



INSTILL EDUCATION CHARACTER THROUGH EDUCATION CITIZENSHIP ON MADRASAH STUDENTS

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Abstract

Education play very role important in life somebody Because objective mainly is for grow potency and build character. By Because that, everyone has the right get education. Education is referring term on effort public for repair behavior and perspective they. Education considered own lots benefit for public and student because considered as tool that gives they provisions and makes it easier they for reach potency they. In education citizenship, cultivation mark character aim for increase ability for think critical, logical, and creative moment face related problems with citizenship. In this study, method review literature used. Results this study show how the teacher encourages children they for learn values character in lesson citizenship through discussion, play role, and activity others who can help they understand the principles. Teachers too can combine learning citizenship with use sources mark character from wisdom local as well as culture local.

Keywords : Character, Education Citizenship, Madrasah

Introduction

According to Masnur Muslikh (2014: 17) the decline nation and mature Indonesian country this more caused by crisis morals and not only caused by crisis economy. World education we have long forgotten objective main education ie develop knowledge, attitude and skills in a way simultaneous and balanced. World education we giving too long portion on aspect cognitive just, and forget development attitudes / values And behavior in learning. Many parents even part big from public we own it pattern just think (mindset). Orient education only on aspect intellectual or intelligence brain (IQ) compared with aspect intelligence social (SQ) and intelligence emotional (EQ). However, this condition can anticipated with planting values character through habituation and giving role model in the family or at school and in society. Teacher or parent must realize that himself is example for child educate or their children (Maksudin, 2013: 81). According to Winarno (2014: 19) Education Citizenship own and in line with three function principal education democratic citizenship, that is develop intelligence inhabitant state (civic intelligence), fostering not quite enough responsibility (civic responsibility) and push participation inhabitant state (civic participation). Education character become a inevitability when see reality generation young there are many of us experience various inequality morality as a large output of formal education happen unemployment from graduate of education base and intermediate on. According to Dharma Kesuma (2012: 9) Objectives main education character is facilitate strengthening nd development values certain so that materialized behavior good boy during the school process nor after school process. Education character own meaning more tall from moral education because not only relate with problem correct or wrong, but planting good habits in life so that student own awareness, understanding, concern as well as high commitment for implement in life daily. Born and enactment 2013 Curriculum in Indonesia in the Susilo Era Bambang Yudhoyono is mandatory held by all over institution education base and intermediate, will helping the Klaten Madrasah as institution education based on deep Islam organize education with Boarding school system. Klaten Madrasah in accordance with vision and his mission is what he wants make the institution as center change (agent of change) in education

morals or character, sure will capable give significant contribution in development character nation, esp generation young. Education Citizenship give lesson to expected students become individual with reflecting characteristics identity Indonesian nation (Princess et al ., 2021). Planting mark character in eye lesson education citizenship aim build ability in develop thinking critical, logical and creative when face related problems with citizenship (Sadia et al ., 2022). Participant educate also expected active and responsible in activity social, national and country. This ability can sharpened through democratic approach, so they capable adapt with good and harmonious with other nations, as well capable intertwine interaction with nation other in the era of globalization with utilization progress technology and oncoming information fast (Jasrudin et al ., 2020).

Research Methodology

Writer do review literature about mark character through planting education originating citizenship from articles, documents as well as journals scientific. Writing study this done through stages organization study references with use structure thematic. That matter done with categorize as well as discuss data from source science in accordance with theme and topic discussed, continued with do analysis in a way comprehensive to use form something possible conclusions made as reference material study furthermore. In this study use approach qualitative with method studies literature. Mestika Zed said that “ study literature is something Suite related actions with stages collection sources from bibliography , then source obtained be read for done writing, next done analysis to sources that have been collected in accordance topics discussed (M. Susanti et al., 2023). Supporting data sources literature form journal and related articles with study. In this study using secondary data, in meaning that researcher obtain material or data from hand second and not original data from the first data in the field (Wuladari et al., 2022). Technique data collection is obtained through the search process from various reference journal and relevant articles then analyzed in accordance with research conducted. Objective use method this for obtain data sources as well relevant description to what was discussed about Importance Education Citizenship in Instilling Morals Against Participant Educated at Madrasah.

