



Civic Integrative Teacher Competence: Mapping Competencies to Strengthen Elementary Students' Digital Citizenship

Hamidaturrohmah^{1*}, Muh. Muhaimin²

^{1,2}Universitas Islam Nahdlatul Ulama Jepara, Indonesia

hamida@unisnu.ac.id

ABSTRACT

Keywords:

Teacher Competence;
Participatory Learning;
Civic Character;
Pancasila Education;
Digital Citizenship.

Abstract: *Strengthening elementary students' civic character in the digital era is a major challenge in Pancasila education or PKn. This study maps teacher competencies that support the development of students' civic knowledge, attitudes, and skills through classroom instructional practices. A Systematic Literature Review (SLR) was conducted on 25 national and international articles published from 2019 to 2026 using a structured literature synthesis matrix as the data analysis instrument. Thematic analysis was used to identify patterns and classify teacher competencies. Findings show that the five core teacher competencies pedagogical, professional, social, personal, and digital have evolved into seven key competencies: civic pedagogic, contextual professional, socio-personal, 21st-century skills, digital pedagogic, democratic socio-emotional, and collaborative civic ecosystem. These competencies are integrated into the Civic Integrative Teacher Competence (CITeC) framework, which emphasizes that strengthening students' civic character occurs through contextual learning, a democratic classroom climate, positive social interaction, and ethical technology use. The CITeC framework provides a basis for designing participatory and reflective strategies, models, and approaches in Pancasila education that are relevant to students' needs in the digital era.*

Kata Kunci:

Kompetensi Guru;
Pembelajaran Partisipatif;
Karakter Kewargaan;
Pendidikan Pancasila;
Digital Citizenship.

Abstrak: Penguatan karakter kewargaan murid sekolah dasar di era digital menjadi tantangan utama dalam pembelajaran Pendidikan Pancasila atau PKn. Penelitian ini memetakan kompetensi guru yang mendukung pengembangan pengetahuan, sikap, dan keterampilan kewargaan murid melalui praktik pembelajaran di kelas. Metode penelitian menggunakan Systematic Literature Review (SLR) terhadap 25 artikel nasional dan internasional yang diterbitkan antara 2019–2026 dengan bantuan matriks sintesis literatur sebagai perangkat analisis data. Analisis tematik diterapkan untuk mengidentifikasi pola dan mengklasifikasikan kompetensi guru. Hasil penelitian menunjukkan bahwa lima kompetensi inti guru pedagogik, profesional, sosial, kepribadian, dan digital berevolusi menjadi tujuh kompetensi utama: pedagogis kewargaan, profesional kontekstual, sosial-kepribadian, keterampilan abad ke-21, pedagogis digital, sosial-emosional demokratis, dan kolaboratif ekosistem kewargaan. Ketujuh kompetensi ini terintegrasi dalam kerangka Civic Integrative Teacher Competence (CITeC), yang menekankan bahwa penguatan karakter kewargaan murid berlangsung melalui pembelajaran kontekstual, iklim kelas demokratis, interaksi sosial positif, dan pemanfaatan teknologi secara etis. Kerangka CITeC menjadi dasar perancangan strategi, model, dan pendekatan pembelajaran Pancasila yang partisipatif, reflektif, dan relevan dengan kebutuhan murid di era digital.

Article History:

Received : 16-02-2026
Revised : 02-03-2026
Accepted : 05-03-2026
Online : 01-04-2026



<https://doi.org/10.31764/pendekar.v9i1.38389>



This is an open access article under the **CC-BY-SA** license



A. INTRODUCTION

Pancasila education in elementary schools plays a crucial role in shaping students' civic character, grounded in Pancasila values, democratic principles, a sense of responsibility, and social awareness (Ginanjar et al., 2025; Simanungkalit, 2024). At the implementation level, Pancasila education in elementary schools still faces various challenges, one of which is the use of teaching approaches that remain centered on memorization and content mastery (Servinta et al., 2025), while the strengthening of civic values, attitudes, and skills has not yet been fully realized (Hidayah & Sujastika, 2024; Maharani, 2025). Several studies indicate that elementary students' digital literacy and awareness of digital citizenship remain at a basic level (Sifa & Winarto, 2022). This condition affects the development of a holistic civic graduate profile, particularly in the dimensions of civic disposition and participatory skills (civic skills).

