

The Urgency of Developing Instructional Materials for Civic Education Learning in Higher Education

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Abstract

Civic Education in higher education is a strategic factor in influencing civic awareness, national commitment, tolerance and character of the students. The actuality of Civic Education is, however, in a way often perceived as a normative and less relevant course because the teaching materials available are not yet rich enough contextually, participatory and connected with the social realities of the students. This paper seeks to explore how important it will be to come up with teaching materials on Civic Education that will be accompanied by the values of religious moderation especially national devotion and tolerance. This research utilized a qualitative research design using case study as its design. Data were gathered via interviews, observation, documentation and field notes and analyzed using the Miles and Huberman model which involves data reduction, displaying data and drawing conclusions. The results indicate that the current Civic Education instructional resources already include the necessary civic issues, including the national identity, democracy, rights and duties of the citizens, the life of a constitutional system, and the multicultural society. Though, these materials remain mostly normative and descriptive, are not adequately tied to learning experiences of students, and have not systematically incorporated values of religious moderation into learning objectives, activities, and assessment. The study concludes that teaching materials in Civic Education should be re-oriented to contextual, participatory and value integrated learning. This kind of development will help reinforce the civic character of students, critical consciousness, devotion to the nation and even tolerance within the multicultural Indonesian society.

Introduction

The success of learning in higher education is largely determined by the readiness of educators in designing the learning process, particularly in preparing systematic and relevant teaching materials (Wang et al., 2026; Nkansah, 2026; Oktam et al., 2025). Learning materials are a fundamental component that serves as the main guide in achieving learning objectives. The presentation of appropriate, structured, and contextual material has been proven to improve student understanding and support the achievement of predetermined learning outcomes (Dianti et al., 2021; Hanip et al., 2024). In the context of higher education, the quality of teaching materials not only affects the mastery of concepts but also the formation of students' attitudes and character.

Civics Education (PKn) is a compulsory course in higher education as mandated by Law Number 20 of 2003 concerning the National Education System and reinforced by Law Number 12 of 2012 concerning Higher Education. This course plays a strategic role in shaping students as intelligent citizens with character and awareness of their rights and obligations. More than just a normative course, PKn carries an ideological and moral mission to maintain the unity

and integrity of Indonesia's diverse nation, while also building good citizenship among students. Therefore, PKn learning in higher education is not only required to convey civic knowledge but also to instill national values in a contextual and applicable manner (Fitri & Nelwati, 2024; Biringan et al., 2025; Zulfaida & Arifin, 2025).

In learning practice, the strategic role of PKn requires adequate learning resources, one of which is textbooks (Prakoso et al., 2024; Wijaya & Asriati, 2024; Tangahu et al., 2025). Textbooks occupy an important position as the main learning resource that helps students understand the concepts, values, and realities of citizenship systematically. Textbooks developed in accordance with the needs and characteristics of students will be able to create meaningful learning that is relevant to social dynamics. However, civic education learning resources in higher education are currently still dominated by formal regulations, scientific articles, and general textbooks, which are not fully contextualized with students' lives and actual national issues (Sulkipani et al., 2022; Karakatsani & Fragkoulidou, 2023; Levy et al., 2023). This condition has resulted in the suboptimal role of civic education in responding to emerging social challenges.

One of the national challenges that is growing stronger in the context of student life is the strengthening of non-moderate religious attitudes. Indonesia, as a pluralistic country, has a diversity of religions, ethnicities, races, and cultures that are both a source of wealth and a potential for conflict if not managed wisely (Wales, 2022). Various cases show that a low understanding of national values and religious tolerance can trigger social conflict, intolerance, and even radicalism that threatens national stability (Junaedi & Dimiyati, 2020; Subakir, 2020; Zulfikar & Permady, 2021). This phenomenon highlights the importance of higher education in building national awareness and moderate religious attitudes.