Result & Discussion

Based on results search initial document with carry out plan reviews, conduct reviews and document reviews that have been carried out published on journal so withdrawal conclusion can seen in table 1 as following ;

Table 1. Document Review

Writer	Title	Method Study	Findings	
Anatasya & Dewi , (2021)	Education Citizenship Education Character Participant Educate School Base .	Literature As Review	That moral considerations or ethics used for evaluate quality character someone, for example like honesty from individual , which is generally connected with consistent characteristics .	
Nurjannah (2018)	, Formation Through Pkn Student	Character Learning Review	Literature Review	character interpreted with base from behavior reflected individual from thoughts, emotions, speech as well as based action on religious rules, ethics, law as well as custom. Guidelines here involve connection with the Creator, the individual that themselves, the public general, environment as well as something nation.
Ramdhaniarti (2018)	Influence the Learning Model for Building Students' Civic Disposition .	Use of Service Students'	Qualitative Descriptive	Education character is a giving process guidance participant educate to become man completely in character in dimensions heart, mind, body, and taste and initiative. In other words, character interpreted as quality good personality, deep meaning know goodness, will do ok, and real behave well, that is coherent radiating as from exercise think, process heart, exercise, and taste and karsa. By Because that 's education character is a planting process mark mark character on participant educate to be useful become man completely in meaning character from facet day, thoughts, body, and feelings and initiative. It

means is as quality good person, knowing goodness, will for do matter good and mean it really behave good .

Zaenuri & Fatonah , 2022	& Analysis Implementation The Role of Teachers in Planting Mark Character Tolerance	Qualitative Descriptive	In learning Citizenship, teachers can form characteristics participant educate with become possible examples imitated by the participants educate, so that it becomes a reality students with integrity and discipline in apply characteristics the in operate life.
Asmah , (2022)	Application of Literature Learning Models Cooperative TAI Type For Increase Activities And Results Student	of Literature Review	However on the process there is various obstacles that get in the way growth education character participant education in an era of disruption this. Obstacle the can originate from in the student's self (intrinsic) as well from environment outside (extrinsic). Inheritance genetics, desire instinctive, instinct, habit, character, determination as well as moral awareness is a number of factor intrinsic. On the other hand, there are also factors extrinsic like free association, progress technology, impact negative from the media, as well influence from family and friend.
Yahya Khan, (2010)	Education Character Based Potency Self .	Qualitative Analysis	Education character can held through various type eye lesson. Education character on various eye lesson held with integrate education character in learning based standard. Teachers are required expand outlook and view in matter planning learning at school .
Cha (2013)	Restructuring the concept of character education and policy in Korea	Content Analysis	conclude that strategy main planting character student held through competence character in a way gradually integrated as subject knowledge in all eye lesson. Method learning become practice experience field, whose management implemented inside and outside centered class on student. Education character or personality must held in frame prepare various experience life student daily
I mean (2013)	Education Non-Dichotomous Characters	Descriptive Quantitative	Education moral values (character) only possible if values given through practices life student that myself, no only evaluation cognitive just , like on test daily, repetition midterm and test end of semester, awarding assignment, however also in practice assessed daily life from activity habituation, activity extracurriculars, and attitude his behavior in excited Study teach.

Education citizenship role important from moral cultivation of participants educate. Connection education citizenship with moral value has good relationship and important when combined with mark Pancasila so that become solid foundation. Based on function education theoretical, shown that citizenship can look after as well as increase moral values (Meinarno & Mashoedi, 2013 in Galuh et al., 2021). So from that objective education citizenship can build character participant educate to become good individual, member public or good nation so that capable understand right and his obligations. According to Law No. 20 of 2003 concerning systems education national, civics is business for equip participant educate with knowledge and ability base please with connection

citizens as well education predecessor defend the country to become inhabitant countries that can reliable by nation and country (Awaliah et al., 2021). From understanding that, you can interpreted that education citizenship is something discipline purposeful science form character somebody specifically in build nation and country with resting on knowledge knowledge And Skills base from eye lesson education citizenship that includes democracy political or role inhabitant country in field life for a good future. Education citizenship is eye lesson that works as means for develop and conserve values noble, rooted ethics on culture the Indonesian nation is expected can materialized as behavior in life everyday, fine as student nor member public. So, it is education citizenship student can own understanding in behave or act in life daily in accordance with the value contained therein. On in essence education citizenship is something effort aware and planned for enlighten life nation especially participant educate with improve morale as base embodiment right and obligation in defend country . Defend the country in question like love homeland , appreciate and honor exists difference. Education Citizenship become matter most importantly Because is Wrong One eye lesson that contains the moral values in it are influential in form character on student. Through education citizenship in learning at school base expected capable develop student morals so that objective education can achieved and student own good moral ideas. There is eye lesson education citizenship very help teachers in guide student how method behave in accordance correct procedure and applies to the environment school and public. With thus, education citizenship give room to participant educate for more develop existing moral concepts on self they for prepare they become inhabitant smart country and have quality potential as well as good morals in accordance with contained value in Pancasila.