In the context of 21st-century education, Pancasila learning is expected not only to instill fundamental civic values but also to develop critical thinking, collaboration, digital literacy, and socially engaged participation through technology (Parisu & Saputra, 2025). Findings from ICILS 2023 show that students' digital literacy remains limited, highlighting the critical role of teachers in guiding digital literacy and digital citizenship from the elementary level (IEA, 2024). Therefore, Pancasila teachers are expected to possess comprehensive competencies, including pedagogical, professional, social, and personal competencies, as well as 21st-century and digital citizenship competencies, which contribute to enhancing education quality (Pibina et al., 2025). The lack of preparedness in teacher competencies to respond to these demands remains a key challenge in strengthening the civic graduate profile of elementary students.

Currently, no study has systematically mapped 21st-century competencies of elementary Pancasila teachers and their specific contribution to students' civic graduate profiles through digital citizenship. Accordingly, this study emphasizes a novel contribution that is relevant to both academic research and contemporary educational policy. This aligns with the Merdeka Curriculum, which provides flexibility for adaptive learning tailored to students' needs, fosters 21st-century competencies and digital literacy, and integrates Pancasila values in the contextual development of civic character through projects and learning experiences connected to real-life situations (Anwar et al., 2025). In this context, teachers serve as key agents who determine the success of Pancasila education in elementary schools (Fitriasari et al., 2020).

The quality of Pancasila teachers' competencies strongly influences how civic values are transformed into meaningful learning experiences for students (Pangalila & Fatimah, 2023), including in facilitating civic learning in digital spaces. Teacher competencies also significantly affect the internalization of values, the formation of character, and students' civic attitudes (Hidayat & Rozak, 2022; Marasabessy & Utaminingsih, 2022). However, existing studies remain scattered, using diverse approaches and focusing on different competencies, and have not provided a comprehensive picture of the competencies of elementary Pancasila teachers that are most relevant for strengthening the civic graduate profile. Mapping these competencies is essential as a foundation for developing teacher professional development policies, designing training programs, and strengthening adaptive Pancasila learning practices in response to technological advances and social dynamics (Kabatiah et al., 2024; Miramadhani et al., 2024).

Without a comprehensive mapping, the development of teacher competencies tends to be unfocused and insufficiently grounded in the actual needs of civic education. Some challenges in elementary civic education include low student participation, weak internalization of democratic values (Silaban, Lubis, 2024), and limited development of critical and reflective thinking skills in learning (Rahayu & Yunitasari, 2024; Sulaksono et al., 2024). In Indonesia, Pancasila education is still dominated by lecture-based methods and written test assessments, which leave little room for contextual civic practice, including digital citizenship activities (Clinton et al., 2025). As a result,

students are less actively engaged in the learning process and are not accustomed to developing civic attitudes and skills in practice.

On the other hand, global demands such as digital citizenship, socio-cultural diversity, and enhanced civic literacy require elementary Pancasila teachers to possess adaptive and innovative competencies (Basariah, Ismail, 2025). Therefore, strengthening teacher competencies must focus not only on subject mastery but also on pedagogical abilities that align with the characteristics of the digital generation. Teacher competence and pedagogical quality have been shown to contribute significantly to the sustainable development of students' nationalistic attitudes (Saputro et al., 2021).

Based on these challenges and research gaps, this study aims to map 21st-century Pancasila teacher competencies in elementary schools that play a role in strengthening students' civic graduate profiles through digital citizenship. Specifically, the study identifies the types of teacher competencies, research trends, and the contribution of each competency to the formation of students' civic graduate profiles. Through this mapping, the research is expected to provide a comprehensive overview of the directions for developing Pancasila teacher competencies that are relevant to the demands of civic education in the digital era.

B. METHOD

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize research findings relevant to Pancasila teacher competencies in strengthening elementary students' digital citizenship. This method was chosen because it allows for a systematic, evidence-based mapping of patterns, trends, and research gaps. The SLR procedure followed PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The review process involved four main phases: identification, screening, eligibility, and inclusion. During the identification phase, articles were searched between January and February 2026 in databases including Scopus, Web of Science, ERIC, Google Scholar, and accredited national journals, using Boolean search terms: ("teacher competence" OR "teacher professional competence") AND ("Pancasila education" OR "civic education") AND ("elementary school" OR "primary school") AND ("civic values" OR "digital citizenship").

