Pancasila and Citizenship Education Teachers' Strategy for Realizing the Class as a Democracy Laboratory (Study at SMA Negeri 2 Surakarta)

Nining Fatimah Sakdiyah[1], Triyanto[2], Hassan Suryono[3]

[1, 2,3](*Universitas Sebelas Maret, Surakarta, Indonesia*)

ABSTRACT: The background of this research is that the knowledge of students at SMA N 2 Surakarta is still low regarding democracy, causing students to be less able to act democratically in everyday life. This study uses a qualitative method with a case study approach and data collection is done by interviews, observation and documentation. The data analysis model used in this study is an interactive analysis model. The results of the study show that the class as a democracy laboratory means engineering in creating school conditions, especially the class as a place where students actively complete tasks with awareness, freedom and responsibility.

Keywords - Civics Learning, Democracy Studies, Democracy Laboratory

----

1.   INTRODUCTION

The role of education is very important in ensuring the survival of the country. Through education, every society will preserve its noble socio-cultural values which have been engraved beautifully in the nation's history. Competence and character of a country's human resources can be developed and developed well because of education. In order to improve the competence of human resources, an educational process is needed as well as adequate facilities and infrastructure such as competent teaching staff and quality supporting books (Suntara, 2022).

In accordance with Law no. 20 of 2003 concerning the National Education System states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Khunaifi & Matlani, 2019).

Democratic citizens can create a democratic government. Democratic government can provide opportunities for the growth of the principle of respecting individual existence to participate in the life of the nation to the fullest (Harefa & Fatolosa Hulu, 2020). For this reason, the implementation of democracy needs to be grown, maintained and respected by every citizen. This can be achieved with education that emphasizes humanist and religious elements and has the power and governance to enrich democratic life. Related to this, the development of democratic values in schools needs to be implemented.

Democracy education to build democratic character and culture in the political life of the nation (Sobirovich, 2022), in Indonesia has been carried out especially since the end of the New Order era and the birth of the reformation era. However, it needs to be re-conceptualised, so that a democratic education paradigm is born which does not only exist constitutionally, but instrumentally and practically actually occurs and provides cumulative pedagogical and socio-cultural impacts for improving the quality of democratic life in Indonesia.

Citizenship education plays a role as a systemic vehicle for democratic education, which practically-curricularly should not only be within the framework of "*learning to know*" (learn to understand the concepts, principles and values of democracy) (Hurtado, 2019), but it must be a process of democratic behavior (*learning to do*), as well as a process of living and living democratically in a pluralistic society in Indonesia (*learning to be and learning to live together)* today and in the future. Civics education also cannot be seen as an "*isolated subject*"which is taught only in scheduled times, but must be related to many things that students learn, including many things that happen outside of school (Levy et al., 2021).

Civics education in Indonesia, historically-curricularly, has experienced ups and downs. In the school curriculum, it was known from Civics in 1962, Civics in 1968, PKN in 1969, PKN in 1973, PMP in 1975 and 1984, PPKN in 1994-2003, Civics in 2004. Now according to the 2013 curriculum that Civics is refined again and called with PPKn (Parawangsa et al., 2021).

Learning Pancasila Education and citizenship in K13 has a new vision, mission and goals in accordance with global challenges in the life of society, nation and state in the 21st century millennium era. PPKn is not just learning to know about citizenship, but also helping to create authentic citizenship learning classes where students/students learn to become good citizens, both in theory and in practical citizenship (Yunita et al., 2022). In this way, it is hoped that students will be able to achieve good citizenship goals as well. That's why Pancasila and Citizenship Education has important characteristics and roles as subjects that contain democratic education that will socialize democratic values as a whole to students and prepare students for a democratic life in everyday life.

To form a democratic culture, a Pancasila and Citizenship Education teacher is expected to be able to create a democratic laboratory in classroom learning, which is marked by the teacher giving students the opportunity to ask questions and give opinions (Nanggala, 2020). Students are given the freedom to convey their perspectives and views, even though they are different from those of their friends and teachers. Students are invited to practice the concept of democracy in real terms, for example, when selecting class leaders, student council presidents, and so on. Having a class that has the feel of a democracy laboratory will create an active and interactive classroom environment (Ahmad & Gul, 2021). Democratic habits applied in democracy laboratory classes through learning Pancasila and citizenship education will make it easier for teachers to move students to implement democratic values in real life (Trihastuti, 2022). Students will learn to respect and tolerate each other. Thus, the Pancasila and Citizenship Education class, as a democracy laboratory, can be used as a benchmark for students to behave democratically.

