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Student Perspectives About the Flipped Classroom Model That Used to Improve Civic Literacy

Maulidyanawati Aqmarina Ma'ruufah[1], Triyanto[2], Riyadi[3]
[1,2,3]Sebelas Maret University, Surakarta Indonesia

Abstract

Strengthening civic literacy needs to be done because this can help individuals become more critical, active, and responsible citizens. Strong civic literacy can help a person understand his rights and obligations as a citizen, as well as how to participate in political and governmental processes. It can also help individuals make informed decisions and contribute to building a healthy and just society. Strong civic literacy can also help people control the government and guarantee their human rights. The flipped classroom model is being used in this study to improve students' civic literacy. In order to improve civic literacy and learn about students' opinions of the teaching method, this study intends to investigate how teachers use flipped classrooms. The research method used in this study is a qualitative descriptive method, with interview data collection techniques; observation; and documentation studies. Teachers and 40 students in grade 5th elementary school were the subjects of this study. The findings show that the teacher used the flipped classroom model to implement four important Steps of civic education learning. All stages and activities of the flipped classroom model were well accepted by the students. Students described the flipped classroom as a fun learning model that motivates them to learn more actively and independently, increases learning interest, and piques their curiosity about reading so that they become more knowledgeable about civic literacy.

Keywords: Flipped classroom, civic literacy, student perspective.

Introduction

Every country will always try to prepare its citizens to have good character, have national insights, and try to make their citizens critical and solutive to various existing problems. Civic education is one of the efforts made by the Indonesian government to prepare for it (Mahendra, 2017). Character concerns the attitudes and behavior of individuals as a nation that is oriented towards peace, justice, and prosperity. Competence leads to an increase in an individual's ability to think critically, creatively, communicatively, and collaboratively. The main goal of civic education is to produce good citizens. Good citizens are citizens who master the knowledge, attitudes, skills, and literacy of citizens in the learning process, which is carried out in the form of learning by doing, learning to solve social problems, learning through social engagement, and learning through socio-cultural interaction in accordance with the context of local, national, and global community life. The main goal of civic education is to produce good citizens. Good citizens are citizens who master the knowledge, attitudes, skills, and literacy of citizens in the learning process, which is carried out in the form of learning by doing, learning to solve social problems social problem-solving learning, learning through social engagement (social participatory learning), and learning through socio-cultural interaction in accordance with the context of local, national, and global community life (Sutrisno, 2019).

The recent phenomena have emphasized the importance of strengthening the basic literacy, competence, and character of the Indonesian nation. Fake news that are often found on social media and the fragility of bonds of unity are suspected as a result of the fragility of the character of citizens, low competence, and a lack of understanding of civic literacy,

especially civic literacy. Civic literacy is the ability to understand subjects and transform the knowledge gained in daily activities as a form of correct training and obligations as good citizens (Saputri et al., 2019). Based on these problems, it is necessary to make continuous efforts to strengthen and develop knowledge or insights about citizenship for students in accordance with developments in the 21st century. A weak reading level in a society will lead to a lack of understanding of how to interact within the nation and state, which can also commit deviant acts (Tachyudin et al., 2020). Related to literacy, a person uses their potential and skills in processing and understanding information when carrying out reading and writing activities. Through literacy skills, a person not only gains knowledge but can also use his knowledge and experience as a reference for solving problems in the future.

Civic literacy is a knowledge of how to actively participate in making changes in a community

so that as a democratic society they can carry out and know their function to create a peaceful change (Partnership for 21st Century Skills, 2009). This is in line with Kidwell's opinion (Kidwell, 2006) which states that civic literacy in 21st-century education focuses on the importance of information and understanding government processes, being able to participate in civic life, and acknowledging the local and global implications of civic decisions. Civic literacy is the ability to connect information with other information for decision-making related to state, social, and political issues according to various situations and contexts. Having civic literacy enables individuals to become experts in social and political knowledge, understanding, attitudes, and skills. It aims to form good citizens.

The Indonesian government sees the strengthening of civic literacy in three ways: political institutions, media and education. The subjects that play a crucial role in improving civic literacy are as stated by Milner (Milner, 2001) "... the most likely method of improving levels of civic literacy is civic education". Civic education, which is crucial for improving civic literacy, was viewed as reading habits, writing, and library use. Civic literacy has several components that become an achievement, including civic skills, civic knowledge, and civic dispositions all of which aim to make good citizens. The element of propensity for improving civic literacy was, of course, stated that civic literacy was inseparable from civic education. Citizenship literacy cannot be separated from citizenship education. The basis for students to build their own knowledge and worldview was seen as preparation for shaping their own lives through education. Then Leahey (2011) suggests that civic literacy allows students to become active participants in building their own knowledge and worldview, understanding that education is a provision to face the forces that shape and limit their lives. Students who have developed civic literacy skills understand how to become informed citizens, participate in initiating societal change, and identify their own values while connecting them with society at large.

