

## Implementation of Anti-Corruption Education of the PKn Subjects in Project Citizen-Based Learning

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### *Abstract*

This study aims to describe the values of anti-corruption education of the PKn subjects and to describe how the implementation of anti-corruption education through project-based citizen learning on The Citizenship Education (PKn) subjects. The research design uses qualitative research focusing on the case study method at MA of *Sunan Rahmat* in Garut. The results of this study indicated that there were some values approaches students' instilling values of anti-corruption education in learning schools and the implementation of anti-corruption education has been completed with learning activities to analyze problems related to corrupt behavior in the presentation of panels which consist of several activity sections, namely; Problem analysis, alternative policies, proposing solutions, planning activities. The approach of these activities is aimed at growing students in improving some spirits of good behavior and attitudes (good character) which consist of being honest, caring, disciplined, helping each other, determination, humility, hard work, having social intelligence, and being responsible.

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**Kata kunci:** Pendidikan Antikorupsi, Pendidikan Kewarganegaraan, Pembelajaran Project Citizen

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### *Abstrak*

Penelitian ini bertujuan untuk menggambarkan nilai-nilai pendidikan anti korupsi dan bagaimana implementasi pendidikan antikorupsi melalui pembelajaran project based citizen pada mata pelajaran PKn. Desain penelitian tersebut menggunakan penelitian kualitatif fokus pada metode studi kasus di MA Sunan Rahmat, Limbangan. Hasil dari penelitian tersebut menunjukkan bahwa ada beberapa pendekatan-pendekatan nilai dalam pendidikan anti korupsi begitu juga implementasi pendidikan antikorupsi telah diselesaikan dengan kegiatan pembelajaran menganalisis masalah yang berkaitan dengan perilaku korupsi dalam persentasi panels yang terdiri dari beberapa seksi kegiatan yaitu; Analisis masalah, kebijakan alternatif, pengusulan solusi, perencanaan kegiatan. Pendekatan kegiatan-kegiatan tersebut ditujukan untuk menumbuhkan siswa untuk menggali beberapa spirit perilaku dan sikap yang baik (karakter baik) seperti, bersikap jujur, peduli, disiplin, saling membantu, keteguhan hati, rendah hati, usaha keras, memiliki kecerdasan sosial, dan bertanggung jawab.

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## INTRODUCTION

Corruption is a problem that has been talked about in every generation, including being a crucial problem in Indonesia. In various aspects of life, corruption continues to expand and has a negative impact on people's lives and of course harms the State legally. The problem of corruption occurs not only at the top bureaucrat level but it comes in all aspects of life so it becomes an acute problem that needs to be considered to solve problems.<sup>1</sup> Because basically each generation has a different character, but if the culture of corruption is inherent in people's lives, then it is possible that this culture of corruption can change the character and morals of individuals so that they are entangled with a culture of corruption. So in this case, of course, there needs to be a planned, precise and effective effort to resolve corruption which is a scourge for this country.<sup>2</sup>

The anti-corruption prevention program is certainly a comprehensive study and a very interesting discussion in this life. The problem of corruption that occurs not only in Indonesia but also in other countries becomes the first discussion. Communication between the public and the government bureaucracy occurs every hour, and this does not rule out the possibility of a process of policy deviation that results in criminal acts of corruption.<sup>3</sup> This happens not only in the government environment but even in a small environment within the family environment this act of corruption may occur. Therefore, it is necessary to have a strategy and maximum efforts by the government to minimize it. The government views educational institutions as one the most effective institutions in introducing forms and cultures of corruption to students from an early age, namely through Anti-Corruption Education.<sup>4</sup>

Anti-corruption education, instilling an anti-corruption attitude in students in every process of life is very necessary because it is an important component in strengthening the culture and character of students in spreading kindness, including in the school environment as the basis and foundation in learning disciplines and building character, including the morale of students well.<sup>5</sup> Even though the reality is that anti-corruption education has not been implemented as a subject in schools as an independent subject. But it doesn't stop our struggle to introduce anti-corruption

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<sup>1</sup> Harmanto and Endang Danial A.r, 'Pendidikan Antikorupsi Dalam Pembelajaran PKn Sebagai Penguat Karakter Bangsa', *Jurnal Pendidikan Dan Pembelajaran (JPP)* 19, no. 2 (6 February 2013): 157-71.

<sup>2</sup> Endun Abdul Haq et al., 'Management of Character Education Based on Local Wisdom', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (24 March 2022): 73-91, <https://doi.org/10.31538/ndh.v7i1.1998>; Mala Komalasari and Abu Bakar Yakubu, 'Implementation of Student Character Formation Through Islamic Religious Education', *At-Tadzkir: Islamic Education Journal* 2, no. 1 (25 March 2023): 52-64; Sarah Johnsen et al., 'A Metastudy of Counselor Education and Supervision: An Analysis of Publication Characteristics From 2000 to 2019', *Counselor Education and Supervision* 60, no. 1 (2021): 22-34, <https://doi.org/10.1002/ceas.12194>.