The reality on the ground at SMA N 2 Surakarta is that the learning process that makes the class like a laboratory for democracy still seems to have not been fully implemented. This can be seen from the learning classes that do not yet reflect democratic values. This is also included in the Pancasila and Citizenship Education class, even though the Pancasila and Citizenship Education subject is very close to the material for democracy education. There are still students who tend not to be interested in Pancasila and Citizenship Education subjects. In the Pancasila and Citizenship Education learning class, passive students do not want to just propose to convey their own opinions or ideas. Students do not have the courage to refute or disagree with friends or teachers when discussing.

This happens because the knowledge of students at SMA N 2 Surakarta is still low regarding democracy, causing students to be less able to act democratically in everyday life. Whether it's in the school environment, community, nation, or country, For example, in implementing the democratic practice of electing the student council chairman and class president, there are still many students who are apathetic and choose not to vote.
From all the facts above, it is a challenge for Pancasila and Citizenship Education teachers at SMA N 2 Surakarta to make learning in class active and full of reciprocity. With precise strategies, Pancasila and Citizenship Education teachers should be able to create civics classroom learning that is like a "laboratory of democracy."

2. RESEARCH METHODOLOGY

This research uses a qualitative method, namely, that, according to the condition of the research object to be studied, in this case the researcher as a determining instrument, the results of the research are in the form of a meaning contained therein. Qualitative because the data used were not obtained through statistical procedures but were sourced from documents, field notes, interview scripts, and other official documents (Renjith et al., 2021). According to Taimenas et al. (2022), "qualitative research" is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior directed at the background and individuals holistically.

In this study, researchers will use a case study approach. Case study is a research strategy to investigate something carefully by gathering complete information using various data collection procedures (Rashid et al., 2019). Meanwhile, case studies are conducted to gain a more in-depth understanding and intensive analysis of something against individuals, groups, or situations.

Data sources in qualitative research can use primary and secondary data sources. Researchers will use data sources in the form of informants, namely people who know, can be trusted, and know in depth the data needed. Informants who can provide data include (i) the Civic Education teacher at SMA N 2 Surakarta and (ii) students at SMA N 2 Surakarta. Researchers also use documents and archives as data sources in this qualitative research method. Documents and archives used by researchers as data sources include RPPs, syllabuses, and photos of learning activities.

The data collection techniques that will be used in this study are interviews, participatory observation, and document review related to digital law strengthening activities in SMA Surakarta. The data analysis model that will be used in this research is an interactive analysis model. According to Miles and Huberman, quoted by Sulastri, "There are three main components in data analysis, namely data reduction, data presentation, and drawing conclusions and verification."
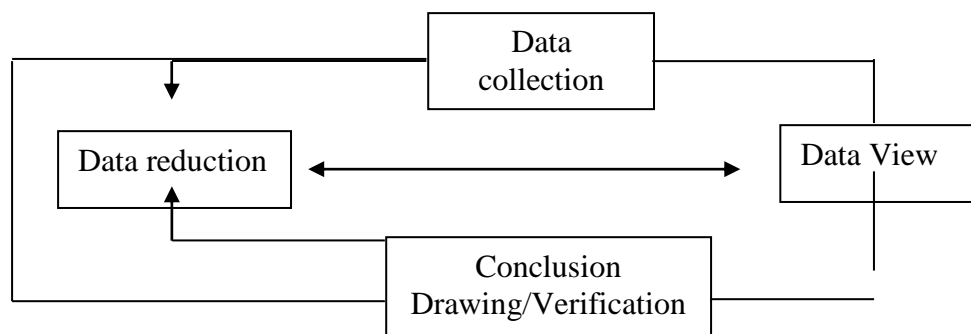

Figure 1. Interactive Analysis Model

Based on the picture above, the collected data will be analyzed in three stages: reducing the data, presenting the data, and then drawing conclusions.

3. RESULTS AND DISCUSSION

PPKn learning in high school

In the national education curriculum, there are subjects that specifically carry out the mission of democratic education in Indonesia, namely Legal Civics (1962), State Citizenship Education (1965–1969), Citizenship Education, which is synonymous with IPS (1973), Pancasila Moral Education or PMP (1975–1984), PPKn 1994–2003, Civics 2004, and according to the 2013 curriculum, PKn was again renamed PPKn.