Strengthening civic literacy cannot be separated from the learning process applied in the classroom. This is also a major factor in determining the success of educational goals. Educational innovation starts in the classroom before finally being implemented on a wider scale. However, educational innovation is also a challenge for educators. because they have to address the needs of different students in the same class. PISA also revealed that the effectiveness of education can be identified from teacher qualifications, teaching practices, classroom climate, learning time and learning opportunities provided both inside and outside. Higher education institutions have recognized that to support learning, maintain student engagement, and increase student satisfaction, the use of technology and innovative learning is essential (O'Flaherty & Phillips, 2015) .

In the same case, PISA reveals that the teaching process should also focus on three dimensions, namely classroom structure and management, teacher support, and cognitive challenges. At this time to make learning effective, it should be better than traditional learning procedures. As stated by Roehl, Reddy, and Shannon (Roehl et al., 2013) showed that the current generation was raised with information technology and connections and has the virtues that will support multitasking,

group work, and engagement with social aspects of learning (Obradovich, Canuel, & Duffy, 2015); Roehl et al., 2013)(Obradovich et al., 2015; Roehl et al., 2013). At this time learning is directed by combining traditional face-to-face classes with activities facilitated through various technology resources outside the classroom. This makes mixed learning and flipped classroom models increasingly popular (Herreid & Schiller, 2012; Roehl et al., 2013). This is believed to make it easier for students to get a wide variety of information. In connection with this description, we conducted research by applying the flipped classroom learning model that combines face-to-face learning with learning outside the classroom as an effort to improve students' civic literacy. In Indonesia, the flipped classroom model is considered the latest teaching model that utilizes technology. Previous research discussed the use of the flipped classroom model in improving scientific literacy and mathematical literacy. There is no research on strengthening students' civic literacy with the flipped classroom model, especially at the elementary school level, so it is necessary to study the application of the flipped classroom model as an effort to strengthen students' civic literacy and examine how elementary school students respond to the application of the flipped classroom model in civic learning.

Flipped classroom is a model of learning by the students to learn the subject matter outside of school such as watching a video lesson, summarize, noting key points, make inquiries, discussion with friends online, or read the sources needed), then do tasks for strengthening in class (Lioe et al., 2012). Johnshon (2013) argues that the flipped classroom is a strategy that can be applied by teachers by minimizing the amount of instruction in teaching activities and maximizing interactions with each other. Another opinion states that the flipped classroom is a model that requires students to study with video media, books or power point slides at home, then carry out material strengthening activities in the classroom. Another definition of flipped classroom is expressed by Strayer (2012) that the flipped classroom, which is an inverted (or flipped) classroom, is a particular type of blended learning design that uses technology for learning outside the classroom and carries out classroom learning activities by practicing understanding the material. Based on some of the opinions above, the definition of flipped classroomcan be concluded as a learning model that exchanges learning activities in the classroom with learning activities outside of school. Students study the material at home and then work on assignments or discussions at school. The teacher provides material in the form of digital media such as videos and power point slides. The advantage of providing material for learning at home, the teacher has a lot of time to provide learning in the form of discussions or working on practice questions. The independence of students will appear when studying material through the media at home and when in class students are more active learning activities such as discussing, presenting, debating and so on.

There are two steps in implementing the flipped classroom according to Bregmann and Sams (2012) , namely: 1) Creating or preparing videos that will be given to students to study at home. 2) Activities in class to confirm what students have learned at home. Berg explain the steps in the flipped classroom as follows: Step 0 (Students watch the video at home for

themselves); Step 1 (Come to class to do activities and do related assignments); Step 2 (Applying student skills in projects and other simulations in the classroom); Step 3 (Measuring student understanding carried out in class at the end of the subject matter).

