

## Enhancing Civic Literacy through VCT in the One Month One Song Program at Sekolah Indonesia Kota Kinabalu

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### ABSTRACT

The One Month One Song (OM-OS) program enhances civic literacy and fosters nationalism among Indonesian students at Sekolah Indonesia Kota Kinabalu, Malaysia. This classroom action research implemented iterative cycles (planning, action, observation, reflection) with 32 fifth-grade students. The Value Clarification Technique (VCT) (Raths et al., 1966) was integrated to deepen students' critical engagement with national song content. Findings demonstrate significant improvement: (1) Knowledge scores (measured via pre-/post-intervention tests) increased from 45.5% to 90%; (2) Practicality scores (assessing behavioral application via structured observation rubrics) rose from 50% to 95.5%; (3) Student surveys confirmed strong positive reception. Crucially, the program strengthened national identity alongside exposure to international information, countering identity erosion in the digital age. OM-OS presents a validated, replicable model for ASEAN Teacher Education addressing civic literacy development.

**Keywords:** Civic Literacy, Nationalism, OM-OS Program, VCT.

### ARTICLE INFORMATION

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### Introduction

Civic literacy is a fundamental aspect of democratic education, equipping individuals with the knowledge and skills necessary to understand their rights and responsibilities as citizens, the workings of governmental systems, and the significance of active civic participation. It encompasses not only factual understanding but also the cultivation of core democratic values such as justice, tolerance, and social responsibility (Banks, 2008). Civic literacy empowers individuals to think critically, make informed decisions, and engage in responsible actions that promote the welfare of society. Moreover, it plays a crucial role in fostering a sense of national identity and enhancing social cohesion (Ichilov, 2013).

In the context of globalization, civic literacy faces increasing challenges due to the rapid spread of misinformation and the growing influence of foreign cultural values (Lapesigue, J. C. (2024). While the digital era provides unprecedented access to information, much of this content is unreliable and may not support the development of a strong national identity. This issue is particularly concerning for students, who are still in the formative stages of developing civic values and cultural awareness. According to Osler and Starkey (2010), globalization necessitates that education systems place greater emphasis on media literacy, intercultural understanding, and the reinforcement of national values in order to prepare students to navigate complex global realities without losing sight of their identity.

These challenges are even more pronounced for Indonesian students studying abroad, particularly those enrolled in Indonesian Schools Abroad (SILN). Due to contextual and

material limitations, these students often have limited exposure to Indonesian cultural heritage, including national songs. Consequently, their sense of nationalism and civic identity may be at risk of weakening (Kymlicka, 1995). To address this issue, it is essential to design educational programs that not only reinforce Indonesian values and traditions but also foster a sense of pride and emotional connection to their homeland (Conel & Avilla, 2022)

One such initiative is the One Month One Song (OM-OS) program, which seeks to enhance civic literacy through the appreciation and interpretation of Indonesian national songs. Music is a powerful medium in civic education, as national songs serve as vehicles for conveying cultural identity and patriotic values (Campbell, 2010).

The OM-OS program integrates musical engagement with the Value Clarification Technique (VCT), a pedagogical approach that encourages students to explore, reflect on, and internalize civic values through structured discussions and personal reflection (Raths et al., 1966). This integration enables students to connect both emotionally and intellectually with themes such as nationalism, civic responsibility, and social values.

This study examines the implementation of the OM-OS program, supported by the Value Clarification Technique (VCT), as a strategy for strengthening civic literacy among Indonesian students abroad. The research is grounded in various educational frameworks and policy orientations. At the national level, it supports the objectives of the Merdeka Curriculum, which emphasizes project-based learning and the development of the Pancasila Student Profile, where civic literacy is a core

element (Kemendikbudristek, 2022). Regionally, it aligns with the ASEAN Socio-Cultural Community Blueprint 2025, which advocates for the promotion of shared values and regional identity through education (ASEAN Secretariat, 2015). On a global scale, the study contributes to UNESCO's vision of quality education and global citizenship, as outlined in the 2030 Sustainable Development Goals (UNESCO, 2015). By integrating national music with values education, the OM-OS program presents a culturally relevant and pedagogically sound approach to cultivating civic literacy in an increasingly globalized context.