Non-moderate religious attitudes are characterized by the emergence of exclusive, intolerant, and radical behaviors that not only damage interfaith relations but also have a broad impact on the educational, social, economic, and political sectors. When tolerance weakens, educational institutions have the potential to become fertile ground for the spread of extremist ideology, especially among students who are in the process of searching for their identity and are relatively open to environmental influences and unfiltered digital information (Hilal, 2023; Latipah & Nawawi, 2023; Nurhakim et al., 2024). Students, as a group of young intellectuals, are vulnerable to the infiltration of non-moderate religious ideas due to academic pressure, freedom of thought, peer influence, and massive exposure to digital media (Anwar & Muhayati, 2021; Murdiana et al., 2021; Nurhakim et al., 2024).

In response to these challenges, the government has mainstreamed the concept of religious moderation as a strategy to strengthen national integration. Religious moderation is formally formulated by the Ministry of Religious Affairs with four main indicators, namely national commitment, tolerance, anti-violence, and accommodation of local cultures. Commitment to nationality emphasizes citizens' awareness of national identity and adherence to the values of Pancasila and the 1945 Constitution, while tolerance emphasizes mutual respect in diversity (Hidayah & Saputra, 2023; Rahman, 2020). The values of religious moderation are closely related to the substance of Civic Education, which includes studies on nationality, democracy, law, human rights, and multiculturalism. Through contextual and critical learning, PKn has the potential to become a strategic instrument in instilling the values of national commitment and tolerance in students (Badri, 2023; Basri et al., 2022; Marwan, 2023; Widiatmaka, 2021).

However, optimizing the role of Civic Education in strengthening religious moderation is highly dependent on the availability of relevant and contextual teaching materials. Civic Education teaching materials need to be designed not only to focus on mastering normative

concepts but also to be able to relate civic values to the reality of diversity and the dynamics of religious life in Indonesia. Unlike previous studies, which generally place religious moderation in the context of religious education or conceptual discussions, this study positions Civic Education as a strategic medium for strengthening religious moderation among students through the development of teaching materials that explicitly integrate indicators of national commitment and tolerance into Civic Education material. Thus, the development of CSE teaching materials integrated with religious moderation is an urgent need so that learning can make a real contribution in shaping students who are tolerant, committed to nationality, and able to live harmoniously in a multicultural society (Patih et al., 2023; Sutimin, 2023; Zuhri, 2021).

Methods

This paper used a qualitative approach with a case study design to explore the urgency of developing Civic Education teaching materials combined with the values of religious moderation in higher education. This design was chosen since the study aimed to gain in depth understanding of the current state of Civic Education learning, limitations of teaching materials used by lecturers, and the necessity to enhance the national commitment and tolerance by means of Civic Education material. The case study design enabled the researchers to examine the issue contextually by taking into consideration the experiences of lecturers, the learning process in the classroom, and the documents used in the teaching of Civic Education.

It was carried out in three institutions of higher learning in Bandung, i.e., Bandung Institute of Technology, Bandung State Polytechnic, and Universitas Pendidikan Indonesia. These institutions were chosen due to the fact that they are institutions of higher learning and the context of higher learning is where the teaching of Civic Education is taught as a mandatory course and where the development of teaching material is applicable to the needs of learning in higher education. The choice of these institutions also made the researchers see how the teaching material of Civic Education is applied in various academic settings, such as those in universities and polytechniques.

These study subjects were Civic Education lecturers that taught Civic Education courses at the chosen institutions. They were selected purposely due to their first hand experience in planning, delivering and evaluating Civic Education learning. The lecturers were regarded as qualified to offer information about responses of students to Civic Education, relevance of the current teaching materials, learning strategies applied in the classroom and the necessity to incorporate religious moderation values into Civic Education teaching aids. The participants were selected on the basis of their engagement in teaching Civic Education as well as their knowledge of learning needs of students in higher education.

