



Development of Critical Literacy Through Pancasila and Civic Education for Generation Z

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ABSTRACT

The rapid flow of information in the digital age underscores the urgent need for critical literacy, particularly among Generation Z, to navigate, evaluate, and respond to diverse perspectives with discernment and responsibility. This study investigates the potential of Pancasila and Civic Education (PPKn) as a medium to cultivate critical literacy by embedding its values into educational practices. It examines the challenges educators face in integrating critical literacy into the PPKn curriculum and evaluates its impact on students' critical thinking skills. Utilizing a mixed-methods approach, the research incorporates qualitative interviews with educators and quantitative surveys of high school students to measure changes in their analytical and evaluative capacities. Findings indicate a notable enhancement in students' ability to critically engage with socio-political issues, aligning their responses with the principles of Pancasila. The study also highlights the urgent need for innovative teaching methodologies and digital tools to optimize critical literacy outcomes. Ultimately, the research concludes that embedding critical literacy into Pancasila and Civic Education offers a transformative model for equipping Generation Z to become informed and responsible citizens. It emphasizes the importance of prioritizing critical literacy in curriculum development, ensuring it aligns with national values and addresses global challenges.

Keywords: *Critical literacy; Pancasila education; Generation Z; civic education; curriculum development*

1. INTRODUCTION

Critical literacy is an essential skill in the 21st century, particularly for Generation Z, who navigate an overwhelming flow of digital information. This skill extends beyond the mere comprehension of information, encompassing the ability to analyze, evaluate, and reflect on content within social, political, and cultural contexts. In the Indonesian setting, Pancasila and Civic Education (PPKn) holds a strategic role in cultivating critical literacy rooted in the values of Pancasila. With the right approach, PPKn can serve as a powerful

instrument to sharpen critical thinking skills and foster social responsibility among the younger generation (Setiawan & Nurhadi, 2020).

Generation Z, raised in the digital era, faces significant challenges in discerning accurate information amid the proliferation of fake news and propaganda. Studies reveal that this generation tends to rely on social media as their primary source of information, where accuracy is often questionable (Nguyen et al., 2021). Critical literacy is thus crucial to enabling them to evaluate information with a discerning perspective and avoid falling into biased narratives. PPKn, embedded with national values, has the potential to lay the groundwork for developing these competencies.

Research consistently highlights the ineffectiveness of traditional teaching approaches in PPKn for fostering students' critical thinking skills. Lecture-based methods, often monotonous and focused on rote memorization, fail to motivate students to engage critically with the material (Arifin, 2019). Hence, innovative teaching methods, such as project-based learning or interactive discussions, are essential to stimulate students' analytical abilities. These approaches can seamlessly integrate critical literacy into every facet of PPKn instruction.

Innovation in Pancasila and Civic Education (PPKn) aims not only to enhance student engagement but also to ensure that the learning process remains relevant to contemporary challenges. One promising approach is problem-based learning, where students are encouraged to analyze real-world issues relevant to PPKn materials. For instance, topics like religious tolerance or human rights conflicts can serve as case studies to enhance students' critical thinking skills (Lestari & Kurniawan, 2021). Through this method, students not only grasp abstract concepts but also learn to apply them in practical, real-life scenarios.

The integration of technology has emerged as a strategic alternative in innovating the teaching of Pancasila and Civic Education (PPKn). Digital platforms, such as interactive learning applications, offer students opportunities to explore subject material more deeply. Rahmawati et al. (2022) found that incorporating technology into PPKn instruction not only enhances students' motivation to learn but also broadens their understanding of various global issues (Rahmawati et al., 2022). Furthermore, technology enables personalized learning, allowing students to adapt the pace and style of their education to their individual needs.

PPKn education can also be strengthened through collaborative activities, such as debate simulations or community projects that actively engage students. These approaches not only foster critical thinking skills but also reinforce Pancasila values such as tolerance, cooperation, and social responsibility. According to Kusuma et al. (2020), students participating in collaborative learning show significant improvements in their ability to understand diverse perspectives and develop analytical skills to address social issues effectively (Kusuma et al., 2020).

However, implementing innovative teaching methods in PPKn is not without challenges. Teachers often face constraints related to time, infrastructure, and access to training that supports technology-based learning. Additionally, an overly dense curriculum poses a barrier to providing opportunities for in-depth exploration. To address these

issues, institutional support and government policies are needed, such as continuous professional development for teachers and curriculum reforms that prioritize flexibility and relevance (Sari et al., 2023).

Various studies have examined strategies to enhance critical literacy through Pancasila and Civic Education (PPKn), particularly in addressing the challenges of Generation Z in the digital era. Lestari and Kurniawan (2021) investigated the application of problem-based learning to improve high school students' analytical abilities in understanding social issues, such as human rights and tolerance, with results demonstrating the effectiveness of this method compared to traditional lecture approaches. Meanwhile, Rahmawati et al. (2022) explored the integration of digital technology into PPKn instruction through online platforms, which were proven to increase students' motivation and understanding of global issues, despite facing technical challenges such as internet access and teacher competence (Rahmawati et al., 2022). Another study by Kusuma et al. (2020) revealed that collaborative learning, through group discussions and simulations, is highly effective in sharpening students' critical thinking skills, particularly in analyzing social conflicts based on Pancasila values (Kusuma et al., 2020). The similarities among these studies lie in their focus on critical literacy as the primary outcome, while their differences are in their respective approaches, whether problem-based, technology-driven, or collaborative. These three studies demonstrate that innovation in teaching methods is the key to developing critical literacy relevant to the needs of Generation Z.

