

To cite this article: Hieronymus Purwanta (2023). LITERACY COMPETENCE LEVEL OF PRIMARY PANCASILA AND CITIZENSHIP EDUCATION TEACHERS", International Journal of Education and Social Science Research (IJESSR) 6 (2): 90-102 Article No. 751, Sub Id 1197

LITERACY COMPETENCE LEVEL OF PRIMARY PANCASILA AND CITIZENSHIP EDUCATION TEACHERS

Hieronymus Purwanta

Sebelas Maret University

DOI: <https://doi.org/10.37500/IJESSR.2023.6208>

ABSTRACT

In the new school year 2022/2023, the Ministry of Education and Culture will begin implementing a new curriculum called the Independent Curriculum. This study aims to describe the literacy skills of PPKn junior high school teachers as a form of their readiness to implement the new curriculum. The case study was conducted in Karanganyar Regency, so the research question raised was how is the literacy ability of PPKn SMP teachers in Karanganyar Regency? The method used is a literacy test referring to the test questions used by the Program for International Student Assessment (PISA). The test was carried out online in coordination with the Karanganyar Regency PPKn Middle School Subject Teacher Consultation (MGMP/ Musyawarah Guru Mata Pelajaran). Out of a hundred teachers, 87 people entered the data and completed all the questions. The results show that the literacy skills of PPKn teachers in Karanganyar Regency are shallow: 78% fail, 14% are poor and very poor, and 6% are sufficient. Only 2% of teachers were able to achieve good grades, and none of them achieved very good grades. From analyzing the quantitative data, PPKn Karanganyar Regency teachers must still need help to be ready to implement the Independent Curriculum.

KEYWORDS: PPKn, Civics Education, literacy, junior high school, teacher professionalism

INTRODUCTION

An academic review of the Curriculum for learning recovery describes that from the 2000s to 2020, Indonesian education is experiencing a crisis. It was explained that for the last twenty years, in terms of the quality of Indonesian education has stagnated (Zulfikri, 2022). This view is based on the results of Indonesian students taking the Program for International Student Assessment (PISA) test held by the Organization for Economic Co-operation and Development. The average score of Indonesian students was only 375 in 2012 (OECD, 2014) and rose to 403 in 2015 (OECD, 2018), but fell in 2018 to 371 (Avvisati, Echazarra, Givord, & Schwabe, 2019). This result makes Indonesia consistently ranked in the bottom ten of the PISA participating countries. The results of the Indonesian Student Competency Assessment (AKSI) test found not only the low quality of education but also sharp disparities in learning outcomes between regions, especially between western, central, and eastern parts of Indonesia (Zulfikri, 2022, p. 16).

The Covid-19 pandemic further degraded the quality of education in Indonesia in 2020. More than 500,000 educational institutions have closed and changed learning to online since the Covid-19 case was first discovered in Indonesia in March 2020 (UNICEF, 2021). This condition was exacerbated by the decline in the family economy due to restrictions and even bans on economic activity. About 44 percent of urban households and 34 percent of rural households experienced a decrease in income of more than 25 percent. On the other hand, expenses have increased, especially for families with school-age children (UNICEF, UNDP, Prospera, & SMERU, 2021). Various pressures during Covid-19 led to a decline in the quality of education. It is estimated that literacy scores will decline from 371 in 2018 to 360 in 2020 (Yarrow, Masood, & Afkar, 2020, p. 7). The decline occurs not only in the academic field but also in the moral aspect (Purwantiningsih, Riyanti, & Prasetyo, 2022).