<sup>3</sup> Bilal Ahmad et al., 'The Interplay of Personal Values, Relational Mobile Usage and Organizational Citizenship Behavior', *Interactive Technology and Smart Education* 19, no. 2 (1 January 2021): 260-80, <https://doi.org/10.1108/ITSE-01-2021-0016>.

<sup>4</sup> Eva Krick, 'Citizen Experts in Participatory Governance: Democratic and Epistemic Assets of Service User Involvement, Local Knowledge and Citizen Science', *Current Sociology* 70, no. 7 (1 November 2022): 994-1012, <https://doi.org/10.1177/00113921211059225>.

<sup>5</sup> Sutrisno Asyafiq, 'Implementasi pendidikan antikorupsi pada mata pelajaran PPKn berbasis project citizen di sekolah menengah atas', *Jurnal Civics: Media Kajian Kewarganegaraan* 14, no. 2 (31 October 2017): 166-75, <https://doi.org/10.21831/civics.v14i2.15664>.

education with a religious approach and PKn subjects, it is very possible to provide anti-corruption knowledge and education. With anti-corruption knowledge from an early age, it is expected to be able to produce prospective national leaders who have an anti-corruption spirit in Indonesia. Therefore, strategic and systematic efforts are needed in teaching anti-corruption education materials to students so that students with character based on anti-corruption values are truly formed.<sup>6</sup>

Thus the basic values in the formation of laws and regulations, especially anti-corruption education, must practice Pancasila as a philosophical foundation in the state and of course as a view of life, awareness, and shared legal ideals, of course, constitutional standardization will be achieved which is based on the basic state values of Pancasila as a pure system education.<sup>78</sup> In essence, citizenship education is an important thing in life because it cannot be separated from the process of human life. The citizenship education subject approach is the knowledge that can shape the character and morals of students better. Citizenship education is an education that provides moral values.<sup>9</sup> Citizenship Education seeks to foster the moral development of students in accordance with Pancasila values, in order to achieve optimal development and to realize it in everyday life.<sup>10</sup>

So in this case, education must really be able to instill and strengthen the characteristics of citizens based on the character of a country. To form and develop the citizens' characteristics in the PKn learning process, of course, this requires a good innovation. Basically, PKn learning innovations can be carried out by applying the PKn learning approach from a content-based curriculum to a process-based curriculum. This approach is intended in order that through PKn citizens can be formed to be independent in understanding and finding solutions to the problems they are facing and are able to make the best decisions for themselves, the environment as well as social aspects in the global sphere. In addition, Wahab & Sapriya cited in Wahab state that the capability has been summarized in the three learning objectives of PKn which are also known as the orientation of PKn learning objectives for the formation of democratic citizens, namely to form good and smart, participative, and responsible citizens.<sup>11</sup>

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<sup>6</sup> Rifngatus Saadah and Hasyim Asy'ari, 'Manajemen Sekolah Berbasis Pesantren Dalam Membentuk Karakter Peserta Didik', *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan* 1, no. 1 (30 September 2022): 1-11.

<sup>7</sup> Khoirul Anwar, 'Pancasila Village, Multicultural Education and Moderation of Diversity in Indonesia', *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (13 June 2021): 221-34, <https://doi.org/10.31538/nzh.v4i2.1238>; Purwaningsih Purwaningsih, Imam Mawardi, and Nurodin Usman, 'Manajemen Strategik Gerakan Sekolah Menyenangkan Dalam Mewujudkan Profil Pelajar Pancasila', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (30 January 2023): 12-27, <https://doi.org/10.31538/munaddhomah.v4i1.315>.

<sup>8</sup> Sutrisno Sutrisno, 'Peran Ideologi Pancasila Dalam Perkembangan Konstitusi Dan Sistem Hukum Dindonesia', *JPK (Jurnal Pancasila Dan Kewarganegaraan)* 1, no. 1 (27 July 2016): 41-49, <https://doi.org/10.24269/v1.n1.2016.41-49>.

<sup>9</sup> Purnomo Cahyo Aji, 'Peran PKn Dalam Membentuk Karakter Kewarganegaraan Melalui Pendekatan Berbasis Nilai Di Perguruan Tinggi', *Prodi PPKn FKIP UNS, Surakarta*, 2018.

<sup>10</sup> M. Daryono, *Pengantar Pendidikan Pancasila Dan Kewarganegaraan* (Jakarta: Rineka Cipta, 1998).

<sup>11</sup> Abdul Azis Wahab and Dan Sapriya, *Teori Dan Landasan Pendidikan Kewarganegaraan* (Bandung: Alfabeta, 2011).