There is a difference between PPKn in the 1994 curriculum and PPKn that applies to the 2013 curriculum. The PPKn material in the 1994 curriculum organizes learning material on the basis of the concept of values extracted from P4 by using the *approach spiral of concept development,* namely an approach that articulates the Pancasila precepts with a description of their values for each level of education. The characteristics of PPKn at this time were dominated by process *value inculcation and knowledge dissemination,* as can be seen from the learning material developed based on Pancasila points (Prayitno et al., 2022). Likewise, the goals are directed at instilling

attitudes and behaviors based on Pancasila values, developing knowledge and abilities to understand, live, and believe in Pancasila values as a guide in behaving in social, national, and state life, so that they become responsible and reliable citizens, and providing the ability to learn further (Purwanto, 2022). PPKn, on the other hand, is a subject with a mission as Pancasila value and moral education, awareness of the norms and constitution of the 1945 Constitution of the Republic of Indonesia, and appreciation of the educational philosophy of Bhineka Tunggal Ika, according to the 2013 curriculum.

There is a difference between PPKn in the 1994 curriculum and PPKn that applies to the 2013 curriculum. The PPKn material in the 1994 curriculum organizes learning material on the basis of the concept of values extracted from P4 by using the *approach spiral of concept development,* namely an approach that articulates the Pancasila precepts with a description of their values for each level of education. The characteristics of PPKn at this time were dominated by process *value inculcation and knowledge dissemination,* as can be seen from the learning material developed based on Pancasila points. Likewise, the goals are directed at instilling attitudes and behaviors based on Pancasila values, developing knowledge and abilities to understand, live, and believe in Pancasila values as a guide in behaving in social, national, and state life, so that they become responsible and reliable citizens, and providing the ability to learn further (Santoso & Sari, 2019). PPKn, on the other hand, is a subject with a mission as Pancasila value and moral education, awareness of the norms and constitution of the 1945 Constitution of the Republic of Indonesia, and appreciation of the educational philosophy of Bhineka Tunggal Ika (Anisah, 2019), according to the 2013 curriculum.

According to Fitriasari & Masyitoh. (2020), the purpose of civics learning is an effort to shape students into human beings who have a sense of nationality and love for the motherland imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of Unity in Diversity, and the commitment of the Unitary State of the Republic of Indonesia. Whereas for the SMA/SMK/MA/MAK level, PPKn learning aims to develop the quality of citizens in various aspects of life so that students are able to (i) Think rationally, ethically, critically, and creatively, with the spirit of nationalism and love for the motherland imbued with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, the spirit of unity in diversity, and the commitment to the unitary state of the Republic of Indonesia; (ii) Participate actively and be responsible as an independent member of society in accordance with human dignity as a creature of God Almighty; (iii) Committed and proactive in interacting with other nations, both directly and indirectly, according to the character of the Indonesian nation; and (iv) Develop positively and democratically in developing a constitution that is dynamic and has faith, belief, loyalty, and pride as an Indonesian nation.

The implementation of citizenship education must determine models, methods, and media to support the expected learning plans. In Permendikbud Number 103 of 2014, it is stated that learning using approaches, strategies, models, and methods is very useful when the learning process takes place. According to Dakhi et al., (2021), the learning model is a form of learning that is illustrated from beginning to end and is presented in a special way by the teacher. So, the learning model is a framework for applying an approach, method, and learning technique.
The learning model refers to the approach to be used, including learning objectives, stages in learning activities, the learning environment, and classroom management. The learning model is a conceptual framework that describes systematic procedures and organizes learning experiences to achieve certain learning goals and serves as a guide for learning designers and teachers in planning teaching and learning activities (Supena et al., 2021).
With the learning model, the teacher can help students get information, ideas, skills, and ways of thinking and expressing ideas. The learning model serves as a guide for learning designers and teachers in planning teaching and learning activities.