According to Bregmann and Sams (2012), the benefits of the flipped classroom include: delivery of content in a language appropriate for today's students, The flipped classroom benefits time-pressed pupils, assisting troubled students, assisting students of all levels to improve, enables repetition of the subject learned by the students, improves teachers' comprehension of their pupils, increases interaction between students, permits true differentiation, Flipped classrooms alter the classroom environment. alters how information is conveyed to parents of pupils, aids in educating parents of students, Transparency in the class The most effective method for classes where the teacher is absent. Learners with the learning model flipped classroom need to have more space to reflect on their learning activities so that they can make connections to the content of the subject matter. The reverse learning approach is crucial because it has the potential to equip students with 21st century skills (O'Flaherty & Phillips, 2015) . An inverted classroom has multiple strengths, each of which "has an effect on student learning and may be stronger or weaker depending on the specific implementation" (Arnold-Garza, 2014). According to its proponents, this pedagogical example is useful for a number of reasons (O'Flaherty & Phillips, 2015) . Supports diversity in student learning speed: With access to lecture content prior to class rendezvous, students can spend as long as it takes to master the material. Because people learn at different rates, they can pause, rewind, repeat, or repeat tutorials when they need to & move on to the next concept only when they are ready (Arnold-Garza, 2014; Bergmann, J., & Sams, 2012; Schlairet et al., 2014) .

Based on the explanation above, the we intends to examine the flipped classroom learning model, which is expected to overcome students' weaknesses in understanding and interpreting civic education learning and can improve students' civic literacy abilities in elementary schools. In this study, the wes tried to examine students' perceptions of the flipped classroom learning model in civic education.

METHODS

In this research we used a qualitative descriptive design. The research was conducted in an elementary school in Tuban, Indonesia. In qualitative design, 40 students and teacher were sampled in the 5th grade of elementary school. The qualitative research method observed the activities of teachers and students by collecting data through classroom observation and online observation based on observation. And the presentation was collected and the conclusion was studied.

FINDINGS AND DISCUSSION

Observation observed whether teachers apply the reverse learning model to strengthening civic literacy. After learning started with WhatsApp, we conducted in-depth interviews with teachers and students. The application is two flipped

classrooms: observation before class, class stage, students watch videos at home, provision of rights and obligations before class, provision of learning videos, designing materials, and asking questions to students. Following observations in the WhatsApp group, we interviewed teachers and students in-depth after learning had started. The author watches and records the teaching and learning process without taking part in it; instead, the author plays the role of a non-participant observer. In addition, we also describe data from interviews and observations to support and validate data analysis. Data analysis regarding the application of the flipped classroom in strengthening civic literacy adopts steps from Bishop & Verleger proposing that the flipped classroom consists of two main parts, namely pre-class or outside the classroom (J. Bishop & Verleger, 2013). Class which consists of two main stages which are divided into 4 Steps as follows: Step 0 (Students watch videos at home) Before face-to-face, the teacher prepares material on rights and obligations as citizens. The teacher prepares a form about rights and obligations as a citizen that presents a problem, makes a learning video, designs material with Microsoft Sway, and asks students to make questions about the material. In addition to making videos, the teacher also takes material sources from YouTube. Then the teacher distributed the forms and materials through the class Whatsapp Group. The teacher distributes materials three days before the meeting. Teachers also instruct students to complete and submit reading assignments and student notes prior to the class session. In addition, students were asked to record things they did not understand from the material that had been distributed. students study independently at home regarding material for the next meeting by watching the teacher's own learning video or learning videos from youtube. In addition to the material provided by the teacher, the teacher also asks students to look for other sources from the internet related to the material.

Step 1 (Come to class and work) In classroom learning, students ask 4 disparate questions, and after discussion, the assignment is sent to the teacher. The teacher reviews the material learned by the students, and the teacher reviews the material based on notes on cases that the students did not understand. Step 2 (applied as a project bib, simulation in the classroom) The teacher's role during the learning activity promotes cooperative learning methods and discussion. Also ask a few questions. Teachers provide materials and topics, and students discuss problems through student worksheets. After working collaboratively, students present their work. Teachers also monitor learning attitudes. Step 3 (Measure understanding at the end of class. Learn how to test through quizzes/tests) Previously, the teacher had informed that learning would be conducted by quizzes/tests at the end of each meeting.

Students' perceptions of the flipped classroom model

A closed questionnaire was used by the author to determine students' perceptions of the flipped classroom model. It contains 10 closing statement items and students respond to each item. Questionnaire data were obtained from 40 students, after they carried out the learning process using the flipped classroom model.