The collection of data was done by interview, observation, documentation and field notes. Interviews with teachers of Civic Education were conducted to get information about the perception of Civic Education by students, the strengths and weaknesses of available teaching tools, the efforts made by the teachers to influence the students to attend the classes, and the applicability of the values of religious moderation to the learning of Civic Education. The interviews were done in a flexible and semi structured manner in such a way that the researchers were able to explore the experiences of the informants and yet still maintain the discussion in the focus of the study.

To observe how Civic Education learning was in place in the classroom, observation was conducted. The researchers observed the use of teaching materials, the interaction between the lecturer and the students, student involvement, learning strategies, and the level to which the

topics of Civic Education were related to the real social experiences of students. The observation made the researchers realize whether the teaching materials promoted contextual and participatory learning or the teaching materials continued to encourage a more normative and lecturer centered learning process.

The learning documents were studied using documentation, with regard to Civic Education. The documents were teaching materials, course syllabi, learning plans, presentation materials and other instructional documents that were used by lecturers. The documentation analysis was based on the content of the materials, the arrangement of the Civic Education topics, the contextual relevance of the materials and the presence of the values of religious moderation especially the national commitment and tolerance. The method was significant in determining whether the teaching materials have systemically incorporated the values of religious moderation or have simply presented the same implicitly.

Field notes have been written during research process to document important situations which have not been fully captured by means of interviews, observation and documentation. These notes contained the classroom atmosphere, the reaction of students, the lecture of the lecturer, the informal comment and the reflections of the researchers during the data collection process. The interpretation of the findings was strengthened with the help of field notes, and the themes identified in the study were supported with the help of context.

The data were discussed according to the Miles and Huberman model that is comprised of the following stages: data reduction, data displays, and drawing conclusions. At data reduction phase, the researchers identified, tabulated and narrowed down on the data that were germane to the research objective. Interview, observation, documentation and field notes data were pooled into themes regarding perceptions of Civic Education by the students, restrictions of teaching materials, learning strategies of lecturers and integration of values of religious moderation. The lower data were ordered as narrative descriptions and thematic summaries in the data display stage to simplify the patterns of findings to interpret. The researchers interpreted the relationship between the findings to formulate the urgency of developing Civic Education teaching materials that should be contextual, participatory, and integrated with the values of national commitment and tolerance in the conclusion drawing stage.

Results and Discussion

The findings of this study reveal that the development of Civic Education teaching materials in higher education is an urgent need because the existing materials have not fully supported contextual, participatory, and value oriented learning. The data were obtained through interviews, observation, documentation, and field notes at Bandung Institute of Technology, Bandung State Polytechnic, and Universitas Pendidikan Indonesia. The findings show that Civic Education already contains important civic values, yet the teaching materials still need to be strengthened so that those values can be delivered in a more meaningful way for students. Based on the analysis, the findings are organized into four interconnected themes, namely students' perception of Civic Education, the contextual limitations of existing teaching materials, lecturers' efforts to encourage active learning, and the need to integrate religious moderation values into Civic Education teaching materials.

Table 1. Summary of Research Findings on the Urgency of Developing Civic Education Teaching Materials

No	Focus of Finding	Data Source	Main Finding	Implication for Teaching Material Development
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1	Students' perception of Civic Education	Interviews and field notes	Students still tend to perceive Civic Education as a compulsory course that is not always directly connected to their academic context, learning needs, and future role as citizens.	Civic Education teaching materials need to connect civic concepts with students' social life, academic background, and responsibility as educated citizens.
2	Contextual limitations of existing teaching materials	Documentation analysis and interviews	Existing teaching materials already contain essential Civic Education topics, such as national identity, democracy, citizens' rights and obligations, the constitution, law, and multicultural life. However, these topics are still mostly presented in a normative and descriptive manner.	Teaching materials need to present Civic Education concepts through contextual examples, reflective questions, and learning activities that help students relate civic values to real social life.
3	Lecturers' efforts to encourage active learning	Observation, interviews, and field notes	Lecturers have used discussion, case studies, project based learning, and role playing to encourage student participation. However, these strategies are not yet fully supported by systematic and activity based teaching materials.	Teaching materials need to provide structured case examples, discussion guides, reflective tasks, and learning procedures that can support active and participatory learning.
4	Integration of religious moderation values	Interviews and documentation analysis	The values of national commitment and tolerance are considered relevant to Civic Education, but they have not been systematically integrated into the structure of the teaching materials, learning activities, and assessment.	Teaching materials need to integrate national commitment and tolerance into relevant Civic Education topics, such as national identity, democracy, human rights, constitutional life, and multicultural society.