This is a reference for one of the objectives of how PKn subjects becomes a barometer in implementing anti-corruption values to students as one of the values education that needs to be developed.<sup>12</sup> As a form of practicing anti-corruption education in PKn subjects, it is one of values education. In human life, values are used as a basis, reason, or motivation in behaving and behaving whether we realize it or not.<sup>13</sup> In the philosophy of value classification, this can be categorized into several values, namely; logical values, aesthetic values and ethical (*moral*) values, with a philosophical approach it is explained that Pancasila is a systematic, a system of values<sup>14</sup>. So it must be implemented optimally in every learning process instilling and strengthening values in social aspects, knowledge and skills must be a top priority in the hope that the learning objectives given can really be achieved well. Thus, some statements related to five approaches in instilling values in learning in schools namely, value inculcation, Cognitive moral development, value analysis, Values clarification, and action learning approaches<sup>15</sup>. This approach is intended to develop students' abilities to carry out social activities and encourage students to see themselves as beings who constantly interact with society.

As with the approach to scientific learning in the 2013 Curriculum, it is certainly an effective effort in developing aspects of students' knowledge and skills. Scientific learning is learning that adopts the steps of scientists in building knowledge through strengthening scientific methods.<sup>16</sup> Scientific learning does not only gain the ability in aspects of knowledge, skills and attitudes but focuses on how knowledge, skills and attitudes are obtained spontaneously by students in various learning processes. One scientific learning model that can be applied in PKn learning with an emphasis on Anti-Corruption Education material is a project citizen learning model. Project citizen learning is a learning that was developed in California in 1992 and then developed into a national program by the Center for Civic Education (CCE) and a national conference of law-making institution in 1995. The project citizen learning model is a problem-based learning model to develop citizenship knowledge, skills and traits that encourage a level of citizen participation in the government system. The teacher's role in this learning model is as an instructor and facilitator who provides students with new sources of

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<sup>12</sup> Hapsi Alawi and Muhammad Anas Maarif, 'Implementasi Nilai Islam Moderat Melalui Pendidikan Berbasis Multikultural', *Journal of Research and Thought on Islamic Education* 4, no. 2 (15 December 2021): 214–30, <https://doi.org/10.24260/jrtie.v4i2.2037>; Imam Syafe'i, 'Model Kurikulum Pesantren Salafiyah Dalam Perspektif Multikultural', *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8, no. 2 (28 November 2017): 127–43, <https://doi.org/10.24042/atjpi.v8i2.2121>; Siti Saodah Susanti, 'Model Pendidikan Agama Islam Berwawasan Multikultural Di Madrasah', *As-Salam: Jurnal Ilmiah Ilmu-Ilmu Keislaman* 1, no. 1 (8 December 2018): 75–100.

<sup>13</sup> Rohmat Mulyana, *Mengartikulasikan Pendidikan Nilai* (Bandung: Alfabeta, 2004).

<sup>14</sup> Winamo dan Wijianto . (2010). *Ilmu Kewarganegaraan dalam Konteks Pendidikan Kewarganegaraan*. Surakarta: Laboratorium PPKn UNS & UNS Press

<sup>15</sup> Sjakawi. (2008). *Pembentukan Kepribadian Anak Peran Moral, Intelektual, Emosional, dan Sosial Sebagai Wujud Integritas Membangun Jati Diri*. Jakarta: PT Bumi Aksara

<sup>16</sup> Alwen Bentri, Abna Hidayati, and Ulfia Rahmi, 'The Problem Analysis in Applying Instrument of Authentic Assessment in 2013 Curriculum', *International Journal of Science and Research (IJSR)*, 2016, 1008–12; Hasan Baharun et al., 'Building Public Trust in Islamic School through Adaptive Curriculum', *Jurnal Pendidikan Islam* 8, no. 1 (30 June 2022): 1–14, <https://doi.org/10.15575/jpi.v8i1.17163>.

information, helps make direct contacts and equips students actively and critically. This project citizen learning model focuses on the involvement of students in the learning process as a whole, both in terms of attitudes, knowledge and skills. This model approach in its application to PKn material is expected to be able to provide answers related to the problems faced by students in mastering knowledge and inculcating students' moral values well.

In the previous research related to this study, there are some related researchers who has conducted some researches such as; this has been conducted by Sutrisno which has focused on the study relating to the relevancy of anti-corruption education by moral message in learning PKn subjects, Andriana Habibi which has focused on the doctrinal process for students under the conscious mind where it tries to provide a stimulus to the minds of students so that they indirectly reject corrupt attitudes and can be applied in everyday life, and other researchers which has focused on education policy in tertiary institutions related to how to foster an anti-corruption attitude towards the academic community.