To overcome learning loss, the Ministry of Education and Culture issued the Emergency Curriculum, which is a simplification of the 2013 Curriculum. In accordance with the guidelines for implementing the Emergency Curriculum, the government gave schools the freedom to choose to fully implement the 2013 Curriculum, simplify the 2013 Curriculum themselves, or use the Emergency Curriculum. The results were quite positive, namely being able to reduce the impact of the pandemic by 73% (literacy) and 86% (numeration) (Kemendikbud, 2020). Success in overcoming learning loss has encouraged the Ministry of Education and Culture to develop it into a new curriculum that is more permanent and widely used. The new Curriculum is known as the Merdeka Curriculum and will be implemented starting from the 2022/2023 academic year.

The question that then arises is whether the Independent Curriculum will succeed in developing the quality of education in Indonesia. This question was raised in relation to the reality that for the last twenty years, various educational innovations that have been carried out have not been able to bring satisfactory results. Curriculum reform, teacher salary increases, and the government's implementation of the zoning system have failed to free education in Indonesia from a stagnant condition.

One of the chronic problems facing Indonesian education is the readiness of teachers to support innovation initiated by the government. Readiness in this context is mental and professional. Mental readiness is primarily the ability to adapt to new demands and challenges (Shmeleva, Kislyakov, Maltseva, & Luneva, 2015). On the other hand, professional readiness includes mastery of material and skills in carrying out learning (Nisak & Yuliastuti, 2022; Saadah, 2022; Sakan, 2019). From the perspective of professionalism, the problem is whether teachers have adequate professional skills to implement the Independent Curriculum.

One of the objectives of the Independent Curriculum is to improve literacy skills, both information, and numeracy. In learning Pancasila and Citizenship Education, the skill that is widely used in information literacy. Therefore the research question posed in this study is: how is teacher mastery of Civics information literacy skills?

LITERATURE REVIEW

Research on civics literacy or internationally known as civics literacy, has been carried out a lot, both at the theoretical and practical levels. At a conceptual level, Morgan (2016) defines civic literacy as the knowledge and skills to participate effectively in the life of a nation by knowing how to obtain information, understand government processes, and know how to exercise citizenship rights and obligations at the local, state, national, and international levels. Individuals also have an understanding of the local and global implications of public decisions. This understanding is acceptable as long as the skills to participate conceptually include the ability to understand, criticize and produce discourse (Lo & Adams, 2018). Thus students not only understand the text from a linguistic perspective but also as a form of communication between the thoughts and interests of the author and the reader. From this point of view, students are trained to reason and critically evaluate discourse (Lee, White, & Dong, 2021).

Empirical research on Civics literacy learning has also been carried out a lot, even far more than conceptual/theoretical studies. Literacy learning is seen as important for preparing the younger generation to develop democratic values (Yuliadari, Rusnaini, & Ariana, 2018), nationalism (Myers & Rapoport, 2021), social empathy (Hylton, 2018), national defense and security (Rusnaini, Yuliadari, & Rasyid, 2018) and facing speedy technological and socio-economic changes in the era of Society 5.0 (Tesa Lonika, Handriyanto, Noviani, & Adha, 2021). From various studies that have developed, Saadati, Omran, & Afrasiabi (2022) try to categorize the pattern of Civics literacy studies into four, namely the requirements of being a good citizen, caring, having a sense of belonging, and participating.

Civics learning studies focus more on developing students' abilities. There are not many studies that examine the ability of Civics teachers as one of the most important keys to the success of a learning process. Revina et al.'s study (2020) found that the quality of teachers in Indonesia is still low, and efforts to increase it through the Teacher Professional Development (TPD) program have failed. In learning, the teacher is still oriented toward completing the material and has not yet led to output-based education (Khasanah & Widyantoro, 2017).