### Literature Review

#### Action Research Approach

This study adopts the Plan–Act–Observe–Discuss (PAOD) framework from Kemmis et al. (2004) to improve students' civic literacy through the OM-OS program. The cyclical model allows educators to collaboratively plan instructional content, such as Indonesian patriotic songs infused with civic values, implement weekly sessions combining singing and VCT-based discussions, observe student outcomes through assessments and FGDs, and reflect on the process to refine future practice (Kemmis et al., 2014). This action research approach not only addresses classroom realities but also positions teachers as reflective practitioners who develop context-specific solutions and engage in continuous professional learning.

#### Civic Literacy

Civic literacy is essential for democratic citizenship, encompassing knowledge of civic institutions, critical awareness of societal

issues, and a commitment to values like justice and responsibility (Galston, 2001; Kahne & Westheimer, 2003). Effective civic education involves not only understanding rights and duties but also nurturing civic identity and ethical engagement. Methods such as project-based learning and digital literacy can foster civic literacy when applied inclusively (Torney-Purta et al., 2001; Levine, 2007; Mihailidis, 2014). In OM-OS, music and discussion help students connect song lyrics to personal experiences, deepening their grasp of democratic ideals and promoting empathy and social responsibility (Youniss & Yates, 1997).

#### Value Clarification Technique (VCT)

The Value Clarification Technique (VCT), developed by Raths et al. (1966), guides learners in reflecting on and internalizing their personal values through structured dialogue and critical thinking. Applied within the OM-OS program, VCT encourages students to interpret the messages in national songs and relate them to civic ideals like unity and patriotism. This process fosters active civic learning by blending cognitive understanding with emotional engagement. Bandura's Social Cognitive Theory reinforces this, suggesting that students learn values through observing peers and teachers, enhancing self-efficacy and moral reasoning (Bandura, 1986). Moreover, VCT supports Torney-Purta's civic education model by promoting reflective value exploration and preparing students for informed civic participation.

#### Music Education and Civic Engagement

Music functions as a powerful medium for civic learning, with national songs acting as cultural tools that nurture patriotism and civic consciousness (Campbell, 2010). The OM-OS

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program uses collaborative singing to foster empathy, communication, and national pride. When paired with reflective discussion, this method aligns with 21st-century educational goals—creativity, character, and collaboration—enhancing both emotional and intellectual engagement with civic values.

### **Framing the OM-OS Program in Civic Education**

The OM-OS program, designed for Indonesian Schools Abroad (SILN), integrates national songs and value reflection to strengthen civic identity among students. Rooted in the Value Clarification Technique, the program promotes patriotism and democratic values through culturally responsive pedagogy (Tjipto, 2018). It aligns with Indonesia's Merdeka Curriculum and its emphasis on the Pancasila Student Profile, as well as regional and global frameworks such as the ASEAN Socio-Cultural Blueprint 2025 and UNESCO's Education for Sustainable Development. OM-OS not only addresses civic education needs in overseas contexts but also contributes to broader educational conversations on citizenship in multicultural societies.

### **Research Objectives and Questions**

#### **Research Objectives**

This study aims to examine the effectiveness of the One Month One Singing (OM-OS) program in enhancing civic literacy among students at Sekolah Indonesia Kota Kinabalu (SIKK). Specifically, the research seeks to:

1. Investigate how the integration of the OM-OS program and the Value Clarification Technique (VCT)

supports students' understanding and internalization of civic values.

2. Explore the role of national songs in fostering students' sense of national identity and civic responsibility.
3. Identify the pedagogical challenges and opportunities experienced by teachers in implementing the OM-OS program through classroom action research.

#### **Research Questions**

To achieve the above objectives, this study addresses the following research questions:

1. How does the implementation of the OM-OS program affect students' civic literacy at Sekolah Indonesia Kota Kinabalu?
2. In what ways does the use of the Value Clarification Technique (VCT) within the OM-OS framework facilitate students' understanding of civic values?
3. How do students perceive the use of national songs as a medium for learning civic responsibility and national identity?