In the screening phase, articles were filtered based on titles and abstracts to remove duplicates and exclude studies that did not explicitly address teacher competencies in the context of elementary civic education or did not link competencies to the development of civic knowledge, civic disposition, and civic skills, including digital citizenship. The eligibility phase involved full-text review to ensure that articles met the inclusion criteria: (1) addressing Pancasila/PKn teacher competencies in elementary schools; (2) published between 2019 and 2026; (3) empirical studies or theoretical reviews; and (4) available in full text. Articles that were not relevant to the elementary school context or did not connect teacher competencies to digital citizenship were excluded. This process resulted in 25 articles included for analysis.

Article quality was assessed using a checklist covering clarity of objectives, methodological rigor, contextual relevance, and strength of findings. Articles meeting the quality standards were then analyzed using thematic analysis based on a civic education framework, through the following steps: (1) open coding of teacher competency indicators; (2) grouping codes into five initial clusters (pedagogical, professional, social, personal, and 21st-century/digital competencies); (3) cross-study synthesis to identify patterns in relation to civic knowledge, civic disposition, and civic skills; and (4) conceptual elaboration into seven core competencies within the Civic-Integrative Teacher Competence (CITeC) model. The results are presented in the form of thematic narratives, synthesis tables, and conceptual maps illustrating the systemic relationship between teacher competencies and elementary students' civic profiles. This process highlights that teacher competencies contribute integratively and mutually reinforcing, rather than functioning in isolation.

C. RESULT AND DISCUSSION

1. Characteristics of the Analyzed Studies

Based on the PRISMA-guided article selection, the review identified several studies relevant to the research focus. The synthesis shows a significant increase in publications on elementary Pancasila teachers' competencies since 2019, with studies originating from Asia, Europe, Africa, and the Americas, predominantly in the Indonesian context. Methodologically, the studies employed qualitative, quantitative, and mixed approaches. However, only a few studies explicitly linked teacher competencies to elementary students' civic graduate profiles, revealing a significant conceptual gap in the literature. This gap justifies the need for an integrative framework that systematically maps teacher competencies to civic graduate outcomes, thereby providing a coherent foundation for both theoretical advancement and practical application.

2. Thematic Synthesis of Teacher Competencies

The coding and cross-study synthesis identified five main clusters of teacher competencies consistently reported in the literature: pedagogical, professional, social, personal, and 21st-century, including digital citizenship. These clusters form the foundation for the seven core competencies in the Civic-Integrative Teacher Competence (CITeC) framework. Pancasila teachers' competencies contribute systematically to strengthening elementary students' civic graduate profiles civic knowledge, civic disposition, and civic skills fostering students who are patriotic, law-abiding, socially responsible, actively participative, and committed to Pancasila values (Kemendikdasmen, 2025).

Pedagogical competencies dominate the literature, highlighting the effectiveness of contextual, participatory, and student-centered approaches such as problem-based and project-based learning in developing civic awareness and social responsibility. Professional competencies enable teachers to link civic concepts to students' social and cultural realities, enhancing meaningful learning. Social and personal competencies foster democratic, inclusive classroom climates, promote empathy, and reinforce social responsibility. Meanwhile, 21st-century and digital citizenship competencies emphasize ethical and reflective technology use, nurturing responsible digital citizens. Values-based competencies further integrate moral, social, and cultural dimensions, positioning teachers as agents of civic transformation.

These findings align with Kemendikdasmen's policy, which emphasizes civic character through social responsibility, diversity, active participation, and adherence to norms and ethics, including in digital spaces. Indicators such as tolerance, social participation, intercultural communication, and digital law and ethics highlight that civic graduate profiles encompass knowledge, character, and contextual social skills. To provide a clearer overview, Table 1, Table 2, Table 3 present the characteristics of the analyzed studies, illustrating how each study contributes to the empirical foundation for developing 21st-century Pancasila teacher competencies mapped to the CITeC framework.