Considering the discussion above, the novelty of this research is to find out the values of anti-corruption education in PKn subjects through project citizen-based learning & to find out how the implementation of project citizen-based learning in PKn subjects as the application of anti-corruption education to students at Madrasa Aliah Sunan Rahmat in Garut.

## RESEARCH METHOD

This research uses a qualitative research method approach with a case study approach. In qualitative study, researchers investigate problem that capture the meaning of the problem. This study identify to in depth investigation of a bound framework such as; a process, activity, occasion which depend on the classification level of information.<sup>17</sup> It is more focused on phenomena such as a specific event, condition, context, program or activity as the multiple date.<sup>18</sup> The types of research methods are classified based on objectives and the level of naturalness of the object being studied. The object of this study is related to the implementation of anti-corruption education at the MA Sunan Rahmat School, Limbangan District in Garut Regency. The sources of data from this research include two things, which consist of primary and secondary data. In depth definition, this is discussed in the following description: Primary data, this focuses on the informant and the MAS of Sunan Rahmat in Garut as the location of research object regarding to the implementation of project citizen learning in anti-corruption education through a PKn subject. While the secondary data has been taken from any sources such as books, journals and documents obtained from parties related to the implementation of anti-corruption education in the PKn subject through project citizen learning.

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<sup>17</sup> John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE Publications, 2018).

<sup>18</sup> John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (SAGE Publications, 2012).

The technique of collecting data used in this study is the technique of observation, interviews and documentation. The validity of the data used in this research is triangulation of data sources and triangulation of techniques or methods of data collection. Triangulation of data sources, namely in the form of information from teacher officers, students, parents of students and related stake holders. Triangulation techniques or data collection methods were taken from direct observation, interviews, and documentation.

## RESULT AND DISCUSSION

### Result

The function of Citizenship Education is as a vehicle for forming citizens who are intelligent, skilled, characterized and loyal to the nation and state of Indonesia with habits of thinking and acting in accordance with Pancasila and the 1945 Constitution.<sup>19</sup> This encourage students to implement the citizenship education values in learning PKn process and social life as large scale. This also creates students to be good moral whether on their individual or social dimension. In moral dimension of the citizenship education, students are expected to have commendable morals and be able to distance themselves from bad morals including from education life.<sup>20</sup> In the process of learning PKn subjects, it needs to be implemented in a systematic and structured continuity. A systematic and measurable learning model can have a major influence on increasing scientific competence in students. The process of transforming scientific values on students can certainly encourage a barometer of the achievement of learning objectives to be achieved.<sup>21</sup> Implementation of anti-corruption education in PKn subjects using the project citizen learning model can be implemented in several stages.

In applying Anti-Corruption education materials to PKn subjects, it needs to be done with several processes. The process of implementing anti-corruption education material which includes several elements of the learning implementation process, of course this can be carried out by several stages of learning implementation, namely by developing the Learning Curriculum for PKn Subject matter.<sup>22</sup>

The content of the material that is improved and developed in the PKn learning process consists of the national legal and judicial system that is taught in eight Class of PKn subject. In strengthening this subjects, this regarding to the meaning of corruption

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<sup>19</sup> Budimansyah dan Karim. (2008). *PKn dan Masyarakat Multikultural*. Bandung: UPI

<sup>20</sup> Azhariah Rachman et al., 'Building Religious Character of Students in Madrasah Through Moral Learning', *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (4 February 2023): 78-94, <https://doi.org/10.31538/tijie.v4i1.261>.

<sup>21</sup> Luis Alberto Furlan and Thelma Cristofolini, 'Interventions to Reduce Academic Procrastination: A Review of Their Theoretical Bases and Characteristics', in *Handbook of Stress and Academic Anxiety: Psychological Processes and Interventions with Students and Teachers*, ed. Luiz Ricardo Vieira Gonzaga, Leticia Lovato Dellazzana-Zanon, and Andressa Melina Becker da Silva (Cham: Springer International Publishing, 2022), 127-47, [https://doi.org/10.1007/978-3-031-12737-3\\_9](https://doi.org/10.1007/978-3-031-12737-3_9); St Rohmatul Laili, Triyo Supriyatno, and Abd Gafur, 'Development of Islamic Religious Education Teacher Competency and Character Through Blended Learning', *Nazhruna: Jurnal Pendidikan Islam* 5, no. 2 (30 June 2022): 864-75, <https://doi.org/10.31538/nzh.v5i2.2359>.