Research on the implementation of the Independent Curriculum has not been carried out much, especially on the problem of the teacher's ability to carry out literacy learning. Most of the studies are theoretical and use literature studies (Arviansyah & Shagena, 2022; Riowati & Yoenanto, 2022). One of the studies that capture teacher readiness in implementing the Independent Curriculum is Nisak & Yuliastuti (2022). Their research found that the readiness of teachers to carry out learning based on the new Curriculum (Independence Curriculum) varies; namely, grade 7 teachers are ready, while grade 8 teachers are less ready. In contrast to that, a field study conducted by Rahayu, Rosita, Rahayuningsih, Hernawan, & Prihantini (2022) found that the implementation of the Independent Curriculum took place optimally thanks to the big role of the school principal and teachers. The problem that emerged was that data collection was carried out in both studies. only by interviews, so

the results are more on the personal perception of each teacher. From this point of view, more in-depth elaboration is needed on teacher readiness, especially from a professional perspective, to apply the Merdeka Curriculum, which emphasizes the mastery of information literacy and numeracy skills.

Information literacy skills which are the main study in Pancasila and Citizenship Education, are the ability to understand, use, contemplate, and communicate reflectively with written texts, to achieve self-goals, develop the knowledge and potential of readers so that they can participate actively in society (Farihah, Muhith, Saihan, & Ghani, 2020, p. 9). Literacy skills include the ability to identify the meaning of words in the context of reading, transcode information from diagrams/graphs, interpret metaphors, find main ideas and main sentences, draw conclusions, identify writing techniques used by authors, and find answers to questions (Bojovic, 2010).

At a deeper level, literacy skills are not limited to obtaining the grammatical meaning of a text but also as a medium of communication in society. Literacy does not only analyze the language of the text from its constituent elements (sentences, phrases, words, and so on) but is directed at the use of language or language functions in the context of social interaction in society (Perry, 2012). From this point of view, the text is seen as a subjective expression of the author with all the surrounding context, including the interests of power (Wodak & Meyer, 2006). Thus, scrutiny is carried out to find contextual meaning to capture assumptions, ideology, and messages that are discussed and conveyed by readings/texts (Crawford, 2001).

Each level of education has different goals for prioritizing literacy skills. On the official website of the Ministry of Education and Culture, namely at the address: https://pusmendik.kemdikbud.go.id/an/asesmen_kompetensi_minimum/view/literasi-membaca, it is explained that for Level 4, students (Grade VII and VIII), the minimum required information literacy skills are:

1. Finding Information

- a. Accessing and searching for information in texts: Finding explicit information (who, when, where, why, how) in literary texts or informational texts, which continues to increase according to the level.
- b. Finding and selecting relevant information: Identifying effective keywords to find relevant sources of information in literary texts or informational texts that continue to increase according to the level.

2. Understanding

- a. Understanding the text literally: Analyzing changes in the intrinsic elements (events/characters/settings/conflicts/storylines) in literary texts, which continue to increase according to the level.
- b. Making inferences, making connections, and predictions in both singular and plural texts:

1) Summarize the feelings and characteristics of the characters as well as other intrinsic elements, such as the setting of the story, and the events in the story, based on detailed information in the literary text, which continues to increase according to the level.

2) Compile inferences (conclusions) and predictions based on supporting elements (graphs, pictures, tables, etc.) accompanied by supporting evidence in literary texts or information texts, which continue to increase according to the level.

3) Comparing the main things (e.g., characters or other intrinsic elements) in literary texts that continue to increase according to the level.

3. Evaluating and reflecting

a. Assessing the format of presentation in the text: Assessing the suitability of the color selection, layout, and other visual supports (graphics, tables, etc.) in conveying particular messages/topics in literary texts or informational texts, which continue to increase according to the level.

b. Reflecting on the contents of the discourse for making decisions, making choices, and relating the content of the text to personal experience: Reflecting on new knowledge obtained from literary texts or informational texts on their knowledge which continues to increase according to their level.

METHODOLOGY

The object of this study was Civics teachers from 83 junior high schools in Karanganyar Regency, totaling 100 people. Data collection was carried out online by providing a link to the Pancasila and Citizenship Education information literacy test to all teachers through their professional organization, namely the Subject Teacher Consultation (MGMP) Pancasila and Citizenship Education Middle School Karanganyar Regency. The net data that came in was 87 teachers who had done all the test questions.