Table 1. Selected Studies on Teacher Competencies for Civic Education

Study & Context	Key Findings	Mapped CITeC
(Vandavelde et al., 2025)	Teacher competence scale for citizenship education: class climate, social issues, readiness, sensitivity	Civic pedagogic, Contextual professional, Socio personal
(Pyls, 2025)	Competencies for open classroom climate	Civic pedagogic, Socio personal
(Guerrero Elecalde et al., 2024)	Digital & social competencies of pre-service teachers	21st-century skills, Digital pedagogic, Collaborative civic ecosystem
(Aberg, Andersson et al., 2022)	Teachers' Professional Digital Competence framework	Digital pedagogic, 21st-century skills
(O'Reilly et al., 2024)	Digital ethics of care	Democratic socio-emotional, Digital pedagogic

Table 2. Studies on Pancasila Teacher Competencies in Elementary Education

Study & Context	Key Findings	Mapped CITEC
(Walangadi & Butolo, 2022)	Pedagogical competencies shape social attitudes and nationalism	Civic pedagogic, Socio-personal
(Kusumawati, 2025)	Pancasila teacher competencies aligned with Merdeka Curriculum	Civic pedagogic, Contextual professional
(Anas et al., 2026)	Personality competencies for character education	Socio-personal, Democratic socio-emotional
(Legi & Damanik, 2023)	Teacher-led digital literacy and citizenship	Digital pedagogic, 21st-century skills
(Arifudin & Raza Ali, 2022)	Personality competencies shaping character	Socio-personal, Democratic socio-emotional
(Hidayah, Zahran, 2024)	Role of PPKn teachers; structural challenges	Contextual professional, Socio-personal
(Irsyadunasi & Rahayu, 2025)	Pancasila- and SDG-based digital citizenship	Digital pedagogic, Civic pedagogic
(Lestari & Saleh, 2025)	PPKn teachers shaping national awareness	Civic pedagogic, Socio-personal
(Syafika & Marwa, 2024)	Values-based teacher competencies	Civic pedagogic, Socio-personal, Democratic socio-emotional
(Nurgiansah et al., 2024)	21st-century citizenship education	21st-century skills, Digital pedagogic
(Febrianti et al., 2025)	Integrative teacher competencies for civic character development	All CITEC clusters
(Putri & Rizqia, 2024)	Reflective & contextual pedagogical strategies build civic (including digital) character	Civic pedagogic, Contextual professional, Digital pedagogic

Table 3. International Studies on Teacher Competencies for Civic Education

Study & Context	Key Findings	Mapped CITEC
(Ugwonna & Ngozi, 2024)	Competencies for Global Citizenship Education	Civic pedagogic, Socio-personal, Democratic socio-emotional
(Villar, Morini.,Marín., 2022)	Teachers' critical digital literacy	Digital pedagogic, 21st-century skills
(Webster, 2025)	Affective, behavioral, and cognitive dimensions of digital citizenship	Civic pedagogic, Democratic socio-emotional, Digital pedagogic
(Kazanzhy, 2025)	Innovative strategies & digital integration strengthen students' social citizenship	Collaborative civic ecosystem, Digital pedagogic
(Pichon & Baguio, 2025)	Teacher behavioral competencies linked to civic engagement	Socio-personal, Civic pedagogic
(Younas & Imran, 2025)	Students' perceptions of civic awareness	Civic pedagogic, Socio-personal
(Reichert & Torney-Purta, 2019)	Teacher perspectives influence student civic participation	Civic pedagogic, Contextual professional
(Ouano et al., 2025)	Teacher civic engagement behavior	Civic pedagogic, Socio-personal, Collaborative civic ecosystem

The thematic synthesis of studies summarized in Table 1, Table 2, and Table 3 indicates that teacher competencies contribute integratively and systematically to the development of civic graduate profiles in elementary students. Teacher competencies function not merely as pedagogical prerequisites but as transformative mechanisms for shaping civic values, linking classroom practice with the sustainable development of students' civic character (Vandeveldt et al., 2025; Walangadi & Butolo, 2022; Kusumawati, 2025). The five general teacher competencies pedagogical, professional, social, personal, and digital are operationalized into seven interrelated core competencies within the Civic-Integrative Teacher Competence (CITEC) framework: civic pedagogic, contextual professional, socio-personal, 21st-century skills, digital pedagogical, democratic socio-emotional, and collaborative civic ecosystem (Aberg et al., 2022; Legi & Damanik,

2023; Webster, 2025). These competencies are inherently interdependent, demonstrating that civic knowledge, dispositions, and skills develop most effectively through synergistic interaction rather than isolated application (Febrianti et al., 2025; Putri & Rizqia, 2024; Kazanzhy, 2025).

Each competency plays a decisive role in shaping multidimensional civic graduates equipped for democratic life in contemporary society.