#### **Participants**

The subjects of this study are students from Sekolah Indonesia Kota Kinabalu. The population comprises all Grade 5 students enrolled during the 2023/2024 academic year, with a sample of 32 students from Class 5A. This study also involves teachers from Sekolah

Indonesia Kota Kinabalu, Sabah, Malaysia, and teachers from Sekolah Indonesia Luar Negeri (SILN) Jeddah, Saudi Arabia. The involvement of teachers from SILN Jeddah is crucial because this school also implements the One Month One Song (OMOS) program and shares a similar context with Sekolah Indonesia Kota Kinabalu, both serving the children of Indonesian migrant workers. Their perspectives are expected to enrich the data regarding the program's implementation and effectiveness in Indonesian overseas school.

## Research Methodology

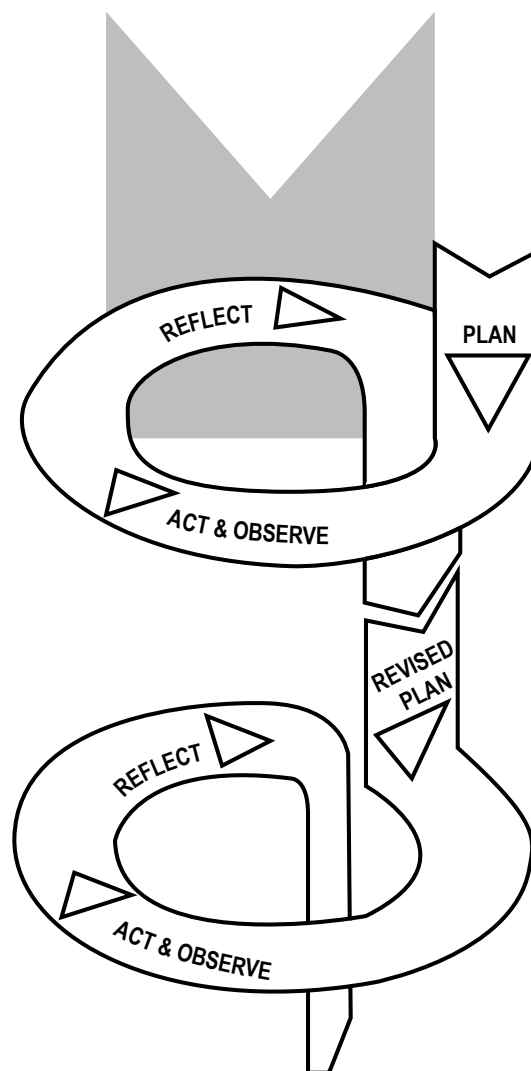
### Action Research Approach

This study employs a classroom action research design to address the problem of limited civic and national awareness among Grade 5A students regarding Indonesian regional and national songs. Action research is chosen because it allows teachers and researchers to collaboratively implement, observe, and refine practical solutions in a real classroom setting. According to Arikunto (2010), action research is “research conducted by teachers in collaboration with researchers (or where teachers act as researchers) in the classrooms or schools where they teach, with an emphasis on improving or enhancing learning processes (Munalim, 2017).

The study adopts the two-cycle Plan-Act-Observe-Discuss (PAOD) model, as conceptualized by Kemmis and Taggart (1990). They define action research as “a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as

**Figure 1**

*Model Kemmis and McTaggart*



their understanding of these practices and the situations in which these practices are carried out” (p. 10). This framework is particularly relevant to the OM-OS program, which seeks not only to enhance learning outcomes but also to empower educators through systematic reflection and data-driven refinement of teaching practices.

The “Plan” stage involves the development of teaching materials that integrate Indonesian national songs with embedded civic values, alongside coordination meetings with teachers. The “Act” stage consists of implementing the OM-OS program through weekly classroom activities, in which students participate in collective singing followed by structured discussions of the songs’ civic messages using the Value Clarification Technique (VCT) (Raths et al., 1978; Lickona, 1991). During the “Observe” stage, data are gathered through post-tests, interviews, and Focus Group Discussions (FGDs) to assess changes in students’ civic understanding (Johnson & Christensen, 2019). Finally, the “Discuss/Reflect” stage entails collaborative reflection among teacher-researchers to evaluate the intervention’s process and impact, revise strategies as necessary, and incorporate findings into ongoing instructional practice.