According to Dictionary Large Indonesian (KBBI) Value that is something worthwhile for somebody. Temporary That's it , I Wayan Koyan opinion that mark is all something meaningful . Mark role for guide and direct act in demand human, then from that mark can used as standard in behave. Understanding morals according to Soenarjati, in Latin the word moral means morality is character, and budi character. Along with time, morality defined as habit valuable behavior positive.Moral in meaning wide covers connection with Lord , deliver fellow creature live , nor with natural universe. Someone with morals positive already Certain can adapt connection the any time and wherever. Moral actually covers two different aspects , viz aspect inner and born. Someone who has clean heart already Certain will do attitude and deed good. In other words, morality apparently be measured in a way accurate when second aspect the taken into account. Planting important moral values for everyone for have good morals. Through good moral values protect someonefrom things that can give rise to moral behavior. Morals are order stated value about somebody must own good life as a individual.Moral realized in norm life contained society advice, order orderly and inherited rules in a way hereditary from religion or existing culture. In fact is that moral society Certain put forward need together , like an adjustment process element different social, stability social, avoidance separation, action discriminatory and potency negative others (Nanggala , 2020). Education citizenship have Skills as education mark and competent morals for participant educate in embed Pancasila values, as well for shape the morale of participants soulful education heroism with embed moral values through education citizenship, expected participant educate can develop relevant attitude with specified standards by group the people. One wrong a person's moral problems that is in matter ethics, empathy, and justice especially among child school base. This moment lots behaved child not well, like (1) speaking rough with parents, (2) bullying among people students, (3) selfish not caring environment about, and (4) more Like play cell phone like play social media and games. This matter because child No use existing facilities with Good as well as parents not enough attention and not quite enough answer on education and parenting to his son. This matter can cause lack of interaction between child with other people and ignorance to environment around for prevent it, then moral cultivation since early For children need leveled .

Role Education Citizenship as means deep learning develop student morals good from facet education nor in behave as inhabitant Indonesia can do it show attitude and morals are appropriate with Pancasila. Education citizenship become pioneer in develop student morals because own values, norms and morals therein (Nurrohman, 2015). Education Citizenship is wrong one discipline knowledge with objective for increase and maintain moral values based Indonesian culture, then expected can realize behavior positive benefits as individual or as part from inhabitant country (Febrianti & Dewi , 2021). Objective education citizenship at school base is for follow rule behavior and action in life towards other people base mark Pancasila as personal and as group in public. Related learning in education citizenship direct to participant educate to have equal morals with the morals of Indonesian people. Children's moral development in teaching education citizenship linked with learned values, norms and morals by student. Moral development is possible be measured from attitude students, so success moral development of participants educate seen from attitude or student morale during the school year (Sulianti et al., 2021). Objective main moral learning for produce man in control moral values as well role on a suitable

method with mark the. Moral learning consists from part such aspects moral understanding, moral reasoning, interest to other people's needs, as well moral inclination. Instill moral values to student through material Study is element important for taught to participant educate. Education Citizenship normal called as moral education because inside it including planting values sublime Pancasila, so expected capable build morality (Gunawan et al., 2022). Until moment this Education Citizenship already become part inherent from instrumentation as well as praxis education national for enlighten life Indonesian nation through corridor of "value-based education". Configuration or framework systemic Education Citizenship built on base paradigm as following :

1. Education citizenship in a way curricular designed as subject purposeful learning for develop potency individual to become Indonesian citizens with good morals noble, intelligent, participative, and responsible answer
2. Education citizenship in a way theoretical designed as subject learning that contains dimensions cognitive, affective, and psychomotor nature confluent or each other integrated in context the substance of ideas, values , concepts and morals of Pancasila, democratic citizenship , and defend country
3. Education citizenship in a way programmatic designed as subject emphasized learning on carrying content values and experience Study in form various necessary behavior realized in life daily and is guidance life for internal citizens life society, nation and patriotic.