<sup>22</sup> Thomas Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (Random House Publishing Group, 2009).

can be inserted with the aim that students are able to understand the meaning of the word and definition of corruption as a whole.<sup>23</sup> Correctly, students are able to explain the history of corruption and combating corruption in Indonesia correctly and students are able to explain forms of corruption, of course they can implement an anti-corruption attitude in their daily environment in society.<sup>24</sup> Likewise, planting and strengthening sustainable material needs to be conveyed to students related to subjects related to efforts and roles and eradicating corruption with learning objectives so that students are able to explain various efforts to eradicate corruption, students are able to explain participation in efforts to eradicate corruption. Corruption into the daily lives of students is able to understand anti-corruption values and of course be able to provide an understanding of others and apply anti-corruption ideas and attitudes in the world of education and their lives in society properly and correctly. This positive value of the anti-corruption education encourages students' good characters to think and act in social life well. In depth description, the characteristics of values can be described as follows, 1) values are related to the subject, if there is no subject to evaluate then there is no value, 2) values play a role in practical contextual domains, where the subject directs to do something, 3) values has properties that are "added" by the subject to the properties possessed by the object.<sup>25</sup> This values characters create students to think and act in learning activities well.

In the learning activities of the Project Citizen model carried out by both teachers and students of MA Sunan Rahmat at Limbangan district, in Garut, they can always provide new innovations in positive interactions which will later result in the achievement of learning objectives. The Project Citizen Learning Model is a problem-based instructional instrument to develop the knowledge, skills, and character of democratic citizenship which enables and encourages participation in government and civil society.<sup>26</sup> Therefore, it requires an effective effort in the learning process. Learning is carried out properly, effectively and efficiently, namely a) in strengthening to the students, the learning process is not only centered on the teacher as the subject of teaching learning process which assumes that the teacher is the only source of learning, learning tools and resources must be adequate, both laboratories, libraries, parks study, and so on; b) Basic skills, namely the ability to master teaching materials and the ability to master appropriate and effective teaching methodologies; c) the class must be improved to appear attractive and fun for students; d) examine and apply the

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<sup>23</sup> Ira Rahmawati and I. Made Suwanda, 'Upaya Pembentukan Perilaku Peduli Lingkungan Siswa Melalui Sekolah Adiwiyata Di SMP Negeri 28 Surabaya', *Jurnal Kajian Moral Dan Kewarganegaraan* 1 (2015): 71-78; Gina Lestari, 'Bhinneka Tunggal Ika: Khasanah Multikultural Indonesia Di Tengah Kehidupan Sara', *Jurnal Ilmiah Pendidikan Pancasila Dan Kewarganegaraan* 28, no. 1 (27 June 2016), <https://doi.org/10.17977/jppkn.v28i1.5437>.

<sup>24</sup> Siti Raba'ah Hamzah et al., 'Impact of Islamic Values on the Leadership Style of Muslim Women Academics in Malaysia', *Advances in Developing Human Resources* 18, no. 2 (1 May 2016): 187-203, <https://doi.org/10.1177/1523422316641402>.

<sup>25</sup> Bertens, K. (2005). *Etika*. Jakarta: Gramedia Pustaka Utama

<sup>26</sup> Pitria Sopianingsih, 'Implementasi Model Project Citizen Pada Pembelajaran Pkn Sebagai Penguatan Karakter Siswa', *JURNAL CIVICUS* 16, no. 2 (10 December 2016): 80-90, <https://doi.org/10.17509/civicus.v16i2.5132>.

methodology developed in line with the interests and abilities of students, and e) the ability to look and motivate students.

Meanwhile, PKn subject teachers at MA of Sunan Rahmat, at Limbangan district in Garut Regency has already implemented the implementation of planning in practice by first providing guidance to the students, then he divides the students into several groups. Then students were instructed to formulate a title and the title was guided to him for 2 weeks, after which students collected data and began to develop it in the form of objects such as portfolios or others. In relation to the effectiveness of lesson planning, this is not only carried out by the teacher or the school, but by students as students of a lesson.<sup>27</sup> As actors, students form a group that will become a technical implementation team by planning a creativity that will be produced later. Based on interviews with PKn teachers at MA of Sunan Rahmat that one of the forms of preparation carried out by X class of Sunan Rahmat's students was to first divide into several groups. Before implementing the Project Citizen learning model, students were given guidance in advance by their teacher, so that they as the group leader was able to coordinate his friends to follow the teacher's guide and develop as a group with a group creativity style.

The project citizen-based learning provides benefits to teachers, schools and students of MA Sunan Rahmat at Limbangan district in Garut, such as; 1) Careful planning can make it easy for teachers to carry out learning of a learning material and clarity about what learning steps must be carried out in learning. 2) The teacher can predict the difficulties that will arise and make a comprehensive form of handling them. 3) Learning plan which is supported morally and materially by the school will provide many benefits in the course of a learning process with the availability of adequate facilities. 4) The preparation for learning that is carried out by the students give a positive response to the learning process so as to produce a high learning enthusiasm. 5) Learning plan which is carried out by students in a mature way facilitate students in the process of implementing learning and produce quality and proud learning products.