The application of Vygotsky’s (1978) sociocultural theory further underscores the significance of this final stage. Vygotsky emphasized that social interaction plays a central role in cognitive development. The reflection and discussion phase functions as a critical zone of proximal development, in which teachers collaboratively analyze observations and construct shared understandings that contribute to their professional growth and instructional practice.

### Research Implementation

This study was conducted in collaboration with teachers from two Indonesian Overseas Schools—Sekolah Indonesia Kota Kinabalu (SIKK), Malaysia, and Sekolah Indonesia Jeddah, Saudi Arabia. These sites were purposefully selected to facilitate a

comparative analysis of the OM-OS program’s implementation and adaptability across different overseas contexts. Teachers from both schools served as co-researchers: they facilitated the program’s implementation, engaged in reflective discussions, and contributed to the evaluation process. Their insights offered valuable cross-contextual perspectives on the effectiveness, practicality, and cultural relevance of the OM-OS program in promoting civic literacy among Indonesian students abroad. The research instruments were validated by subject matter experts, experienced educators, and practitioners to ensure both reliability and content validity. Validation focused on lesson designs integrating VCT, knowledge tests, and assessment tools for evaluating students’ attitudes and behavioral competencies. Interrater reliability was calculated using Cohen’s Kappa ( $\kappa$ ), which provides a statistical measure of agreement between evaluators. The formula used is:

$$\kappa = (P_o - P_e) / (1 - P_e)$$

The interpretation of Cohen’s Kappa values follows the guideline in Table 1:

**Table 1**

#### *Cohen’s Kappa ( $\kappa$ ) Interpretation*

Kappa Value ( $\kappa$ )	Level of Agreement	Reliability Level
0.81 - 1.00	Almost Perfect	Excellent
0.61 - 0.80	Substantial	Good
0.41 - 0.60	Moderate	Fair
0.21 - 0.40	Fair	Poor
$\leq 0.20$	Poor	Very Poor

*Source: Cohen (1960)*

To determine the practicality of the OM-OS program, data were collected from both teachers and students through structured questionnaires and classroom observations. Observational data were analyzed using Mulyardi's (2006:82) formula. Responses from the Likert-scale questionnaires were processed by calculating the mean scores, which were then interpreted using the following criteria (Table 2):

**Table 2**

*Practicality Criteria*

Achievement Level (%)	Criteria	Interpretation
$75 < TP \leq 100$	Very practical	Very easy to use
$50 < TP \leq 75$	Practical	Easy to use
$25 < TP \leq 50$	Less practical	Difficult to use
$0 < TP \leq 25$	Not practical	Very difficult to use

Overall, this methodological approach ensures that the OM-OS program is not only pedagogically sound but also contextually adaptable and practically implementable across diverse Indonesian overseas educational environments.

**Findings and Discussion**

**Findings**

Nationalism, understood as students' loyalty to Indonesia, is fostered through the Merdeka Curriculum's emphasis on the Pancasila Student Profile, which promotes values such as national pride and civic responsibility. The OM-OS program was designed as an intervention to strengthen these values through song-based activities integrated with the Value Clarification Technique (VCT). The results of the validation across three aspects are as follows (Table 3):

**Table 3**

*Validation Results of the OM-OS Program*

Aspect	Validation Result	Category
OM-OS Program Design	86.50	Very Valid
OM-OS Program Content	90.00	Very Valid
OM-OS Program Material	87.50	Very Valid

After instrument validation, the OM-OS program was implemented through two action research cycles, as described below.

*Cycle 1 Planning*

The planning stage in Cycle 1 involved curriculum analysis to define learning objectives. The researcher selected content based on nationalist character indicators, as shown below (Table 4 and 5):

The VCT-based lesson plan comprised three phases: preparation of materials, development of instructional scenarios, and deployment of observation and test instruments. Two instructional sessions were conducted on October 18 and 25, 2023, involving 32 students, followed by a test administered on October 2,

**Table 4***Nationalist Character Indicators*

No.	Nationalist Character Indicators	Learning Activities in Nationalist Character Indicators	Cycle 1 Score	Cycle 2 Score
1	Proud to be Indonesian	Able to mention regional songs of the archipelago	1	4
2	Love for the Motherland and the Nation	Explaining the meaning of national songs	1	4
3	Proud of the diversity of regional songs of the archipelago	Providing examples of attitudes of pride towards the diversity of regional songs	3	4
4	Understanding the meaning of regional songs	Encouraging students to understand the meaning of regional songs	1	3
5	Able to mention the composers of regional and national songs	Writing down the composers of regional songs in Indonesia	1	4
6	Able to sing regional songs of the archipelago	Being able to sing regional songs of the archipelago	1	4