According to Octavia, (2020), the learning model has the following characteristics:
a)   Based on the educational and learning theories of certain experts This model is designed to practice democratic participation in groups.
b)   Having a specific educational mission or goal, for example, an inductive thinking model designed to develop inductive thinking processes.
c)   Can be used as a guideline to improve classroom teaching and learning.For example, the synthetic model is designed to improve creativity in composing lessons.

d)   Has model parts called: (1) a sequence of learning steps; (2) reaction principles; (3) social systems; and (4) support systems. The four sections are practical guidelines when the teacher is going to implement a learning model.

e)   Has an impact as a result of applying the learning model. These impacts include: (1) the impact of learning, namely learning outcomes that can be measured; and (2) the impact of accompaniment, namely long-term learning outcomes.

f)   Prepare for teaching (international design) using the guidelines of the chosen learning model.

According to the 2013 curriculum, the civics learning model is discovery-based, with characteristics such as habituation, exemplary, working in groups, attentive listening, asking in-depth or dialectical questions, utilizing ICT, discussing events in society or the public, tracking issues in mass media, researching issues that develop in society or the public, writing ideas or opinions, clarifying values, culture-based learning, historical document review, deliberation exercises, and presuppositions.

Table 1. Learning Model PPKn

No.	Model Name	Description of the Learning Model
1	Habituation	Assignment and monitoring of the implementation of good citizenship (school/community/state) attitudes and behaviors by students.
2	Exemplary	The appearance of good citizenship attitudes and/or behavior (school, community, citizen) from all elements of school management and teachers
3	Carry out the selection	Learners are assisted in the planning and execution of the election of the class president and the OSIS chairman.
4	Submit a proposal/petition	A simulation was held to formulate proposals or petitions from indigenous peoples who felt disadvantaged by the local government and said they would make roads through their own land without adequate compensation. This petition is submitted peacefully.
5	Public speaking	Individually, students are assisted in delivering a short speech as a young generation that wishes to preserve local culture while enriching Indonesia's national culture.
6	Play/simulation	The teacher determines the theme or form of the game or simulation that touches on one or more Pancasila values and/or morals. Learners are facilitated in playing or simulating activities related to Pancasila values and/or morals, which end with reflections on strengthening these values and/or morals.
7	Deliberation exercise	Learners are assisted in practicing making joint decisions through deliberation in order to reach consensus and provide reasons why deliberation is required.

The subject teacher concerned determines the learning model by paying attention to the identification of the material, namely the level of depth and breadth of the material in terms of basic competencies. In addition, it also pays attention to the material in accordance with the realm of attitudes, knowledge, and skills. By choosing the right learning model for students, learning can be applied effectively and support student success. No less important in supporting the success of learning is the use of appropriate learning methods.

Democracy Studies

Democracy is considered a political system that is believed by the world community to be the best system for achieving the goals of the state. According to UNESCO research from 1949, democracy is declared to be the best and proper name for all political and social organizations championed by influential supporters (Maksum, 2021).

According to Dewey in the journal Van Der Ploeg (2021), democracy *is an extension of the number of individuals who share an interest*. The point is that democracy provides power, a place for individuals to

participate in achieving a desired result.According to Brubacher, in his book *entitled "Modern Philosophies of Education,"* it is said that democracy *is of educational importance because it believes in the essential dignity of all people*. Democracy is important in education because it recognizes the nature of glory for all people. Meanwhile, according to Hans Kelsen in the journal Sumekto (2019), "democracy" means that the will expressed in the state legal order is identical to the will of the legal subjects.

The most widely accepted definition of democracy is that of Abraham Lincoln, who stated that democracy is government of the people, by the people, and for the people ."Government from the people" means that the government of the country has a mandate from the people to run the government, so the government that is run is a democratic government because it comes from the people's mandate. Then, government by the people means that the government of the country is run by the people, who are run by a group of people called the representatives of the people (Sobirovich, 2022). Meanwhile, government for the people means that the government produces and implements policies that are directed toward the interests and welfare of the people.   Democracy is a concept that has multidimensionality. This is illustrated by the understanding of the concept of democracy adopted by CICED, namely:

"Democracy has been universally accepted as a paramount ideal, norm, and social system, as well as individual knowledge, attitudes, and behavior needed to be contextually substantiated, cherished, and developed".

In accordance with CICED's view, conceptually, democracy as a frame of mind in managing public affairs on the basis of the principle of "by and for the people" is accepted both as ideas, norms, and social systems as well as insights, attitudes, and individual behavior that are contextually embodied, maintained, and developed.

Democracy is not just a form of government or a political system; it is a form of life together in the life of society, a nation, and a state. A democratic form of life will be strong if democratic values grow among the people and are implemented in the practice of social life. Democracy requires real effort from every citizen and state administrator to behave in such a way as to support democratic government or a democratic political system.