- a. Civic Pedagogic (Democratic Awareness) cultivates participatory and inclusive classrooms through dialogue, inquiry, and project-based learning. By strengthening student voice, tolerance, and critical thinking, it prepares learners to engage responsibly with complex social issues.
- b. Contextual Professional (Nationalism & Identity) situates Pancasila within students' socio-cultural realities, reinforcing national identity and civic consciousness while ensuring that civic education remains meaningful and contextually grounded.
- c. Socio-Personal (Social Responsibility) nurtures empathy, cooperation, and ethical conduct. Through modeling and inclusive classroom climates, teachers foster moral character and collaborative responsibility.
- d. 21st-Century Skills (Active Participation) equips students with problem-solving, communication, and teamwork capacities essential for democratic engagement and adaptive participation in a rapidly changing world.
- e. Digital Pedagogical (Digital Ethics & Literacy) integrates technology responsibly into learning while cultivating digital literacy, ethical awareness, and critical engagement in online environments.
- f. Democratic Socio-Emotional (Social Sensitivity) strengthens reflection, emotional regulation, and perspective-taking, enabling inclusive interaction and constructive democratic participation.
- g. Collaborative Civic Ecosystem (Civic Collaboration) extends learning beyond the classroom by connecting students with families and communities, fostering collective responsibility and civic initiative.

Collectively, these competencies constitute an integrated and mutually reinforcing system that advances civic knowledge, dispositions, and participatory skills, positioning teachers as central agents of sustainable civic character formation in elementary education. The CITeC framework further clarifies how these competencies interact in practice. Civic pedagogic and socio-personal competencies reinforce inclusive classroom cultures and social responsibility, while digital pedagogical and 21st-century skills enable active and ethical engagement in both digital and societal contexts (Sitohang & Hutagalung, 2024). Contextual professional competencies anchor civic learning in students' lived socio-cultural realities, whereas democratic socio-emotional and collaborative civic ecosystem competencies deepen collective responsibility and social sensitivity (Silke et al., 2024).

This integrative model underscores that developing strong civic graduate profiles requires teachers who combine pedagogical expertise, socio-emotional awareness, digital literacy, and contextual professionalism. Empirical evidence from both national and international studies confirms the cross-cultural applicability and conceptual robustness of the CITeC framework (Vandeveldt et al., 2025; Walangadi & Butolo, 2022; Ugwonna & Ngozi, 2024). These findings support curriculum design and professional development initiatives that prioritize integrated competency development over fragmented skill-based approaches. Ultimately, the CITeC framework offers both theoretical grounding and actionable guidance for systematically fostering civic character in elementary education, aligned with Pancasila values and the evolving demands of contemporary society.

D. CONCLUSION

Strengthening the civic character of elementary students in the digital era requires teacher competencies that are systematically integrated into classroom practices. Based on a systematic literature review of 25 articles published between 2019 and 2026, this study proposes the Civic Integrative Teacher Competence (CITeC) framework, comprising seven core competencies: civic pedagogic, contextual professional, socio-personal, 21st-century skills, digital pedagogic, democratic socio-emotional, and collaborative civic ecosystem. The framework demonstrates that students' civic character develops through the synergy of civic knowledge, attitudes, and skills, fostered via contextual, participatory, and project-based learning, alongside the ethical and reflective use of technology. Conceptually, CITeC broadens traditional teacher competency models by integrating pedagogical, digital, socio-emotional, and collaborative dimensions into a unified system. Practically, the framework can guide teacher professional development and the design of Pancasila education learning experiences that are relevant to the characteristics of students in the digital era. Future research could empirically test the CITeC framework in classroom settings, examine its impact on students' civic outcomes, and explore how teachers adapt these competencies across diverse educational contexts. This framework thus provides a foundation for both future empirical studies and practical implementation in elementary Pancasila education, ensuring that civic competencies are developed holistically and digitally literate citizens are nurtured from an early age.