(n=32)

**Table 5.***Subject: Pancasila Education Phase C, Grade 5*

Element	Learning Achievement	Learning Objectives Sequence
Pancasila	Students can understand the chronology of the history of Pancasila's birth; emulate the attitudes of the Pancasila formulators and apply them in the community; connect the principles of Pancasila as a unified whole, explain the meaning of Pancasila's values as the state foundation, life philosophy, and ideology of the nation and state.	Students can understand the values of Pancasila in everyday life. Students apply the attitude of nationalism in daily life.

2023, with 37 students participating.

Cycle 1 observations indicated a “less satisfactory” performance, with an overall score of 43.33% and individual indicator scores ranging from 25% to 70%. Reflection sessions involving teachers and the school principal resulted in several improvements for Cycle 2, including clearer instructional delivery, extended time for musical activities, and the integration of both regional and national content.

***Cycle 2 Planning and Execution***

Cycle 2 was planned on November 14, 2024, incorporating reflections from Cycle 1. It emphasized improved instructional clarity, the use of digital tools, and stronger integration of the Value Clarification Technique (VCT) through group-based projects. The program was implemented over four weeks, focusing on diversified teaching strategies, continuous

assessment, and teacher training. Cycle 2 also utilized Virtual Choir Technology and enhanced digital literacy components. Instruction targeted a deeper understanding of nationalist values and improved student engagement in the classroom.

**Student Testimonials (FGD & Interview Highlights)**

The following quotes were gathered from focus group discussions (FGDs) where participants were randomly assigned to groups, and from semi-structured individual interviews with students. Each student participated in one interview session. These quotes reflect their experiences and understanding: “Singing makes me feel close to my country even though I live far away.” “I understand now that Indonesian songs teach us values like respect and love.” “I learned that we are different but still one – like the songs say (Table 6).”

**Table 6**

*Aspects Observed in Cycle 2*

No	Aspect Observed	Success Indicator	Notes/Comments
1	Student Engagement	Active participation in discussions and activities.	Conducted orderly
2	Understanding of Nationalism Values	Ability of students to relate the material to nationalism values.	Conducted orderly
3	Use of Technology	Ability of students to use digital technology effectively.	Conducted orderly
4	Group Cooperation	Good cooperation in groups during the VCT project.	Conducted orderly
5	Creativity and Innovation	Creativity in creating project videos.	Conducted orderly
6	Response to Feedback	Positive and constructive response to teacher feedback.	Conducted orderly

*Note: “Conducted orderly” indicates that activities were carried out in a structured manner, following agreed-upon procedures, with students demonstrating cooperation, attentiveness, and timely task completion.*