PPKn Class as a Democracy Laboratory

The classroom as a democracy laboratory entails designing school environments, particularly one in which students actively complete tasks with awareness, freedom, and responsibility.With such situations and conditions, students will have a great opportunity to develop the character of intelligent, participatory, and responsible citizens.And with this activity, it is hoped that students will have the ability to use critical *thinking, solve problems,* and make decisions.

According to Sundawa (2019), efforts that can be made to develop school programs as laboratories for democracy are as follows :

a)   Creating favorable perceptions and attitudes toward efforts to improve quality school learning performance, particularly in the context of transforming schools into Democracy Laboratories.

b)   Designing and implementing as well as assessing citizenship education lessons that are capable of developing constitutional democracy concepts, values, attitudes, and skills in accordance with the 1945 Constitution through a variety of educational interactions that activate, educate, and empower students.

c)   Building a democratic school culture through the development of civics materials extracurricularly and various citizenship activities through other subjects, as well as activities to habituate democratic life in the school environment.

The development of democratic values in classrooms is closely related to teacher behavior in conveying learning in classes. Zamroni, in his book entitled "Education and Democracy in Transition (Preconditions Towards an Era of Globalization)," identifies that classrooms that have democratic morality are classes that:

a)   Each learner is a class citizen who has the same position and status; no one controls or is controlled.

b)   The class is not only a place to get information and present data for students but also a place to develop learning as a process of transforming values and maximizing self-potential.

c)   The learning that takes place in class encourages all class members to always use logic, critical thinking, and reflection. as a result of which class citizens' behavior will gradually improve.

d)   Teachers in the classroom are not only capable of mastering the material to be taught, but also of carrying out learning that is always based on justice and honesty, which is the first step in students' understanding of democratic values.

e)   In order for students to grow and develop in a democratic life, they must be given opportunities in the classroom that provide life experiences with cooperation, togetherness, mutual trust, mutual respect, and mutual help.

If we look at the literature, there are several studies that discuss democracy laboratories, as done by Umar et al., (2022) with the title "Analysis of Civics Learning as a Laboratory of Democracy in Elementary School Students". This research discusses democracy laboratories in elementary schools (SD). Based on the results of this study, it shows that in realizing a democracy laboratory, civic learning is carried out starting from the planning stage to the evaluation stage. This research has similarities with the research conducted, namely creating a democracy laboratory to train students to actively participate in the democratic process. However, this study also has differences from the research conducted. In previous research, the democracy laboratory was carried out by providing a basic understanding. While research is conducted by researchers, the democracy laboratory is carried out by conducting direct practice based on existing problems.

4.   CONCLUSION

Education capable of developing democracy is education that embodies the spirit and spirit of democracy in its daily educational practices. PPKn as a subject that can develop democratic values should be able to make PPKn classes "laboratories for democracy," which means the class is a democracy laboratory. The classroom as a democracy laboratory can create classroom conditions where students actively complete tasks with awareness, freedom, and responsibility.

5.   REFERENCES

(1).   Ahmad, I., & Gul, R. (2021). Impact of online service-learning on civic and social justice behavior of undergraduate laboratory-based graduates. *Human Arenas*, 1-16.

(2).   Anisah, S. (2019, June). Citizenship Education as Value Education and the Nation's Strengthening of Character for Citizens. In *International Conference on Social Science and Character Educations (IcoSSCE 2018) and International Conference on Social Studies, Moral, and Character Education (ICSMC 2018)* (pp. 186-193). Atlantis Press.

(3).   Dakhi, O., JAMA, J., & IRFAN, D. (2020). Blended learning: 21st century learning models in high schools. Multi-Science International Journal, 1(08), 50-65.

(4).   Fitriasari, S., & Masyitoh, I. S. (2020, March). The Role of Pancasila Education Teachers and Citizenship in Strengthening Character Education Based on Pancasila Values. In *2nd Annual Civic Education Conference (ACEC 2019)* (pp. 534-540). Atlantis Press.

(5).   Harefa, D., & Fatolosa Hulu, M. M. (2020). *Demokrasi Pancasila di era kemajemukan*. PM Publisher.

(6).   Hurtado, S. (2019). "Now Is the Time": Civic Learning for a Strong Democracy. *Daedalus*, *148*(4), 94-107.