REFERENCES

- Aberg, Andersson, A., Lundin, M., & Williams, P. (2022). Teachers' professional digital competence: an overview of conceptualisations in the literature. *Cogent Education*, 9(1)Halaman?. <https://doi.org/10.1080/2331186X.2022.2063224>
- Anas, H., Ananda, R., & Sitorus, A. (2026). Teachers' Personality Competence in Strengthening Character Education at Muhammadiyah Elementary Schools. *Journal La Edusci*, 07(01), 35–57. <https://doi.org/10.37899/journallaedusci.v7i1.2838>
- Anwar, M. S., Ratnasari, D., & Lestari, D. P. (2025). Kurikulum Merdeka Sebagai Upaya Peningkatan Kualitas Pendidikan Pada Abad 21 Di Pendidikan Dasar. *Jurnal PGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 18(1), 13–20. <https://doi.org/10.33369/pgsd.18.1.13-20>
- Arifudin, O., & Raza Ali, H. (2022). Teacher Personality Competence In Building The Character Of Students. *International Journal of Education and Digital Learning*, 2022(1), 5–12.
- Basariah, Ismail, J. (2025). Civic Literacy Siswa Melalui Pendidikan Pancasila Di Era Digital. *Jurnal SILA*, 1, Issue? 42–50.
- Clinton, P., Achmad Husaeni, R., Arta Uli, A., Idham Chaled, M., & Dwi Jayanti, F. (2025). Digital Media Innovation in Pancasila Education for Strengthening National Values Among Elementary School Students. *JPIM: Jurnal Penelitian Ilmiah Multidisipliner*, 02(03), 2354–2359.
- Febrianti, I., Sriyanti, & Hardiansyah. (2025). Building Civic Character Through Value-Based Civic Education Learning at the Elementary Level. *Cendekiawan : Jurnal Pendidikan Dan Studi Keislaman*, 4(2), 734–741.
- Fitriasari, S., Masyitoh, I. S., & Baeihaqi. (2020). The Role of Pancasila Education Teachers and Citizenship in Strengthening Character Education Based on Pancasila Values. *2nd Annual Civic Education Conference (ACEC 2019)*, 418(Acec 2019), 534–540. <https://doi.org/10.2991/assehr.k.200320.101>
- Ginanjari, H., Akib, M., Hambali, M. I., & Putra, G. P. (2025). Membangun Scientific Citizenship Dalam Pendidikan Kewarganegaraan Melalui Pendekatan Citizen Science Dan Epistemic Agency. *Educatus : Jurnal Pendidikan*, 3(2), 26–35. <https://doi.org/10.69914/educatus.v3i2.40>
- Guerrero Elecalde, R., Contreras García, J., Bonilla Martos, A. L., & Serrano Arnáez, B. (2024). Digital and Social-Civic Skills in Future Primary Education Teachers: A Study from the Didactics of Social Sciences for the Improvement of Teacher Training in Competences. *Education Sciences*, 14(2)Halaman?. <https://doi.org/10.3390/educsci14020211>
- Hidayah, Zahran, S. (2024). The Role Of Teachers In Improving Learning Interest In Civics Education Learning Of Grade IV Students Of Nusukan Barat State Elementary School. *Cakrawala: Journal of Citizenship Teaching and Learning*, 2(2), 123–133. <https://doi.org/10.70489/dv6s8e04>
- Hidayah, Y., & Sujastika, I. (2024). Strengthening Civic Disposition to Build Civic Engagement and Political Participation in Civic Education in Indonesia. *ASANKA : Journal of Social Science and Education*, 5(2), 233–240.
- Hidayat, M., & Rozak, R. W. A. (2022). Character education in Indonesia: How is it internalized and implemented in virtual learning? *Cakrawala Pendidikan*, 41(1), 186–198.