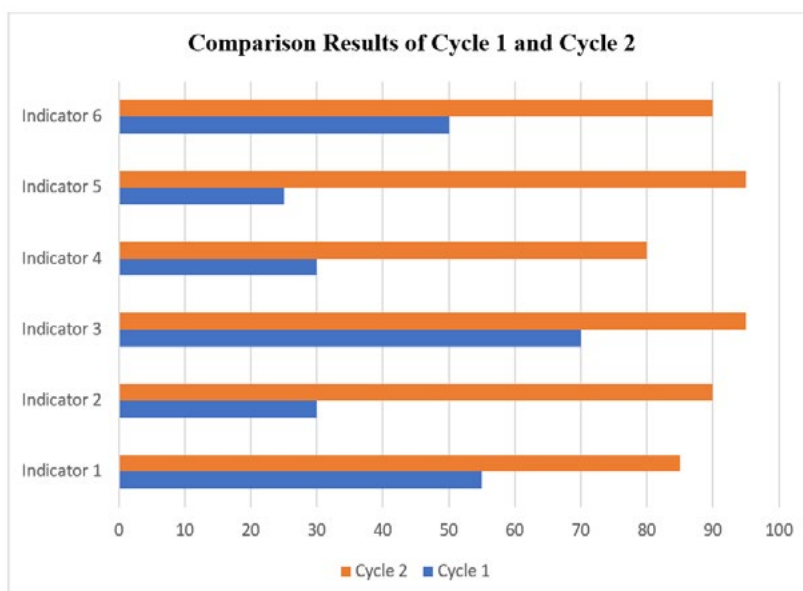
**Discussion**

The findings from the implementation of the OM-OS (One Month One Singing) program indicate a substantial improvement in students’ civic literacy and national identity. Singing one regional song per month for six months was chosen to enhance civic literacy values. The increase in achievement scores from 43.33% in Cycle 1 to 89.61% in Cycle 2 demonstrates the program’s effectiveness in fostering core civic values through music-based activities integrated with the Value Clarification Technique (VCT). This result supports Kahne and Westheimer’s (2003) argument that democratic citizenship can be effectively cultivated through instructional practices that encourage critical reflection and moral engagement. The VCT approach enables students to examine personal and social values in a participatory context, promoting a deeper internalization of civic responsibility (Figure 2).

The integration of VCT into music education specifically operationalizes the cognitive-affective model of civic literacy. Through music, students not only develop a cognitive understanding of concepts such as unity, diversity, and patriotism, but also form emotional connections to these ideals. This dual mode of learning intellectual and affective is aligned with Bandura’s Social Learning Theory (1977), which emphasizes that observational learning, modeling, and emotional reinforcement are central to behavioral development. Within the OM-OS program, students model civic values expressed in national songs, reflect on these values during guided discussions, and engage emotionally through melodies and lyrics. This integrated process supports the internalization and application of civic values in students’ everyday lives.

**Figure 2**

*Graph of the Comparison Before and After Implementing the OM-OS Program with the Aid of the VCT Model*



Moreover, this study affirms and extends the framework proposed by Torney-Purta et al. (2001), which highlights the significance of culturally relevant pedagogy and active learning in fostering civic identity. By integrating local and national songs such as “Soleram” and “Bangun Pemuda Pemuda,” students develop greater awareness of both cultural diversity and national identity. In this context, music serves as a powerful bridge that connects students’ lived experiences abroad with their identity as Indonesian citizens. This is particularly crucial in Sekolah Indonesia Luar Negeri (SILN), where students are immersed in multicultural environments that, without intentional identity-based education, may weaken their sense of national belonging.

Compared to prior regional initiatives, such as ASEAN civic education programs that primarily emphasize theoretical knowledge and policy awareness, the OM-OS program offers a more interactive and practice-based pedagogy. While ASEAN’s *Socio-Cultural Community Blueprint 2025* promotes community-centered and values-based education, OM-OS operationalizes these principles through project-based learning, group singing, reflective dialogue, and multimedia integration. These elements create a meaningful space for collective identity formation and moral development. As a result, the program not only strengthens civic literacy but also aligns with global educational frameworks—such as UNESCO’s (2015) agenda for 21st-century skills and global citizenship education. Pedagogically, this study contributes to the expansion of civic literacy models by integrating music education and reflective learning within action research cycles. The use of Classroom Action Research (Kemmis & McTaggart, 1990) reinforces the value of iterative teaching, illustrating how

ongoing reflection and adjustment by educators can significantly enhance learning outcomes. The observed increase in student performance from Cycle 1 to Cycle 2 suggests that civic values are more effectively cultivated through student-centered, value-based instruction rather than rigid, didactic methods. From a practical standpoint, the OM-OS model presents a scalable and adaptable framework for civic education, especially in transnational contexts. It addresses key challenges faced by SILN students, including cultural detachment and limited exposure to national identity. The program’s practicality is further affirmed by high evaluation scores and positive student feedback. Testimonials such as “I feel proud when I sing our songs” and “The songs help me remember what it means to be Indonesian” reflect the program’s success in fostering emotional engagement and a strong sense of civic belonging.

In summary, this study supports three key conclusions. First, the integration of the Value Clarification Technique (VCT) with music effectively enhances civic literacy by engaging both cognitive and affective domains. Second, the OM-OS model demonstrates contextual relevance for Indonesian students in overseas settings by reinforcing national identity and civic values within multicultural environments. Third, the implementation of this program extends existing theoretical frameworks, including Bandura’s theory of observational learning and Torney-Purta’s model of civic education, through classroom-based and practice-oriented innovations.