The test questions are arranged based on the narrative contained in the textbook:

1. Lukman Surya Saputra, Aa Nurdiaman, dan Salikun, 2017. Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]. Untuk SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

2. Ai Tin Sumartini dan Asep Sutisna Putra, 2018. Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]. Untuk SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

3. Lukman Surya Saputra, Ida Rohayani, dan Salikun, Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]. Untuk SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.

4. Ai Tin Sumartini dan Asep Sutisna Putra, 2018. Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]. Untuk SMP/MTs Kelas IX. Jakarta: Kementerian Pendidikan dan Kebudayaan.

The questions are arranged in multiple-choice form with one correct answer. The preparation of the historical literacy test refers to the literacy test conducted by PISA (OECD, 2021). Same as Kumalasari, Purwanta, AW, & Agustinova (2022), taking into account that Indonesia's literacy level is very low, the questions prepared cover levels 1 to 4.

RESULTS

From the incoming data, it can be described that the Pancasila and Citizenship Education literacy skills mastered by junior high school teachers are insufficient to carry out Independent Curriculum learning. It can be seen from the acquisition value in Table 1.

Table 1. Literacy of Pancasila and Citizenship Education, Primary Teachers in Karanganyar Regency

SCORE	GRADE	VALUE	FREQUENCY	PERCENTAGE
85 - 100	A	Very Good	0	0%
70 - <85	B	Good	2	2%
60 - <70	C	Fair	5	6%
56 - <60	D	Poor	4	5%
50 - <56	E	Very Poor	8	9%
<50	F	Failed	68	78%
TOTAL			87	100%

From the table above, it can be understood that the literacy skills of Pancasila and Citizenship Education primary teachers in Karanganyar Regency are 14%, including the poor and very lacking categories. Even worse, 78% of teachers scored below 50, so they were considered failures. Only 8% of teachers who have Pancasila and Citizenship Education literacy skills are in the pass category, with details of 2% being good and 6% being sufficient.

This finding is interesting when it is related to the 2018 PISA test results. Various world institutions analyzed the PISA test results and concluded that 55% of Indonesian students fall into the functionally illiterate category (UNICEF & UNESCO, 2021; World_Bank's_Jakarta_office, 2018). Based on the results of tests on teachers, it can be assumed that the low ability of teachers' information literacy and numeracy is the root cause of the low test results of students.

READING:

Pancasila and Citizenship Education Learning are designed to be activity-based, associated with a number of citizenship themes which are expected to encourage students to become good citizens through their concern for the problems and challenges faced by the surrounding community. This concern is shown in the form of active participation in community development related to him. The resulting competencies are no longer limited to the study of knowledge and skills in presenting the results of their studies in written form, but more emphasis is placed on the formation of attitudes and concrete actions that must be able to be carried out by each student. Thus, an attitude of love and pride in the Indonesian nation will be formed. The PPKn Textbook is the minimum effort that must be made by students to achieve competency.

Teachers can develop, enrich, and create learning in the form of creative and innovative learning so that students are able to develop their potential according to the expected competencies.

From the reading above, the word "minimum" in the first sentence of the second paragraph means:

- a. The least.
- b. At least.
- c. So little.
- d. Not only

Weakness of teacher literacy can be seen from working on the easiest questions, such as understanding reading texts and simple questions as follows:

From the simplest question, the answers obtained are as follows:

- a. The least. 11.40%
- b. At least. 71.93%
- c. So little. 7.02%
- b. Not only. 9.65%

Only 72% answered correctly, and 28% of teachers could not understand the reading text, so they answered incorrectly.

In readings with a higher level of difficulty, more teachers make mistakes in choosing answers. This can be seen from the questions and answers below.