Source. Processed by the researchers based on interviews, observation, documentation, and field notes, 2026.

Students' Perception of Civic Education in Higher Education

The first finding shows that Civic Education is still frequently perceived by students as a compulsory general course rather than as a course that has direct relevance to their academic development, social life, and future role as citizens. This perception emerged strongly in the interview data, especially from lecturers who explained that many students attend Civic Education classes because the course is required in the curriculum. Students do not always

recognize that Civic Education is closely related to their responsibility as educated citizens in a democratic and multicultural society.

One lecturer explained,

“Many students still see Civic Education only as a compulsory subject. They do not always understand that this course is closely related to their lives as citizens and future professionals”

This statement indicates that the perceived distance between Civic Education and students’ real lives becomes one of the key reasons why teaching materials need to be developed. If the materials remain too general, students may continue to understand Civic Education as a formal curricular requirement rather than as a meaningful course for strengthening civic awareness, national responsibility, and social sensitivity.

Field notes also support this finding. In several learning situations, students became more responsive when the lecturer connected Civic Education topics with issues that were closer to their daily experiences. Students showed greater attention when the discussion touched on diversity, tolerance, social responsibility, and the role of young citizens in maintaining national unity. This shows that students’ perception of Civic Education can improve when the material is presented in a more contextual and relatable way.

Contextual Limitations of Existing Civic Education Teaching Materials

The second finding concerns the limitations of the teaching materials currently used in Civic Education learning. Documentation analysis shows that the existing materials already contain important topics such as national identity, democracy, rights and obligations of citizens, the constitution, law, and multicultural life. These topics remain central to Civic Education and should not be removed from the course. The problem lies in the way the topics are organized and presented. The materials still tend to be normative and descriptive, while the connection between civic concepts and students’ social realities has not been developed sufficiently.

The interviews with lecturers confirm this limitation. Several lecturers acknowledged that the materials used in Civic Education learning are still largely based on general explanations of concepts and legal foundations. Although such materials are necessary, they are not always effective in encouraging students to reflect on how citizenship values are practiced in everyday life.

One lecturer stated,

“The materials are important, but they are still too normative. Students need examples that are closer to their social reality so that they can understand how Civic Education is practiced in daily life”

This statement suggests that the urgency of developing teaching materials does not arise because the current content is irrelevant. Rather, it arises because the content needs to be contextualized more carefully. Civic Education materials should not only explain citizenship, democracy, and national identity as concepts, but should also help students understand how these values operate in social interaction, campus life, and national life.

Documentation analysis also shows that religious moderation values have not been systematically embedded in the structure of the teaching materials. The values of national commitment and tolerance may appear implicitly in certain topics, yet they are not always translated into learning objectives, discussion activities, reflective questions, or assessment

tasks. As a result, students may understand these values at the conceptual level, but they are not consistently guided to connect them with civic behavior.

Lecturers' Efforts to Encourage Active and Participatory Learning

The third finding shows that lecturers have attempted to make Civic Education learning more active and participatory. Based on classroom observations, lecturers used several strategies such as group discussion, case studies, project based learning, and role playing. These strategies were intended to reduce the dominance of one way explanation and to encourage students to participate more actively in the learning process. In several observed sessions, students became more involved when the lecturer invited them to discuss concrete civic issues related to national values, diversity, tolerance, and social responsibility.