Character works as mental strength and encouraging ethics something nation realize ambition his nationality and displays advantages comparative, competitive, and dynamic between other nations. Because that, deep meaning thus, Indonesian people have character strong is humans who have traits : religious, moderate, intelligent, and independent . Characteristic religious characterized by attitude life and personality obedient worship, honest, trustworthy, generous, mutual help, and tolerant. Characteristic moderate characterized by attitude a life that doesn't radical and reflected in middle personality between individual and social, oriented material and spiritual, as well capable life and cooperation in pluralism. Characteristic intelligent characterized by attitude life and rational personality, love knowledge, open, and thinking proceed. Attitude independent characterized by attitude life and personality freedom, discipline high, thrifty, appreciative time, tenacity, entrepreneurship , work hard, and own love high nationality without lost orientation universal human values and connection between civilization nations. According to Kaelan (2010), for build character strong Indonesian nation on in essence must based on base philosophical nation. The Indonesian nation has determine road life nationality And patriotic on a state " khitoh " , philosophicalchegronslag or base philosophy country, that is Pancasila. Because that 's ethics political statehood as precondition form character nation hug propped up on values base Pancasila. Because as base country, Pancasila not is something preferences, but rather already is something reality objective nation and the country of Indonesia, which has base legitimacy juridical, philosophical, political, historical and cultural. Education character in context education citizenship own role important in form student become individuals with integrity, responsibility answer, and committed to interest public. Objective mainly is develop attitudes, values, and behavior essential positive in life as inhabitant active state and responsible answer. In education citizenship, education character can integrated through various approach and method learning , such as :

1. Role Model : Teachers can become good example with show attitude and reflecting behavior values desired character. Engaging figures inspirational and source person external which is example in public also can give example real about importance values character
2. Learning Collaborative : Encouraging student for work the same in activity group, project, or debate about issues citizenship. Through collaboration, students can practice cooperation, mutual respect, listen other people's views, and finish conflict with constructive way
3. Analysis Case and Simulation : Using case real or simulation situation life real challenging student for think critical and make correct moral decision. This matter help they develop attitude ethical citizenship and responsible answer
4. Service Community : Involving student in activity service society, like activity environmental, social, or humanity. Through experience direct here, students can practice values character like empathy, caring, and continuity environment
5. Discussion Ethical : Encourage discussion open about moral issues and relevant ethics with life citizenship. Through discussion here, students can develop more understanding deep about values character and implement it in life daily

Character participant educate need built since early as provisions generation young successor nation and country. Related education citizenship here ie can role important in build character participant educate and also education citizenship can bring influence to the development process character on participant educate. One of means for implement values in education character to generation young is through education citizenship education

citizenship expected capable turn on return character participant increasingly educated decline going to appropriate character with values Pancasila. Education character in a way integrated in the learning process is introduction values, facilitation he obtained awareness will importance values to in act in demand participant educate daily through the learning process both inside or outside class on all eye lesson . Implementation integration education character in learning education citizenship at school base can done through a number of step as following :

1. Drafting curriculum that covers education character : First, necessary done preparation curriculum that covers learning about values character in context citizenship . Curriculum the must load component learning involving citizenship understanding about moral values, ethics, responsibility responsibility, tolerance , cooperation , honesty, and justice
2. Development material and method emphasized learning character : Material learning and method teaching must developed with notice values character who wants implanted. For example, with use story, discussion group, game role, or project collaborative teaching student about importance each other respect, care social, and participation in public
3. Improvement teacher competency : Teachers need get training and strengthening education understanding they about education character and the integration in learning citizenship. Teachers too need develop ability for detect and handle possible situation application values character in interaction daily with student
4. Habituation values character in life everyday : Important for school and teachers for create supportive environment practice values character in life daily. This matter can done through application rule illustrative school values character, activity strengthening extracurriculars character students, as well involve student in project or activity developing social attitude citizenship
5. Evaluation and monitoring : Implementation education character in learning citizenship need evaluated in a way periodically . Monitoring can done through observation, assessment, and bait come back from students , teachers , and parents . Good evaluation will help identify successes, obstacles, and areas of need repaired in effort integration education character
6. Collaboration with parents : Important for involving parents in effort integration education character at school. Collaboration can done through open communication, discussion family, or activity together involving parents in formation values character student .