On the other side, Learning is carried out properly, effectively and efficiently, namely; a) learning processes that do not only use the teacher as the only source of learning, tools, and learning resources must be adequate, both laboratories, libraries, learning parks, and so on; b) basic skills, namely the ability to master subject matter and the ability to master appropriate and effective teaching methodologies; c) the class must be attractive and fun for students; d) examine and apply the methodology developed in line with the interests and abilities of students, and e) the ability to look and motivate students<sup>28</sup>.

Based on the results of the study conducted by researchers, this shows that teachers and students have been able to carry out learning plan of the Project Citizen model, So the implementation of Project Citizen learning in learning PKn is able to create

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<sup>27</sup> Simon Duffy, 'The Value of Citizenship', *Research and Practice in Intellectual and Developmental Disabilities* 4, no. 1 (2 January 2017): 26–34, <https://doi.org/10.1080/23297018.2017.1292147>.

<sup>28</sup> Djahiri. A, K Budiansyah dan Syaifullah. (2006). *Esensi Pendidikan Nilai Moral dan PKn dalam era Globalisasi*. Bandung: Lab PKn UPI, P. 168



an active and creative learning process in providing reinforcement and good results in the learning process.

## Discussion

### Students values - Based Anti-Corruption Education in PKN Subjects

According to Kaelan, cited in Purnomo, citizenship education is an education that provides moral values.<sup>29</sup> The formation of moral values is an important part in shaping the character of students to be able to embody anti-corruption mindsets, attitudes and behavior in everyday life.<sup>30</sup> Values education has the same essence and meaning as moral education, moral education, character education or character education. The purpose of value education is to shape students' personalities so that they become good human beings, good citizens, and good citizens.<sup>31</sup>

In general, these social values are heavily influenced by the culture of society and the nation. There are some characters of citizenship into private and public characters, namely; by making society independent, fulfilling personal economic and political responsibilities, respecting the dignity of each individual, being involved in civic affairs in an active and wise manner and developing constitutional functioning in a healthy manner.<sup>32</sup> The values can be categorized in some descriptions; namely logical values, aesthetic values and ethical (*moral*) values, with a philosophical approach it is explained that Pancasila is a systematic, a system of values.<sup>33</sup> Citizens Education is value education that synergizes the educational approach used within the framework of the value education process for children. Value-based anti-corruption education is a strategy for how values are instilled in students.<sup>34</sup>

In connection with the value approaches, many experts have developed various approaches in embedding anti-corruption education with value education. In these values approaches, the researchers integrate this research with Sjarkawi's theory regarding to students' instilling values of anti-corruption education in learning schools.<sup>35</sup>

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<sup>29</sup> Aji, 'Peran PKN Dalam Membentuk Karakter Kewarganegaraan Melalui Pendekatan Berbasis Nilai Di Perguruan Tinggi'.

<sup>30</sup> Jagna Nieuważny et al., 'Does Change in Ethical Education Influence Core Moral Values? Towards History- and Culture-Aware Morality Model with Application in Automatic Moral Reasoning', *Cognitive Systems Research* 66 (1 March 2021): 89-99, <https://doi.org/10.1016/j.cogsys.2020.10.011>.

<sup>31</sup> Azizah Hanum Ok, Mohammad Al-Farabi, and Feri Firmansyah, 'Internalization of Multicultural Islamic Education Values In High School Students', *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 3 (2022): 221-28, <https://doi.org/10.31538/munaddhomah.v3i3.265>; Abdullah Sahin, 'Critical Issues in Islamic Education Studies: Rethinking Islamic and Western Liberal Secular Values of Education', *Religions* 9, no. 11 (November 2018): 335, <https://doi.org/10.3390/rel9110335>.

<sup>32</sup> Budimansyah dan Karim. (2008). *PKN dan Masyarakat Multikultural*. Bandung: UPI

<sup>33</sup> Winamo dan Wijianto . (2010). *Ilmu Kewarganegaraan dalam Konteks Pendidikan Kewarganegaraan*. Surakarta: Laboratorium PPKn UNS & UNS Press

<sup>34</sup> Leonardo Alfonso, Mohammad Gharesifard, and Uta Wehn, 'Analysing the Value of Environmental Citizen-Generated Data: Complementarity and Cost per Observation', *Journal of Environmental Management* 303 (1 February 2022): 114157, <https://doi.org/10.1016/j.jenvman.2021.114157>.

<sup>35</sup> Sjarkawi. (2008). *Pembentukan Kepribadian Anak Peran Moral, Intelektual, Emosional, dan Sosial Sebagai Wujud Integritas Membangun Jati Diri*. Jakarta: PT Bumi Aksara

**Value inculcation approach:** In relation to the students' values formation of MA Sunan Rahmat, this approach encourages students to recognize and accept values as their own and to be responsible for the decisions they make through several processes, recognize choices, and determine their stance on applying values according to their own beliefs. In this approach, the methods used by the teacher in MA Sunan Rahmat include exemplary, positive, and negative reinforcement, simulation, and role-playing.