Table 1: The Questionnaire's Results

No.	Question	Answer (%)	
		Yes	No
1.	Making use of technology-based media and the flipped classroom model makes learning easier for me	100	0
2.	The flipped classroom model makes me know more about knowledge, attitudes, and skills about citizenship	92,5	7,5
3.	Flipped classroom models broaden my perspectives.	95	5
4.	The flipped classsroom model helped me find a solution to a problem.	90	10
5.	Online material provided outside or before class sessions prepare me for activities in the classroom.	87,5	12,5
6.	The flipped classroom model has helped me understand my rights and responsibilities as a citizen and to want to apply them in real life	100	0
7.	The flipped classroom model helps me think critically.	87,5	12,5
8.	Teacher reviews on online materials help me understand and clarify my misunderstandings.	97,5	2,5
9.	The flipped classroom model is a fun learning model.	100	0
10.	The flipped classroom model makes me actively participate in learning	87,5	12,5

Based on table 1, The research results are positive. All students agreed that the flipped classroom made it easier for students to learn to use technology-based media. The flipped classroom model makes 92,5% know more about knowledge, attitudes, and skills about citizenship. Based on the results of the questionnaire, we conclude that most students view the flipped classroom model positively. As many as 95% of students think that flipped classroom learning makes their horizons wider. 90% of students think flipped classrooms help students in finding solutions to a problem. Online materials provided outside or before class sessions prepare students for in-class activities with an agreement percentage of 87,5%. All students decided that the flipped classroom model has helps students understand my rights and responsibilities as a citizen and to want to apply them in real life. Then 87,5% of students considered that the flipped classroom helped students in critical thinking. Teacher reviews of online materials help students understand and clarify their misunderstandings with a percentage of 97,5%. All students agree that the flipped classroom model is a fun learning model, and 87,5% of students agree that the flipped classroom model makes students active in learning. Based on these percentages, it can be concluded that students generally assess the flipped classroom model as a useful and enjoyable learning model, both inside and outside the classroom. In pre-classroom (outside class) sessions, the use of technology and online materials helped them understand and prepare for in-class sessions, while in the classroom, teacher reviews of online materials helped them better understand and clarify misconceptions about learning materials. With the breadth of learning resources, students become morefree in surfing to find various sources of material about citizenship. It can be ascertained that students' insight into citizenship, especially on the subject of rights and obligations as citizens, is getting better. Group discussion activities and presentations in class also help their learning become more active by exchanging information obtained through teacher guidance roles and feedback activities from friends. The author concludes that the teacher has completed all the main stages in implementing the teaching model suggested by Bishop & Verleger (J. L. Bishop & Verleger, 2013) .

The first stage for the pre-class session is preparing online materials. The use of videos that are already available from the internet as used by teachers can be an easy alternative for teachers who lack teaching and video editing skills (Bergmann, J., & Sams, 2012) . In addition, the provision of material by utilizing Microsoft Sway makes students understand the essence of the material. Next, the teacher distributes the material online. This is the stage where the teacher sends the material that has been prepared through the sharing application platform. The use of Whatsapp as a flipped classroom media is a reasonable choice because students already know it mainly during online learning. Next is Step 1 (come to class and do activities and related tasks), This step helps to clearly understand the task. Therefore, this stage can help students use their prior knowledge from pre-class learning sessions that lead them to understand the reading material; Step 2 (applying student skills to projects and other simulations in the classroom) provides opportunities for problem solving and discussion. Teachers play a role in monitoring student discussions thus, students can take advantage of teacher support and peer learning as suggested by Dallimore, Hertensein, & Platt (Dallimore et al., 2013) . Step 3 (Measuring students' understanding in class at the end of the subject matter) at this stage the teacher provides learning evaluations to students to determine the achievement of the main material on the breadth of students' thinking about the material.

The second point that will be discussed is the students' perception of the flipped classroom model. Based on the questionnaire data, we found that students perceived the inverted class model quite positively. Their responses to all ten items were dominated by positive responses with a percentage of more than 80%. Students generally view the flipped classroom as a fun and useful learning model. They also agreed that the flipped classroom made it easier for them to learn to use technology-based media, better understand civic education material, broaden their horizons, especially in matters of