READING

Ir. Soekarno, on 1 June 1945, delivered a speech about the foundation of an independent Indonesian state. The basic formulation of the state proposed by him is as follows:

1. Indonesian Nationality
2. Internationalism or humanity
3. Consensus or democracy
4. Social welfare
5. Cultured divinity

At the end of the first trial period, the Chairperson of the BPUPKI forms a Small Committee whose job is to collect suggestions from members to be discussed at the next session. At the meeting of the Small Committee, it was agreed that the precepts of belief in a cultured Godhead be changed to "Divinity, with the obligation to carry out Islamic law for its adherents," and its position was made number one or the first precept. The agreement became known as the Jakarta Charter.

The basic formulation of the state contained in the Jakarta Charter text underwent a change in the PPKI session on 18 August 1945. The basic formulation of the state that was changed was the first principle which originally read "Belief in God, with the obligation to carry out Islamic shari'ah for its adherents."

According to Mohammad Hatta, the background to the change in the first precepts came from the arrival of the Kaigun (Japanese Navy) officer delegation. They informed them that Protestant and Catholic representatives from areas controlled by the Japanese Navy had objections to the part of the sentence in the constitution of the state in the text of the Jakarta Charter. The sentence in question is "Godhead, with the obligation to carry out Islamic law for its adherents." Their objection is logical because they feel they are second-class citizens and Muslims are privileged citizens.

Regarding this objection, before the PPKI trial began, Mohammad Hatta invited Ki Bagus Hadikusumo, K.H Wahid Hasyim, Mr. Kasman Singodimedjo, and Mr. Teuku Mohammad Hasan to hold a preliminary meeting. In order not to be divided as a nation, the founding figures of the nation who held deliberations agreed to remove that part of the sentence and replace it with the formula "Belief in the One and Only God."

From the reading above, the author intends to explain:

- a. The history of the birth of the principle of Belief in the One and Only God.
- b. Protestants and Catholics object to being placed as second-class citizens
- c. The greatness of the hearts of Muslims is to let themselves be equal citizens with people of other religions.
- d. Changes to the first precepts of Pancasila from the time of the BPUPKI session until it was determined by PPKI on 18 August 1945.

The percentage of teacher answers is as follows

- a. 35.58%
- b. 2.88%
- c. 11.54%

d. 50.00%

The correct answer, namely choice d, the percentage is only 50%. This shows that the teacher has weaknesses in understanding the reading, especially in extracting or compiling conclusions from a reading.

Weaknesses in compiling inferences are increasingly apparent when the reading contains statements that are rarely heard or strange to the teacher's thinking. An example is the attitude of tolerance which is often discussed as having to be possessed by those who are not active. As a result, when it is discussed, that tolerance must also be owned by those who carry out activities (worship, celebrations, and grieving), many teachers are mistaken.

READING

In social life, we are required to be able to accept other people who have different views, beliefs, and interests. Acceptance of the existence of other people theoretically can be studied from a positive and negative perspective. On the positive side, every member of society is required to always consider the interests of others when expressing opinions and acting. People must consider whether their views and actions interfere with peace, smoothness, justice, and various other aspects of people's lives. For example, when parking a vehicle on the side of the road, we must carefully consider whether its position guarantees the smooth passage of other people. Do not let our vehicles actually hinder or even block the rights of other people who also use the road to obtain smooth driving.

From a negative perspective, every member of society is required to be able to hold back, be patient, and let people think and act differently. We are required to be open-minded towards people who have views and actions that we don't like and even hate. For example, while traveling, without knowing in advance, the access road is closed because it is used for mourning. We must be willing to turn around and find another way for the sake of being tolerant of people who are in trouble.

In the reading above, the main idea that the author wants to convey is:

- a. The importance of maintaining harmony in social life.
- b. The importance of creating peace in social life.
- c. Tolerance.
- d. Disturbances in road use.