**Cognitive moral development approach:** This approach focuses and encourages students of MA Sunan Rahmat to achieve a high level of moral judgment as a result of learning. The teacher has control as a facilitator in applying the process of moral thinking through discussing moral dilemmas so that children are challenged to make decisions and actions related to strengthening their morality. They are expected to reach a higher level of moral choice as a result of their moral thinking. The level of moral choice is structured from low to high, starting with the fear of punishment, serving one's own will, following the expected role, obeying or respecting rules, doing good for others, acting in accordance with ethical principles, and in accordance with values. universal human values. The way that can be used in applying this approach is to carry out a joint discussion approach in a group with moral dilemmas, both factual and abstract.

**Values analysis approach:** This approach emphasizes that students of MA Sunan Rahmat use logical and scientific thinking skills in analyzing social problems related to certain values. In addition, students in using rational thinking processes and analysis connect and formulate concepts about their own values. The purpose of this approach is to help students make more complex moral judgments based on higher values and encourage students to discuss the reasons when choosing values and their position on moral issues<sup>36</sup>

**Values clarification approach:** This approach emphasizes students try to examine their own feelings and actions in increasing their awareness related to their own values. It focuses on students to be able to improve students skills in the process of assessing.

**Action learning approach:** This approach emphasizes students of MA Sunan Rahmat tried doing moral actions both individually and together in groups in the realm of social communication. This approach was initiated by Newmann by giving in-depth attention to students' efforts to make social changes. It aims to provide teaching to students so that they have the ability to influence public policy as citizens in a democratic society<sup>37</sup>.

Based on the implementation of these approaches to Students values formation in MA Sunan Rahmat, these aim to develop students' abilities and competences such as the value analysis and clarification approach. In addition, these approaches are intended

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<sup>36</sup> Aji, P. C. (2014). Peran PKn dalm Membentuk Karakter Kewarganegaraan Melalui Pendekatan Berbasis Nilai di Perguruan Tinggi

<sup>37</sup> Maksudin. (2013). *Pendidikan Karakter Nondikotomik*. Yogyakarta: Pustaka Pelajar, P. 95-96.

to develop students' competencies to carry out social activities and encourage students of MA Sunan Rahmat to see themselves as beings who constantly interact with society. Methods of student values formation that has been used in this approach involve analysis, clarification, school activities, interpersonal relations, community living practices, and organization. Of course, these provide good moral attitudes and actions in avoiding bad behavior, including in the realm of disgraceful acts of corruption that must be avoided. Strengthening these values approaches is applied in learning of citizenship education materials in order to provide habituation to students of MA Sunan Rahmat be able to think, behave and act with good morals and of course be able to get used to preventing acts of corruption.

Theoretically, these approaches of students values formation specifically for MA Sunan Rahmat Students have a correlation to Max Scheler's theory as cited in Mulyana stated that values have a hierarchy that can be classified into four levels as following<sup>38</sup>; (1) The value of enjoyment. At this level, there is a series of values that are pleasant or otherwise, which then people feel happy or suffer. (2) The value of life. At this level there are values that are important for life, such as health, physical fitness, general welfare, and so on. (3) Psychological values. At this level there is a psychological value that does not depend on physical conditions or the environment. For example; beauty, truth, pure knowledge which is achieved through philosophy. (4) Spiritual values. At this level there are values that are both sacred and impure. These values are born from divine values as the highest values.

The main goal in education is to produce a human personality that is intellectually, emotionally and spiritually mature so that the essential components of human personality are values and virtues.<sup>39</sup> These virtues form the basis for strengthening human life in behaving as individuals and as social beings who always communicate with the community. Values education is all aspects that are present in teaching or guiding students to realize the values of truth, goodness, and beauty through a process of considering the right values and habituating consistent behavior.<sup>40</sup>

### **The Implementation of Project Citizen Based-Learning of Anti-Corruption Education in PKn Subjects**

The Implementation of the Project Citizen based-learning of anti-corruption education in PKn subjects requires helping and directing students to determine a case/issue on their own, examine problems, formulate material related to the problem, seek information from various sources, be accountable for the results of collecting

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<sup>38</sup> Mulyana, R. (2004). *Mengartikulasikan Pendidikan Nilai*. Bandung: Alfabeta, p. 39

<sup>39</sup> Eve Eisenschmidt et al., 'Virtues That Create Purpose for Ethical Leadership: Exemplary Principals from Estonia and Finland', *Journal of Beliefs & Values* 40, no. 4 (2 October 2019): 433-46, <https://doi.org/10.1080/13617672.2019.1618152>.

