media

Gen Z has unique characteristics in learning that are greatly influenced by digital technology, especially social media. Technology and social media are not only a means of entertainment but can also be an effective learning tool, especially in civics education. Several studies have shown that the use of social media in an educational context allows students to interact and discuss material more openly and flexibly (Setyawan et al., 2023). By using platforms such as Instagram, YouTube, and Twitter, students can access educational content, such as videos explaining civics concepts or infographics on social and civic issues. These media provide a visual and interactive experience that suits Gen Z's learning preferences, which tend to be more responsive to visual content (Sari & Wahyudi, 2021). Social media also allows for more dynamic public and collaborative discussions. For example, in a study conducted by Putri et al. (2023), it was found that discussions via WhatsApp groups or other online forums made it easier for Gen Z students to discuss and express opinions on civics topics, such as tolerance, human rights, and democracy. These discussions help students develop an understanding of complex social issues and encourage their active involvement in civics learning.

Project Based Learning and Character Implementation

Project-based learning has been proven effective in instilling character values in Gen Z students. In this method, students are faced with tasks that require them to identify social problems, design solutions, and collaborate in implementing projects. For example, in a study by Prasetya & Widodo (2023), project-based learning in Civic Education encouraged students to engage in social projects, such as anti-bullying campaigns, environmental conservation programs, or community sharing initiatives. Through these projects, students not only understand the concept of citizenship but also apply character values, such as cooperation, responsibility, and empathy for others. Handayani (2022) stated that by being directly involved in projects related to real social problems, students more easily understand the importance of character values and how these values can be realized in concrete actions. This approach emphasizes not only theoretical knowledge but also social and emotional skills that are important for becoming good citizens.

Digital Interaction for Character Value Development

Digital interactions, especially through online discussions and collaboration in learning platforms, also play an important role in developing students' character values. Online discussions provide space for Gen Z students to express their opinions more freely and build ethical communication skills. According to Rahmawati & Nugraha (2022), online discussions through platforms such as Google Classroom or Zoom facilitate respectful interactions, where students learn to listen to and appreciate the views of others. These digital interactions also promote character values such as tolerance, togetherness, and responsibility, especially when students work in groups to complete assignments involving citizenship issues. Haryanto & Suryadi (2023) found that online collaboration, either through technology-based group assignments or discussions on social issues, supports students' character development in terms of cooperation and discipline. This interaction helps students to understand the concept of citizenship more deeply, relate it to everyday life, and apply character values in a wider environment. Online discussions also provide opportunities for students to develop critical and analytical thinking skills that are important in understanding complex citizenship concepts.

Conclusion

This study shows that Generation Z has great potential to develop character values through learning strategies integrated with technology and active learning methods. The use of technology and social media provides space for students to access Civic Education (PKn) materials and discuss interactively, so that they can understand civic values in a more relevant and personal context. The use of this digital platform also makes it easier for students to share views, practice empathy, and understand real social issues. Overall, the approach that combines technology, project-based learning, and digital interactions is effective in shaping the character of Gen Z students and helping them become active, responsible, and ethical citizens. This study also recommends that educators increasingly

utilize technology and interactive methods in civics learning to support the implementation of more effective and relevant character education for Generation Z.

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