- <https://doi.org/10.21831/cp.v4i1i.45920>
- IEA, I. A. for the E. of E. A. (2024). *ICILS 2023 International Report: Students' Computer and Information Literacy and Computational Thinking*. IEA.
- Irsyadunasi, & Rahayu, W. (2025). Building Digital Civic Competence In Indonesian Primary Education: A Qualitative Analysis Of Sustainable Development Goal Integration. *Pe Te Ka*, 8(1), 301–311. <http://dx.doi.org/10.31604/ptk.v8i4.1391-1401>
- Kabatiah, M., Batubara, A., Ramadhan, T., & Rachman, F. (2024). Pedagogical Competence of Civic Education Teacher in 21st Century: A Systematic Literature Review. *Jurnal Kewarganegaraan*, 21(2), 139. <https://doi.org/10.24114/jk.v21i2.53446>
- Kazanzhy. (2025). Educational Work in Primary Schools: Strategies for Developing Social and Civic Competence. *SSRN*, 17(1), 1–7. <http://dx.doi.org/10.2139/ssrn.5532538>
- Kemendikdasmen. (2025). *Naskah Akademik Pembelajaran Mendalam: Menuju Pendidikan Bermutu untuk Semua*. Pusat Kurikulum dan Pembelajaran Kemendikdasmen.
- Kusumawati, U. (2025). Strengthening teacher competence for leading and sustaining the implementation of the Merdeka Curriculum. *Cogent Education*, 12(1), 1–20. <https://doi.org/10.1080/2331186X.2025.2501458>
- Legi, H., & Damanik, D. (2023). Transforming Education Through Technological Innovation In The Face Of The Era Of Society 5.0. *Educenter: Jurnal Ilmiah Pendidikan*, 2(2), 102–108. <https://doi.org/10.55904/educenter.v2i2.822>
- Lestari, A., & Saleh, S. (2025). The Role of PPKn Teachers in Fostering National and Civic Awareness at Budisatrya Senior High School, Medan. *Journal of General Education and Humanities*, 4(4), 1721–1734.
- Maharani, S. (2025). Pendidikan Karakter di Sekolah Dasar: Tantangan dan Peluang di Era Modern. *JIMAD Jurnal Ilmiah Mutiara Pendidikan*, 3(1), 37–52. <https://doi.org/DOI:10.61404/jimad.v3i1.360>
- Marasabessy, A. C., & Utaminingsih, S. (2022). Internalization Values of Character Education As a Solution for Degradation of Civility of the Nation. *Cetta: Jurnal Ilmu Pendidikan*, 5(2), 150–159. <https://doi.org/10.37329/cetta.v5i2.1602>
- Miramadhani, A., Putri, A., & Faelasup, F. (2024). Strategi Pengembangan Profesionalisme Guru. *Jurnal Ilmu Pendidikan & Sosial (Sinova)*, 2(3), 253–266. <https://doi.org/10.71382/sinova.v2i3.155>
- Nurgiansah, T. H., Komalasari, K., Insani, N. N., Januar, M., & Suriaman, I. A. (2024). *Citizenship Education for 21st Century Competencies T Heru Nurgiansah*. 3, Issue?393–402. <https://doi.org/10.26618/jed.v>
- O'Reilly, M., Levine, D., Batchelor, R., & Adams, S. (2024). Digital ethics of care and digital citizenship in UK primary schools: Children as interviewers. *Journal of Children and Media*, 18(4), 585–604. <https://doi.org/10.1080/17482798.2024.2394932>
- Ouano, M. A., Abelgas, K. C., Bigkas, C. A., Candilada, C. A., Inocando, B. J., Serentas, A. C. A., Verallo, K. M., & Cabanilla Jr., A. (2025). Students' Civic Engagement: The Impact of Teacher Behavior on Community Involvement. *International Journal of Muldisciplinary Research and Growth Evaluation*, 6(6), 409–418. <https://doi.org/10.2139/ssrn.5750343>
- Pangalila, T., & Fatimah, S. (2023). The influence of civic education learning and the Pancasila Student Profile Program on improving Ideological values understanding. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(2), 359–369. <https://doi.org/10.21831/jc.v20i2.61511>
- Parisu, C. Z. L., & Saputra, E. E. (2025). Indonesian Journal of Primary Education The transformation of pancasila education in elementary schools through deep learning focused on 21st century competencies. *Indonesian Journal of Primary Education*, 9(2), 17–26. <https://doi.org/https://doi.org/10.17509/ijpe.v9i2>
- Pibina, R., Qumairah, A., Aulia, A., & Abdurrahmansyah, A. (2025). Problematika Kompetensi Guru dalam Menghadapi Tuntutan mendalam tentang bagaimana teknologi dapat diintegrasikan secara efektif. *The Alacrity: Journal of Education*, 5(1), 751–763.
- Pichon, C. E., & Baguio, J. B. (2025). Core Behavioral Competencies and Civic Engagement of Public Elementary School Teachers. *South Asian Journal of Social Studies and Economics*, 22(8), 334–346. <https://doi.org/10.9734/sajsse/2025/v22i81125>
- Putri, T., & Rizqia, M. (2024). Innovative Civic Education Strategies in Elementary Schools. *Cebdekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 3(4), 612–618.
- Pyls, K. B. (2025). Exploring Teacher Competences for Establishing an Open Classroom Climate' in Primary Education. *Citizenship Teaching & Learning*, 20(1), 81–101. https://doi.org/10.1386/ctl_00176_1
- Rahayu, K., & Yunitasari, D. (2024). The Crucial of Civic Education for Elementary School Students. *Pedagogia: Jurnal Pendidikan*, 13(2), 145–151. <https://doi.org/10.21070/pedagogia.v13i2.1658>
- Reichert, F., & Torney-Purta, J. (2019). A cross-national comparison of teachers' beliefs about the aims of civic education in 12 countries: A person-centered analysis. *Teaching and Teacher Education*, 77, Issue?112–125. <https://doi.org/10.1016/j.tate.2018.09.005>
- Saputro, I., Winarni, R., & Indriayu, M. (2021). The Implementation of Civic Education as a Means of Internalizing Nationalism to Primary School Students. *International Journal of Elementary Education*,