### **Implication**

The One Month One Song (OM-OS) model, which fosters civic literacy among Indonesian students

in Kota Kinabalu, can be adapted for culturally diverse ASEAN schools. To ensure relevance, the program should include regionally representative songs that reflect local cultures while embedding civic values to promote respect and tolerance. For example, Malaysia could incorporate Malay, Chinese, and Indian songs. The program may feature one regional song per month for six months, each chosen to instill national character. Additionally, the Value Clarification Technique (VCT) should be adapted to facilitate inclusive discussions, helping students identify shared values and build solidarity. Institutional support through curriculum integration, teacher training, and culturally appropriate song selection is also critical for successful implementation. These adaptations collectively strengthen civic unity and readiness to address regional challenges (Tjipto, 2018; Kemendikbudristek, 2022; ASEAN Secretariat, 2015; UNESCO, 2022).

### **Conclusion**

This study explored the OM-OS program combined with VCT to enhance civic literacy at Indonesian Schools in Kota Kinabalu and Jeddah. Using a two-cycle action research approach, the program significantly improved students' understanding of civic values, increasing test scores from 45.5% to 90%. Practicality also rose from 50% to 95.5%, indicating strong feasibility. Observations and interviews showed that over 80% of students felt more motivated and emotionally connected to national values. Overall, OM-OS proves effective and scalable, aligning with Indonesia's Merdeka Curriculum, ASEAN's 2025 Blueprint, and UNESCO's global education goals, offering a promising model for citizenship education across diverse settings.

### **Statements and Declarations**

#### **Funding details**

I declare that the funding for this research comes from personal funds, there is no funding cooperation from private parties or any institutions. This research is my doctoral dissertation work at Padang State University

#### **Disclosure statement.**

I declare and report that there are no relevant competing interests that need to be declared.

#### **Acknowledgements**

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#### **Ethical Approval:**

We, the researchers, affirm that this study has been designed and will be conducted in accordance with the ethical principles outlined by relevant institution or regulatory body at Universitas Negeri Padang, Indonesia.

This research has undergone ethical review and approval from Sekolah Indonesia Kota Kinabalu. In conducting this research, we are committed to:

#### ***Parental Consent for Minors:***

- When participants are minors, obtaining informed consent involves

a two-tiered approach. Firstly, a clear and comprehensive information sheet, detailing the study's purpose, procedures, potential risks, and benefits, is provided to the parents or legal guardians.

- This information is presented in a language understandable to the parents, ensuring they fully comprehend the study's implications.
- A consent form is then provided, requiring the parent or guardian's signature to grant permission for their child's participation.
- Additionally, depending on the age and maturity of the minor, assent (agreement to participate) is also sought from the child. This involves explaining the study in age-appropriate terms and obtaining their verbal or written agreement.

### **Participant Data Anonymization Methods:**

#### ***Data De-identification:***

To protect participant confidentiality, data is de-identified by removing or altering any information that could directly or indirectly identify individuals. This includes names, addresses, and other personal identifiers.

#### ***Coding and Pseudonymization:***

Instead of using real names, participants are assigned unique codes or pseudonyms. A master code list, linking codes to real names, is stored securely and separately from the research data.

This list is only accessible to authorized researchers and is destroyed after the study's completion.

#### ***Data Aggregation:***

When reporting research findings, data is aggregated and presented in summary form, rather than individual data points. This prevents the identification of individual participants.

#### ***Secure Data Storage:***

All electronic data is stored on password-protected servers or encrypted devices. Physical data, such as consent forms, is stored in locked cabinets.

Access to data is restricted to authorized research personnel.

We hereby declare our full commitment to respecting and upholding these ethical principles throughout the course of this research.

### **Declaration of Generative AI in Scientific Writing**

I prioritize improving readability and language when using generative artificial intelligence (AI) or AI-assisted technologies during writing and I exercise human oversight and control, review and edit the output due to the potential for AI to produce authoritative but inaccurate, incomplete or biased content.

During the preparation of this work, the author used Microsoft AI Co-Pilot to translate Indonesian into English and after using this tool/service, I reviewed and edited the content as necessary and take full responsibility for the content of the publication.

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