statehood, assist them in finding solutions to problems, online materials provided outside or before class sessions. prepares them for activities in the classroom, helps them to be independent in learning. Then the students considered that the flipped classroom helped students in critical thinking, the teacher's review of the online material sent by the teacher helped students understand and clarify their misconceptions and be active in learning. Students recognized that the activity was very useful to them and they found that class time focused on feedback rather than explaining material was more valuable. Because the reverse class provides a lot of time for peer-assisted, collaborative, and cooperative learning between students and teachers, which is very good for them. This result is in line with Bishop & Verleger (J. Bishop & Verleger, 2013). In addition, wes also conducted in-depth interviews with students. Students assume that with the flipped classroom model students feel that their interest in reading is increasing. a strong interest in literacy activities early on was associated with a good prognosis for future reading motivation and competence. Children who have well-developed interests are more often involved in reading activities and also feel more competent as readers, with a higher reading interest, they feel they have better civic literacy because the learning resources do not only come from from the student textbook (Wigfield & Cambria, 2010). By using the flipped classroom model, students become more independent and more confident in expressing their opinions. This is because before learning takes place students already have a stock of knowledge.

Compared to previous research, the results of this study support the findings of research conducted by Kong (2014) which affirms to students' statistically substantial improvement in their critical thinking and information literacy abilities. According to the results of the semi-structured interviews, both teachers and students had a favorable opinion of how well the pedagogical strategies used in digital classrooms helped students develop their critical thinking and information literacy skills. The research was conducted on middle class students or the age of twelve years and over. research by Arnold-Garza (2014) explains that the characteristics of information literacy instruction match those in the reverse class. The pedagogy referenced in the ACRL guidelines for information literacy best practices emphasizes the diversity of learners and teachers and refers to the use of interactive and progressive activities, appropriate use of technology, and linking skills to real-world needs. Thus, best practices for information literacy instruction appear to be very much aligned with reverse classes (Arnold-Garza, 2014). "All the instruction librarians want is that students understand information problem solving concepts (finding, evaluating, using, and communicating information) well enough to apply them in their own studies and work (Arnold-Garza, 2014). Information literacy instruction covers teaching and learning concepts and skills. Flipped classroom models can help use the limited instruction time in one-shot sessions in an efficient way by teaching skills in class while teaching concepts online. Although previous studies have both focused on exploring perspectives on the model, the research subjects and targeted skills are different. In previous studies, it only emphasized information literacy and there were no other studies that specifically explained about civic literacy. Therefore, the results of this study not only support but also enrich all previous studies by describing and exploring how teachers apply the reverse classroom model as a model in strengthening students' civic literacy in elementary schools.

Conclusion

The flipped classroom model is used by the teacher to implement four primary stages of flipped classroom learning in civic learning to increase students' civic literacy. The creation of online resources is the first step in the pre-class session. For teachers who lack teaching and video production skills, using films that are already available from the internet as they are utilized by teachers can be a simple alternative (Bergmann & Sams, 2012). In addition, the provision of material by utilizing Microsoft Sway makes students understand the essence of the material. Next, the teacher distributes the material online. This is the stage where the teacher sends the material that has been prepared through the sharing application platform. The use of Whatsapp as a flipped classroom media is a reasonable choice because students already know it mainly during online learning. Next is Step 1 (Come to class to do activities and do related assignments) This stage actually helps students better understand the pre-class material and clarify students' misconceptions about the pre-class material and assignments. Therefore, this stage can help students use their prior knowledge from pre-class learning sessions that lead them to understand the reading material; Step 2 (Applying student skills in projects and other simulations in the classroom); at this stage students are asked to discuss to solve problems related to the material, exchange opinions with friends about solutions to problems obtained based on what they know before the pre-class session. Step 3 (Measuring students' understanding in class at the end of the subject matter) at this stage the teacher provides learning evaluations to students to determine the achievement of the main material on the breadth of students' thinking about the material.

The flipped classroom is typically seen by students as a fun and effective teaching strategy. Additionally, they concurred that the flipped classroom made it simpler for them to learn how to use technology-based media, comprehend civic education content more fully, expand their horizons, particularly in regard to statehood, and find solutions to problems using online resources provided outside of or before class sessions. helps students become autonomous learners and prepares them for classroom tasks. Then the students considered that the flipped classroom helped students in critical thinking, the teacher's review of the online material sent by the teacher helped students understand and clarify their misconceptions and be active in learning. Students recognized that the activity was very useful to them and they found that class time focused on feedback rather than explaining material was more valuable. Because the reverse class provides a lot of time for peer-assisted, collaborative, and cooperative learning between students and teachers, which is very good for them. Students believe that their interest in reading is growing as a result of the flipped classroom style. Early engagement in literacy-related activities is positively correlated with future reading motivation and proficiency.

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