The number of teachers who chose the correct answer, namely c, decreased. Instead, most of the teachers chose the wrong answer. The percentage of teacher answers is as follows:

- a. 42.00%
- b. 16.00%
- c. 42.00%
- d. 0.00%

From the teacher's answers above, it can be seen that the teacher's literacy skills are still limited to explicit knowledge. When the words tolerance, restraint, be patient and allow people to think and act differently are raised, most teachers no longer recognize this as tolerance.

CONCLUSION

From the description of the Pancasila and Citizenship Education literacy skills of junior high school teachers in Karanganyar Regency, it can be understood that most of them got very low scores. Academically, they are not ready to implement the Independent Curriculum. Even teachers do not master basic literacy skills, such as finding main sentences and explanatory sentences, as well as main ideas and supporting ideas. From this point of view, the aim of implementing the Independent Curriculum to increase Indonesia's literacy ranking among participating countries in the Program for International Student Assessment (PISA) will not achieve optimal results. The quality of education is also expected to remain in a stagnant condition, like during the implementation of the previous curricula.

One of the possible breakthroughs is to revitalize the Subject of Teacher Consultation (MGMP) to routinely carry out programs to improve teachers' literacy skills, ranging from basic to critical literacy. In this professional organization, they practice starting from basic literacy, such as composing paragraphs according to grammatical rules, namely having only one main idea and consisting of one main sentence and several explanatory sentences. These basic literacy skills become capital to be able to work with documents or texts optimally, such as understanding the contents of the reading correctly. Gradually, literacy skills are improved in accordance with the minimum competency requirements to be achieved by the Independent Curriculum.

REFERENCES

- Arviansyah, M. R., & Shagena, A. (2022). Efektivitas dan Peran Dari Guru Dalam Kurikulum Merdeka Belajar. *LENTERA Jurnal Ilmiah Kependidikan*, 17(1). doi:<https://doi.org/10.33654/jpl.v17i1.1803>
- Avvisati, F., Echazarra, A., Givord, P., & Schwabe, M. (2019). Country Note: PISA 2018 Results - Indonesia. Retrieved from https://www.oecd.org/pisa/publications/PISA2018_CN_IDN.pdf
- Bojovic, M. (2010). *Reading Skills and Reading Comprehension in English for Specific Purposes*.
- Crawford, K. (2001). Constructing National Memory: The 1940/41 Blitz in British History Textbooks. *Internationale Schulbuchforschung*, 23, 323-338.
- Farihah, U., Muhith, A., Saihan, & Ghani, F. A. (2020). *DEVELOPMENT OF READING LITERACY LEARNING MODEL FOR ELEMENTARY SCHOOL STUDENTS IN INDONESIA AND MALAYSIA*. In D. D. Septiadi (Ed.). Retrieved from <http://digilib.uinkhas.ac.id/12417/1/Reading%20Literacy.pdf>
- Hylton, M. (2018). The role of civic literacy and social empathy on rates of civic engagement among university students. *Journal of Higher Education Outreach and Engagement*, 22(1), 87–106.
- Kemendikbud. (2020). *Keputusan Menteri Pendidikan dan Kebudayaan No. 719 Tahun 2020 Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus*. Jakarta: Kementerian Pendidikan dan Kebudayaan Retrieved from