However, the observation also reveals that active learning strategies have not been fully supported by systematic teaching materials. In some sessions, the success of discussion depended heavily on the lecturer's ability to provide examples and guide classroom interaction. When the lecturer provided a clear case or guiding question, students were more willing to express opinions and respond to one another. In contrast, when the learning process relied mainly on conceptual explanation, student participation tended to decrease.

One lecturer explained,

“Students are usually more active when they are given cases to discuss. However, if the material only contains concepts, they tend to listen passively and wait for the lecturer's explanation.”

This interview excerpt indicates that the development of teaching materials is closely related to the quality of classroom interaction. Teaching materials should not only function as reading resources, but also as learning instruments that guide students to analyze problems, discuss different viewpoints, and reflect on civic values. Therefore, Civic Education teaching materials need to include structured case examples, discussion questions, reflective tasks, and learning activities that help students connect the material with their own social experience.

Field notes further show that student participation was not always evenly distributed. Some students were active in giving responses, while others remained silent during discussion. This condition suggests that teaching materials should provide more inclusive learning procedures, such as individual reflection before group discussion, clear division of group roles, and guiding questions that allow students with different levels of confidence to participate.

The Need to Integrate Religious Moderation Values into Civic Education Teaching Materials

The fourth finding is directly related to the central concern of this study, namely the need to integrate religious moderation values into Civic Education teaching materials. The interview data show that lecturers consider religious moderation highly relevant to Civic Education because both are concerned with national life, tolerance, social responsibility, and the ability to live harmoniously in a diverse society. Religious moderation is not viewed as a separate subject that must be added from outside Civic Education, but as a set of values that can strengthen the existing substance of Civic Education.

One lecturer stated,

“Religious moderation is relevant to Civic Education because students need to learn how to live with differences in a diverse society.”

Another lecturer explained,

“Tolerance and national commitment should not be taught as additional materials. They should be integrated into Civic Education topics so that students understand them as part of citizenship.”

These quotes show that religious moderation should be placed as a civic value, and not a religious one. Religious moderation can be incorporated in the context of Civic Education under such topics as national identity, democracy, human rights, constitutional life, and multicultural society. National commitment can be enhanced by using the issue of national identity. Respect towards other opinions can be developed with the help of the topic of democracy. Respect to diversity and equal treatment can be related to the topic of human rights. To make students realize the significance of tolerance and social harmony, the topic of multicultural society could be employed.

This need is supported by the documentation analysis. Space to talk about national values and diversity is already there in the existing teaching materials, but integration of religious values of moderation is not yet systematic. The national commitment and tolerance should be made clearer in the design of learning objectives, the organization of learning material, the learning activities and assessment. This is not to say that the Civic Education needs to be changed into the Religious Education. Instead, it implies that the role of Civic Education should be made stronger in the context of preparing students to be citizens who are capable of upholding national values and being able to respect social and religious diversity. The findings show that the development of Civic Education teaching materials is urgent because there is still a gap between the strategic function of Civic Education and the way the course is experienced by students. Civic Education is expected to shape students who are knowledgeable, responsible, tolerant, and nationally committed. However, this function cannot be achieved optimally if the teaching materials remain too normative, insufficiently contextual, and weakly connected to students' learning experiences.

The results of this study affirm that the development of teaching materials is not merely a matter of producing new learning resources. It is a pedagogical and substantive effort to make Civic Education more meaningful in higher education. By designing teaching materials that connect civic concepts with students' real experiences, support participatory learning, and integrate the values of national commitment and tolerance, Civic Education can contribute more effectively to shaping students who are critical, moderate, and able to live responsibly in Indonesia's multicultural society.

Based on these findings, the development of Civic Education teaching materials needs to be directed toward a reorientation of learning materials that are more contextual, participatory, and integrated with religious moderation values. This reorientation does not change the core substance of Civic Education, but strengthens the way civic concepts are connected to students' learning experiences and the values of national commitment and tolerance.