<sup>40</sup> Nur Hidayat, 'The Implementation of Character Education Model at Islamic Boarding School of Pabelan, Magelang, Central Java', *Jurnal Pendidikan Islam* 5, no. 2 (16 December 2016): 431-55, <https://doi.org/10.14421/jpi.2016.52.431-455>; Thomas Madsen, 'The Conception of Laziness and the Characterisation of Others as Lazy', *Human Arenas* 1, no. 3 (1 September 2018): 288-304, <https://doi.org/10.1007/s42087-018-0018-6>.

material and analysis in the form of a portfolio and presenting results with group presentation creativity. From these activities, students can be able to provide experience and provision in community life in every aspect of the problem.

In addition, the Implementation of the Project Citizen based-learning create a fun and meaningful atmosphere (joyful and meaningful learning). This is what encourages high enthusiasm and enthusiasm for learning. Because basically the using of Project Citizen model presents a real problem in everyday life, so this can encourage students to get and understand learning material more easily.

Based on the Center for Citizenship Education (CCE) document, Budimansyah in Sopianingsih identified the steps in implementing the project citizen based-learning model that was developed in a scenario and learning signs including the following<sup>41</sup>:

**Analyze public policy problems that exist in society:** At this stage, the researchers found that the PKn teacher involves students of MA Sunan Rahmat facilitates them to be able to identify various problems that exist in the community through observations, interviews, and documentation studies conducted in groups as the learning process.

**Choose the problem as the focus of class study:** At this stage, the researchers found that the PKn teacher set the class as a learning process for students' good social character formation to analyze various existing problems and then choose the most feasible problem to solve.

**Gather information related to problems that are subject to study in class;** The researchers found of this stage that the PKn teacher facilitates the classroom learning process on students of MA Sunan Rahmat through gather information needed in order to solve related problems from various sources of information that are relevant and available, such as libraries, mass media, professionals and experts, government officials, non-governmental organizations, and community leaders and members.

**Develop a class portfolio;** At this stage, the researchers found the PKn teacher who develops a portfolio in the form of a collection on students' group work results in the context of solving the problem and presenting it as a whole in the form of an exhibition panel that can be viewed together, which describes the interrelationships of problems, policy alternatives, support for alternative policies, and action plans to carry out the policy.

**Presenting a class portfolio in a hearing simulation;** At this stage, the researchers found that the PKn teacher set the classroom learning on students character formation to each entire portfolio that has been developed then presented and demonstrated to the school community and the Society.

**Reflect the Learning experiences;** At this stage, the researchers found that the PKn teacher gives the reflection on this learning experiences as a correction of what has been learned and explored the values obtained from the learning process that has

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<sup>41</sup> Sopianingsih, P. (2016, December). Implementasi Model Project Citizen pada Pembelajaran PKn Sebagai Penguatan Karakter Siswa. *CIVICUS*, 20, 80

been given before. This makes it easy for MA Sunan Rahmat students to understand the values that are developed from every lesson they do in class.

Referring to the discussion above, the Project Citizen model in learning PKn subject is a treatment that aims to change the citizenship education learning paradigm so that it is no longer boring so as to provide active and meaningful learning in the formation and development of students' character regarding to the application of anti-corruption education.

## CONCLUSION

The result of this research which includes the implementation of anti-corruption education of the PKn subjects in project citizen-based learning at MA Sunan Rahmat is identified in some description as follows; The implementation of project citizen-based anti-corruption education in PKn subjects becomes a scientific basis creating a generation that has a high critical anti-corruption attitude in responding to various corruption cases. This implementation was carried out by some approaches namely; Analyzing public policy problems that exist in society, choosing the problem as the focus of class study, gathering information related to problems that are subject to study in class, develop a class portfolio, present a class portfolio in a hearing simulation, Reflect the Learning experiences. The application of the learning process using the project citizen based-learning model on MA Sunan Rahmat students is directed to examine various problems regarding corruption behaviors. From each problem is taken the most important to be resolved immediately. After finding the main problem, a large group consisting of four components was formed, such as the first group tasked with explaining the problems to be discussed, second group tasked with evaluating alternative policies, third group tasked with developing solutions as class policies, and fourth group tasked with developing an action plan. Through this process, the solution of the problems which is discussed emerge and become a reference to be resolved in the form of a project citizen presentation panel. The basic values of anti-corruption education were understood directly by students when it cried out through the learning process with the project citizen model. As for the values achieved by students, namely the value of honesty where students are fully aware of being able to apply honest behavior and attitudes in daily life, caring, independence, discipline, responsibility, hard work, simplicity, courage and justice. These values are expected to foster and develop good character and students' attitudes, both in educational life and in social life in society.

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