(7).   Khunaifi, A. Y., & Matlani, M. (2019). Analisis Kritis Undang-Undang Sisdiknas Nomor 20 Tahun 2003. *Jurnal Ilmiah Iqra'*, *13*(2), 81-102.

(8).   Levy, B. L., Oliveira, A. W., & Harris, C. B. (2021). The potential of "civic science education": Theory, research, practice, and uncertainties. *Science Education*, *105*(6), 1053-1075.

(9).   Maksum, K. (2021). Democratic Education in "Merdeka Belajar" Era. *Progres Pendidikan*, *2*(2), 107-114.

(10).   Nanggala, A. (2020). Citizenship Education as a Democracy Learning for Students in Higher Education. *IJECA (International Journal of Education and Curriculum Application)*, *3*(1), 69-80.

(11).   Octavia, S. A. (2020). *Model-model pembelajaran*. Deepublish.

(12).   Parawangsa, E., Dewi, D. A., & Furnamasari, Y. F. (2021). Hakikat Pendidikan Kewarganegaraan di Sekolah Dasar (SD). *Jurnal Pendidikan Tambusai*, *5*(3), 8050-8054.

(13).   Prayitno, T., Mansyur, A. S., Hambali, A., & Nurul'aen, Y. (2022). The Development of Islamic-Based Pancasila and Civic Education Curriculum at Junior High School: Research at Junior High Schools in Cluster 5 Bandung Regency. *Journal of Social Science*, *3*(1), 183-197.

(14).   Purwanto, A. (2022). The Character Education Based on Pancasila in the Generation Z. *Journal of Community Service and Engagement (JOCOSAE) e-ISSN*, 2807-5633.

(15).   Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International journal of qualitative methods*, *18*, 1609406919862424.

(16). Renjith, V., Yesodharan, R., Noronha, J. A., Ladd, E., & George, A. (2021). Qualitative methods in health care research. *International journal of preventive medicine*, *12*.

(17). Samekto, F. A. (2019). Menelusuri akar pemikiran hans kelsen tentang stufenbeautheorie dalam pendekatan normatif-filosofis. *Jurnal Hukum Progresif*, *7*(1), 1-19.

(18). Santoso, G., & Sari, P. K. (2019) The Development Model of Curriculum Content of Civics Education (1975-2013) in Indonesia 21st Century. In *Proceedings Of Educational Initiatives Research Colloquium* (p. 131).

(19). Sobirovich, T. B. (2022). National and universal principles of democracy. *Asian Journal of Research in Social Sciences and Humanities*, *12*(1), 334-338.

(20). Sundawa, D. (2019) Creating a Pancasila and Citizenship Education Class (Ppkn) to serve as a democracy lab.. *Journal of Syntax Admiration*, 89.

(21). Suntara, R. A. (2022). Peran Pendidikan Kewarganegaraan Sebagai Pendidikan Hukum Bagi Warga Negara. *Scripta: Jurnal Kebijakan Publik dan Hukum*, *2*(II), 307-316.

(22). Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, *14*(3), 873-892

(23). Taimenas, E. D., Pellokila, I. R., & Sijabat, M. Y. J. (2022, December). Implementation of Pancasila Values Among Student Through Pancasila Education During The Covid 19 Pandemic (Case Study of SMA Negeri 2 Nekamese). In *International Conference on Applied Science and Technology on Social Science 2022 (iCAST-SS 2022)* (pp. 176-178). Atlantis Press.

(24). Trihastuti, M. (2022). Digital-Based Civics Learning in Strengthening Democratic Characters of Digital Native Students. *AL-ISHLAH: Jurnal Pendidikan*, *14*(3), 4141-4150.

(25). Umar, E., Cuga, C., & Manangin, I. S. (2022). Analisis Pembelajaran Pkn Sebagai Laboratorium Demokrasi Pada Siswa Sekolah Dasar. *Normalita (Jurnal Pendidikan)*, *10*(2).

(26). van der Ploeg, P. A. (2020). Dewey and citizenship education: Schooling as democratic practice. *The Palgrave handbook of citizenship and education*, 113-125.

(27). Yunita, S., Jamaludin, J., & Feriyansyah, F. (2022). Citizenship Learning Through Self Organized Learning Environment on Students' Learning Styles. *Devotion Journal of Community Service*, *3*(11), 1-054.