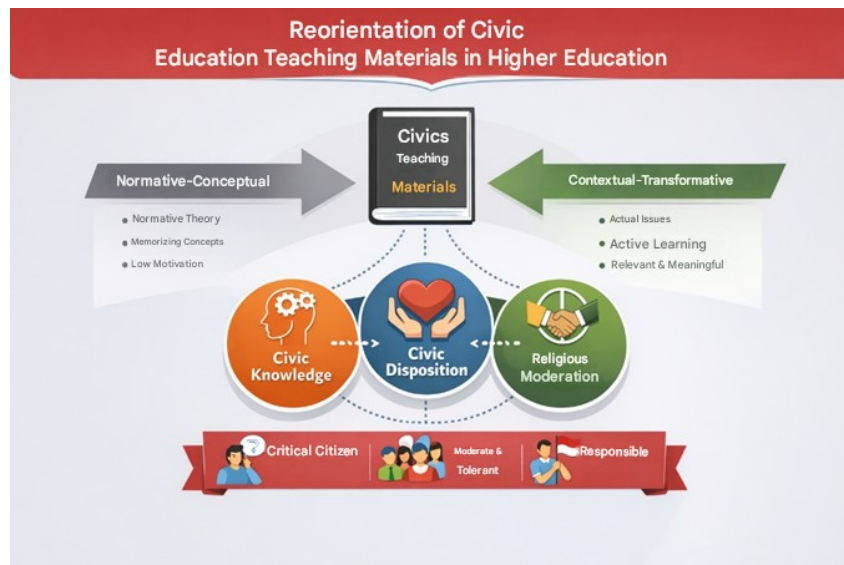


Figure 1. Reorientation of Civic Education Teaching Materials

Source: Data processed by the researcher, 2026

Figure 1 shows that the reorientation of Civic Education teaching materials should move from normative and descriptive materials toward contextual, participatory, and value integrated materials. The figure also emphasizes that national commitment and tolerance can be embedded into relevant Civic Education topics, including national identity, democracy, human rights, constitutional life, and multicultural society.

The results of this paper indicate that the urgency of developing the Civic Education teaching materials in higher education is directly connected with the gap between the ideal role of Civic Education and the experience of taking the course as a student. It is hoped that the results of Civic Education will be a nationally committed, tolerant, responsible and able to live in harmony with other people in a multicultural society. The results however show that this role has not been well supported by the available teaching resources which are in most cases more normative and descriptive and less connected to the academic and social realities of the students. Consequently, the design of Civic Education instructional materials must not be construed as simply the preparation of new learning resources, but as an endeavor to make Civic Education more contextual, participatory and relevant to the enhancement of the religious moderation values.

The observation that even now students in vocational higher education often find it challenging to see the relation between Civic Education and their professional needs is consistent with Putra (2024) who found that students attend vocational higher education often struggle to understand the connection between Civic Education and their professional needs. This indicates that it is not only motivation by students, but also relevancy of the materials used during learning. Another important point that Putri and Nelwati (2024) make is that the lack of students being aware of Civic Education is an indicator of a discrepancy between the ideal goals of the course and its actual performance in higher education. The gap in this study can be identified in the students propensity to view Civic Education as a formal curricular requirement in lieu of as a place where civic awareness can be developed. Thus, the materials of Civic Education should be able to help to relate the civic ideas with the academic disciplines of students, their social life, and future as educated citizen.

The contextual weakness of the available teaching resources also substantiate the significance of creating more applicable Civic Education materials. According to Sulkipani et al. (2022),

teaching resources of Civic Education in higher education should be constructed in a contextual manner to enable the students to be able to relate civic concepts to actual social conditions. This is evidenced by Dianti et al. (2021), who demonstrate that contextual teaching materials can enhance student understanding and help to achieve learning outcomes. Hanip et al. (2024) also focus on the idea that the teaching materials should be matched with the needs of students and the requirements of the learning process in the higher education. These works reinforce the conclusion that the content of Civic Education does not require any alteration, as the issues of national identity, democracy, rights and obligations, constitutional life and multicultural society continue to be at the center stage. What should be done to improve the situation is how these subjects are structured and delivered in a manner that will allow the students to learn them as the living civic values as opposed to concepts.