Education character is form activity the humans inside there is something educational action earmarked for generation next (Kusuma , 2007). Objective education character is for form improvement self individual in a way continously And practice ability yourself to get to toward more life good. Wynne (quoted by Zuchdi , 2009), stated that term character taken from Language Greek meaning "to mark " (marking). This term more focused on how effort application mark kind in form action or act in demand. More further, Wynne said that there is two understanding about character. First, character show how somebody acting up in demand. If somebody behave not honest, cruel or Greedy , of course that person is manifest behavior bad or character bad. Education character must implanted to participant educate in a way real , effective in accordance with values on Pancasila. Education character should be introduced to participant educate start from level school base and must own mark in a way real here it is design education designed characters by the so -called Thomas Lickona with moral knowing. On basically education character is very thing important for implanted on participant educate at school. For realize matter the should education character must charged on every eye lesson at school. Because education character very important in the process of development participant learn at school nor in the environment family, society, and patriotic for make man character as confirmed by the Lickona.

This study load three matter that is First, education character ideally produce people who own it values noble, in side own ability academic and adequate skills. Second, values character main in Education Citizenship realized in attitude and behavior participant educate as results of the educational process character is based on honesty on dimensions affection or exercise heart , intelligence that is based on cognition or exercise think, and tough in aspect psychomotor, and care (taste and intention). Third , effort enhancement values character in learning can done with in all eye lessons taught at school and in implementation activity learning. For that, teachers must prepare education character start from planning, implementation, up to the evaluation. Implementation education character at school need supported by the example of teachers and parents as well cultural character. Values character need preparation and all parties involved in its implementation must ready and evaluated in a way sustainable. On strategy focused micro on classroom learning most teachers will emphasize on eye lesson Education Citizenship. eye lesson this considered the most influential big on formation character child as impact accompanist temporary compared to with eye another lesson . One of another opinion says that eye Civics lessons as eye lesson formation personality student characterized with exists change attitude and act appropriate behavior with values Pancasila. By Because that, for create matter that required exists efforts,

activities, methods, tools, and environment supportive life its success. By macro implementation education character can held become something three still stages both global and wide in education that is among them applied on planning learning, implementation, and evaluation results. By micro implementation education character can held to in four matter activities at school among them can done to in classroom learning, activities daily incoming on cultureculture school, activities extracurriculars, whatever activity co-curricular. Education citizenship used as means development And preservation mark and morals which constitute root from Indonesian culture . PKN subjects at Madrasah Ibtidaiyah load material composed knowledge from values Pancasila. Through eye participants ' Civics lessons students are directed for can become inhabitant country of love peace and purposeful for form man Indonesia completely grounded on Pancasila, law and applicable morals in society. This adds up importance Education Citizenship State in world education.

Conclusion

Planting values character must started since child aged early. Success education character will become strong foundation for develop personality students at the level learning next as well as when interact social in public. With thus, role teacher in help children develop good character very important. One of them possible methods taken by teacher in embed mark character on student is past eye lesson education citizenship. Besides that is, planting mark character student past Education citizenship can held with learning cooperative learning. Student can used to and trained for share information, experience, tasks, and not quite enough answer through activity Study group. Besides that use learning thematic order for students capable convey his view while honor different view as well as can help fellow regardless from whatever race and trust. So use service learning strategies for students can responsible responsible, sympathetic, honest, nationalist and value work the same and the last use active learning strategies for students capable embed principles character found in Education citizenship like democracy, tolerance, socialism, work the same and care to fellow. That matter can seen from application principles scientific learning which includes 6 steps nature activities constructivism, discover, ask, society learning, modeling, reflection, and actual assessment in the learning process. Implementation in class has notice planning learning, implementation learning and evaluation learning based character. Evaluation learning carried out by teachers evaluate attitude through scale attitude, and for aspect cognitive abilities the teacher provides a number of a matter of necessity done by the students, connecting lesson academic with context world real, meanwhile for aspect skills (psychomotor) assign the students For make product report results discussion group show what can they do with what are they know, decide level mastery is a must achieved, displays level mastery the in A rubric, familiarize students with rubric these, (4) Obstacles in planting values character originate from teachers, students and design 2013 curriculum, (5) Solutions implemented in overcome obstacles that come from teachers with with teacher participation in training 2013 Curriculum, participation in Subject Teacher Deliberation (MGMP), mentoring use of IT in learning, for obstacle from student done with approach psychological through habituation, example, activeness in activity extracurricular, giving rewards and punishment, for obstacle lack of face time advance with work the same with other subject teachers and nanny cottage boarding school in sharpening character values.

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