- <https://www.kemdikbud.go.id/main/blog/2020/08/kemendikbud-terbitkan-kurikulum-darurat-pada-satuan-pendidikan-dalam-kondisi-khusus>
- Khasanah, R. U., & Widyantoro, A. (2017). *The problems in the implementation of the 2013 curriculum*. Paper presented at the Conference on Language and Language Teaching, Magelang. <https://semnas.untidar.ac.id/wp-content/uploads/2018/02/page-114-119-ramadhani.pdf>
- Kumalasari, D., Purwanta, H., AW, S., & Agustinova, D. E. (2022). Historical Literacy Competencies of History Education Students: Case Studies at Surabaya and Yogyakarta State Universities *Journal of Curriculum and Teaching*, 11(8). doi: <https://doi.org/10.5430/jct.v11n8p339>
- Lee, C. D., White, G., & Dong, D. (2021). *Educating for Civic Reasoning and Discourse*. Washington, DC: Committee on Civic Reasoning and Discourse.
- Lo, J. C., & Adams, C. I. (2018). Civic literacy through literacy instruction: Using Structured Academic Controversy in a government classroom. 13(1), 83–104. doi:https://doi.org/10.1386/ctl.13.1.83_1
- Morgan, L. A. (2016). *Developing Civic Literacy and Efficacy: Insights Gleaned through the Implementation of Project Citizen*.
- Myers, J. P., & Rapoport, A. (2021). Citizenship and democratic education in the time of rising nationalism: Theory, research, and practice. 16(Citizenship and Democratic Education in the Time of Rising Nationalism: Theory, Research and Practice), 297-299. doi:https://doi.org/10.1386/ctl_00067_2
- Nisak, A., & Yuliasuti, R. (2022). PROFIL KESIAPAN GURU DALAM MENGIMPLEMENTASIKAN KURIKULUM MERDEKA DI SMP NEGERI 1 PALANG. *Jurnal Riset Pembelajaran Matematika*, 4. doi:10.55719/jrpm.v4i2.527
- OECD. (2014). *PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know*. Retrieved from <https://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>
- OECD. (2018). *PISA 2015: Results in Focus*. Retrieved from <https://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>
- OECD. (2021). *Pisa-Based Test For Schools Sample Test Items*. Retrieved from <https://www.oecd.org/pisa/aboutpisa/PISA%20for%20Schools%20sample%20test%20items.pdf>
- Perry, K. (2012). What is literacy? A critical overview of sociocultural perspectives. *Journal of Language and Literacy Education*, 8(1), 50–71.
- Purwantiningsih, A., Riyanti, D., & Prasetyo, D. (2022). Digital Citizenship in Indonesia: Digital Literacy and Digital Politeness Using Social Media. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 7(3), 628-637. doi:<http://dx.doi.org/10.17977/um019v7i3p628-637>
- Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini. (2022). Implementasi Kurikulum Merdeka Belajar di Sekolah Penggerak. *Jurnal Basicedu*, 6(4). doi:<https://doi.org/10.31004/basicedu.v6i4.3237>
- Revina, S., Pramana, R. P., Fillaili, R., & Suryadarma, D. (2020). Systemic Constraints Facing Teacher Professional Development in a Middle Income Country: Indonesia's Experience Over Four Decades. *RISE Working Paper Series*, 20(054). doi:https://doi.org/10.35489/BSGRISEWP_2020/054