The results also indicate that lecturers have tried to make Civic Education learning to be more active through discussion, case studies, project based learning and role playing. These strategies have however not been completely backed up by systematic teaching materials. That agrees with Nurlatifa et al. (2024), who also discovered that participation of the students in Civic Education can be enhanced in case the learning model promotes teamwork as well as active involvement of students. Sari et al. (2025) also demonstrate that project based learning can enhance civic engagement of students since it enables them to relate civic learning to actual issues in the society. Likewise, according to Listyowati et al. (2025), role playing can be used to help students in understanding the civic responsibility through direct learning experience, whereas Ermanovida et al. (2023) indicate that discussion methods can also play a role in the formation of civic character. These researches affirm that active learning involves more than mere classroom technique. It involves teaching resources that give clear cases, guiding questions, reflective tasks, and structured activities in such a way that students can meaningfully participate.

Previous studies also strongly support the integration of the values of religious moderation in the teaching material of Civic Education. According to Patih et al. (2023), Civic Education can help strengthen the idea of religious moderation as the course is closely related to the notions of citizenship, national identity, and tolerance. In particular, Marwan (2023) states that it is important to incorporate the concept of religious moderation into the teaching material of Civic Education, so that the values of moderation could be not only discussed in an abstract conceptual manner, but also be learned. Basariah et al. (2024) also comment that tolerance, inclusiveness, and democratic participation must be included in the topics of Civic Education, and not be placed as independent additional materials. These arguments are in line with the overall findings in this study that national commitment and tolerance are applicable in Civic Education but not yet systematically embedded in the learning objectives, learning materials, activities and assessment.

Such moderation of religion, as discussed here, is confirmed to be a civic practice. According to Umar et al. (2025), Civic Education plays a strategic role in responding to intolerance, by enhancing pluralism, democracy, and social responsibility. Kusnaeni et al. (2024) also believe that cognitive instruction is not enough to build civic disposition but must be internalized with the help of meaningful learning experiences. Anwar and Muhayati (2021) also emphasize that higher education is a significant sphere of shaping religious moderation of students since they are the future actors in the social and national life. With this in mind, Widiatmaka (2021) places Civic Education as a significant tool to enhance Pancasila character. These studies can support the argument that national commitment and tolerance cannot be considered additional values outside the Civic Education, but they must be viewed as core civic values, which can be

developed using topics such as national identity, democracy, human rights, constitutional life, and multicultural society.

Conclusion

The development of Civic Education (PKn) teaching materials in higher education institutions is of the utmost urgency, both from a pedagogical and substantive-ideological perspective. Research findings indicate that PKn is still often perceived by students as an irrelevant supplementary course, influenced by teaching materials that are normative, lacking in context, and not fully integrated with social realities and student needs. This condition has an impact on low motivation, participation, and involvement of students in the PKn learning process. Amidst growing national challenges, particularly related to intolerance and non-moderate religious attitudes among students, PKn has a strategic role as a vehicle for strengthening national values, tolerance, and citizenship character. However, the optimization of this role is highly dependent on the quality and relevance of the teaching materials used. This study emphasizes that the development of contextual, participatory, and integrated PKn teaching materials with diverse values of moderation, particularly national commitment and tolerance, is an urgent need. The integration of religious moderation in civic education teaching materials does not need to be presented as separate material, but rather internalized systematically in various civic education topics, such as national identity, democracy, human rights, and multicultural community life. Thus, civic education teaching materials are expected to shape students who not only have civic knowledge but also strong civic dispositions, moderate attitudes, critical thinking, tolerance, and commitment to the values of Pancasila, so that they are able to live harmoniously in Indonesia's diverse society.

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