- 5(1), 131. <https://doi.org/10.23887/ijee.v5i1.33364>
- Servinta, D. S. B., Ndonga, Y., & Saragi, D. (2025). Tantangan dan peluang penanaman nilai pancasila dalam membentuk karakter peserta didik di sekolah dasar. *Trihayu: Jurnal Pendidikan Ke-SD-An*, 12(1), 23–38.
- Sifa, Y. A., & Winarto. (2022). Survei Literasi Digital Siswa Kelas Rendah Dan Siswa Kelas Tinggi Sekolah Dasar Negeri Di Desa Margasari. *Jurnal Dialektika Jurusan PGSD*, 12(1), 881–904.
- Silaban, Lubis, P. (2024). The Role of Civic Education in Shaping Democratic Values: A Systematic Literature Review on Implementation and Current Challenges. *Systematic Literature Review and Meta-Analysis Journal*, 8(5), 1–13. DOI:10.5281/zenodo.14500397
- Silke, C., Davitt, E., Flynn, N., Shaw, A., Brady, B., Murray, C., & Dolan, P. (2024). Activating Social Empathy: An evaluation of a school-based social and emotional learning programme. *Social and Emotional Learning: Research, Practice, and Policy*, 3(August 2023), 100021. <https://doi.org/10.1016/j.sel.2023.100021>
- Simanungkalit, A. F. (2024). The Importance of Civic Education to Build The Character of Indonesian Citizens. *Asian Journal of Multidisciplinary Research and Analysis*, 2(2), 447–450.
- Sitohang, N., & Hutagalung, S. N. (2024). The Effect of Digital Storytelling on Student Engagement and Literacy Skills. *Journal of Education and Social Science*, 2(1), 16–21.
- Sulaksono, T. P., Komalasari, K., & Bestari, P. (2024). *Education of The Generation Young in Context Civic Education*. 13(December), 105–114.
- Syafika, W., & Marwa, N. (2024). The Evolution of Values-Based Education: Bringing Global Insights and Local Practices to a Sustainable Future. *Sinergi International Journal of Education*, 2(4), 238–252. <https://doi.org/10.61194/education.v2i4.589>
- Ugwonna, G. O., & Ngozi, J. (2024). Teacher Trainees' Competency Needs for Global Citizenship Education. *AJTME*, 0141(5), 870–875.
- Vandeveld, E., Claes, E., & Agirdag, O. (2025). Teachers' Perceived Professional Competences in Citizenship Education: Developing and Validating a Survey Instrument for Pre-Service Teachers in a European Context. *International Journal of Educational Research*, 134(June), 102812. <https://doi.org/10.1016/j.ijer.2025.102812>
- Villar, Morini.,Marin., N. (2022). Critical Digital Literacy as a Key for (post) Digital Citizenship: an International Review of Teacher Competence Frameworks. *Journal of E-Learning and Knowledge Society*, 18(3), 128–139. <https://doi.org/10.20368/1971-8829/1135697>
- Walangadi, H., & Butolo, I. (2022). The Role of the Teacher in Shapeing the Social Attitude of Students Through PKN Lessons in Class IV SDN 2 Telaga Biru Regency Gorontalo. *Journal of Pedagogical Inventions and Practices*, 7, 73–80.
- Webster, J. (2025). Defining digital citizenship and digital citizenship education: a Delphi study. *Journal of Research on Technology in Education*, 0(0), 1–16. <https://doi.org/10.1080/15391523.2025.2536564>
- Younas, M., & Imran, M. (2025). Multiple Modalities of Teaching Civic Education Awareness Among Students: a Pragmatic Approach Based Case Study. *Cogent Education*, 12(1)Halaman?. <https://doi.org/10.1080/2331186X.2025.2460967>