- Riowati, & Yoenanto, N. H. (2022). Peran Guru Penggerak pada Merdeka Belajar untuk Memperbaiki Mutu Pendidikan di Indonesia. *JOEAI (Journal of Education and Instruction)*, 5(1). doi:<https://doi.org/10.31539/joeai.v5i1.3393>
- Rusnaini, R., Yuliandari, E., & Rasyid, M. (2018). *Strengthening Civic Literacy Using Psycho Pedagogical Development Approach in Politics of Defence Class: Lesson from Indonesia*. Paper presented at the Proceedings of the 2nd International Conference on Sociology Education (ICSE 2017).
- Saadah, K. A. W. (2022). Pengembangan Profesionalitas Guru Pendidikan Pancasila dan Kewarganegaraan Melalui Tindakan Reflektif. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 7(2), 322-334. doi:<http://dx.doi.org/10.17977/um019v7i2p322-334>
- Saadati, S. A., Omran, M. S., & Afrasiabi, R. (2022). Designing a Pattern of Citizen Literacy Components in Education. *Journal of Positive School Psychology*, 6(5), 10032–10045.
- Sakan, R. M. (2019). *Determinan Kesiapan Guru dalam Mengimplementasi Kurikulum 2013 pada SMAN se-kota Kupang*. (Master), Universitas Negeri Semarang, Semarang. Retrieved from <http://lib.unnes.ac.id/40140/1/UPLOAD%20ROLA%20MARLINCE.pdf>
- Saputra, Lukman Surya Ida Rohayani, dan Salikun, *Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]*. Untuk SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Saputra, Lukman Surya, Aa Nurdiaman, dan Salikun, 2017. *Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]*. Untuk SMP/MTs Kelas VII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Shmeleva, E. A., Kislyakov, P., Maltseva, L., & Luneva, L. (2015). Psychological factors of the readiness of teachers to ensure social security in the educational environment. *Psychology in Russia: State of the Art*, 8, 74-85. doi:10.11621/pir.2015.0107
- Sumartini, Ai Tin dan Asep Sutisna Putra, 2018. *Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]*. Untuk SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Sumartini, Ai Tin dan Asep Sutisna Putra, 2018. *Pendidikan Pancasila dan Kewarganegaraan [Pancasila Education and Citizenship]*. Untuk SMP/MTs Kelas IX. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Tesa Lonika, D., Handriyanto, Noviani, A., & Adha, M. M. (2021). *Civic Literacy: Sebagai Upaya Dalam Mempersiapkan Warga Negara Menuju Era Society 5.0*. Paper presented at the Respons Pendidikan Pancasila dan Kewarganegaraan dalam Menyambut Era Society 5.0", Universitas Lampung.
- UNICEF, & UNESCO. (2021). Indonesia Case Study: Situation Analysis on the Effects of and Responses to COVID-19 on the Education Sector in Asia [Press release]. Retrieved from <https://www.unicef.org/eap/media/9326/file/Sit%20An%20-%20Indonesia%20case%20study.pdf>
- UNICEF, UNDP, Prospera, & SMERU. (2021). *Analysis of the Social and Economic Impacts of COVID-19 on Households and Strategic Policy Recommendations for Indonesia*. Retrieved from Jakarta:
- UNICEF. (2021). *Towards A Child-Focused COVID-19 Response and Recovery: A Call to Action*. Retrieved from Jakarta: <https://www.unicef.org/indonesia/reports/towards-child-focused-covid-19-response-and-recovery>

- Wodak, R. a., & Meyer, M. (Eds.). (2006). *Methods of Critical Discourse Analysis*. London: Sage Publications.
- World_Bank's_Jakarta_office. (2018). *Indonesia Economic Quarterly: Learning more, growing faster*. Retrieved from Jakarta: <https://documents1.worldbank.org/curated/en/305361528210283009/pdf/Indonesia-economic-quarterly-learning-more-growing-faster.pdf>
- Yarrow, N., Masood, E., & Afkar, R. (2020). *Estimated Impacts of COVID-19 on Learning and Earning in Indonesia: How to Turn the Tide*. In. Retrieved from <https://www.worldbank.org/en/country/indonesia/publication/estimates-of-covid-19-impacts-on-learning-and-earning-in-indonesia-how-to-turn-the-tide>
- Yuliadari, E., Rusnaini, R., & Ariana, Y. (2018). Civic Literacy Dalam Pembelajaran Demokrasi dan Pemilu untuk Memperkuat Civic Atitude Mahasiswa. *PKn Progresif: Jurnal Pemikiran dan Penelitian Kewarganegaraan*, 13(2), 115-122. doi:<https://doi.org/10.20961/pknp.v13i2.26594>
- Zulfikri. (2022). *Kajian Akademik Kurikulum Untuk Pemulihan Pembelajaran*. Jakarta: Pusat Kurikulum dan Pembelajaran Retrieved from <https://kurikulum.kemdikbud.go.id/wp-content/uploads/2022/02/Kajian-Akademik-Kurikulum-untuk-Pemulihan-Pembelajaran.pdf>