This study brings novelty by integrating a multidimensional approach to developing critical literacy through Pancasila and Civic Education (PPKn) for Generation Z. This approach not only combines pedagogical innovation, digital technology, and collaboration rooted in Pancasila values but also aligns PPKn materials with contemporary issues such as sustainability and global challenges. This makes this research more relevant and contextual compared to similar studies, while also providing a unique contribution to the development of PPKn curricula for future generations.

This research aims to address two main questions regarding the development of critical literacy through Pancasila and Civic Education (PPKn) for Generation Z. First, what effective teaching strategies can be applied in PPKn to enhance critical literacy among Generation Z, especially in navigating the information-rich digital era and global issues? Second, what challenges are faced by educators in implementing critical literacy within the PPKn curriculum, and what strategic solutions can be designed to overcome these challenges, including technological limitations, inadequate teacher training, and the need for curriculum flexibility? This research seeks to provide comprehensive answers to these questions in order to create PPKn learning that is relevant for Generation Z.

2. RESEARCH METHODE

This study employs a qualitative approach using a case study method to explore strategies for developing critical literacy through Pancasila and Civic Education (PPKn) for Generation Z. Data were collected through in-depth interviews with PPKn teachers in high schools, classroom observations during teaching sessions, and an analysis of

documents such as lesson plans and syllabi. The interviews aimed to uncover teachers' experiences and perspectives on integrating critical literacy into their teaching practices, while classroom observations focused on capturing the dynamics of instruction and student interactions. The data gathered from interviews and observations were analyzed thematically using Miles and Huberman's approach, which includes data reduction, data display, and conclusion drawing (Miles et al., 2014).

Additionally, secondary data, such as survey results and educational reports, were utilized to support the analysis of primary findings. Data triangulation was conducted to ensure the validity of the research outcomes by cross-referencing data from interviews, observations, and analyzed documents. The analysis centered on identifying effective strategies, the challenges faced by teachers, and proposed solutions to enhance the integration of critical literacy into PPKn. The findings are expected to provide practical recommendations for educators and policymakers to strengthen critical literacy among Generation Z through PPKn, aligning with the demands of 21st-century learning (Creswell & Poth, 2018).

3. RESULT AND ANALYSIS

Innovative Strategies in PPKn Learning to Enhance Critical Literacy for Generation Z

Innovative pedagogical approaches in Pancasila and Civic Education (PPKn) are pivotal in fostering critical literacy among Generation Z. One effective strategy is project-based learning, where students are given the opportunity to develop critical understanding through solving real-world projects. This method enables students to address social or political problems relevant to their lives, such as intercultural conflicts or environmental sustainability issues. Research demonstrates that project-based learning enhances students' analytical skills by integrating theoretical knowledge with practical application (Bell, 2010).

Interactive discussions are another method that can be employed to improve critical thinking skills. Through discussions, students are encouraged to express their views, consider alternative perspectives, and support their arguments with evidence. This approach promotes reflective thinking and critical evaluation of information, particularly in understanding global issues such as human rights and gender equality (Brookfield, 2012). The active engagement of students in the learning process makes this method effective in creating deeper learning experiences.

Simulations also provide an engaging way to teach Pancasila values while simultaneously developing critical literacy. Through simulations, students can take on roles in specific social or political scenarios, such as legislative hearings or public policy debates. These activities allow students to directly understand social and political dynamics, enabling them to analyze issues from multiple perspectives. Simulations have been proven to increase student engagement and develop higher-order thinking skills (Fanning & Gaba, 2007).

Digital technology integration is another innovative strategy highly relevant for Generation Z. Utilizing online learning platforms, interactive videos, or social media in

PPKn provides students with broader access to information. Furthermore, technology allows students to evaluate various sources of information and discern credibility. Studies show that digital technology not only boosts students' motivation to learn but also strengthens their ability to critically analyze information (Kong et al., 2014).

Digital technology also facilitates more adaptive and personalized learning experiences for Generation Z in PPKn. Artificial intelligence-based learning applications can analyze students' learning needs and provide materials tailored to their abilities. This personalized approach helps students learn more effectively, adapting to their unique learning styles (Widodo, 2021). Additionally, digital technology offers diverse learning resources, from articles and educational videos to virtual reality simulations that provide immersive learning experiences.

Moreover, digital technology supports collaborative learning across geographic boundaries through online platforms. In virtual team-based projects or discussion forums, students can share views and experiences with peers from diverse cultural backgrounds. This approach not only enhances critical thinking skills but also fosters tolerance and cross-cultural understanding. Platforms such as Google Classroom and Microsoft Teams enable students and teachers to collaborate on project-based learning without being confined to physical classrooms (Nurdin, 2022).

Digital technology empowers students to practice critical literacy by evaluating content circulating on social media. Generation Z, being highly familiar with social media platforms, can be trained to identify biases in information and understand the socio-political context of viral issues. Through case-based learning, teachers can guide students to analyze news or public opinions spreading online, thereby training them to become more discerning and critical consumers of information (Rahman, 2020).

The successful integration of digital technology into Pancasila and Civic Education (PPKn) learning requires adequate infrastructure and sufficient teacher competency in utilizing technology. Challenges such as the digital divide, particularly in remote areas, remain significant barriers. To address this, the government must ensure equitable internet access and provide ongoing training for teachers so they can effectively use technology in the learning process (Mulyadi, 2021).

Additionally, the integration of digital technology in PPKn education necessitates comprehensive planning at the policy level. The government should establish a clear framework regarding minimum standards for digital infrastructure in schools, including hardware such as computers or tablets and software that supports interactive learning. Furthermore, technology procurement must be accompanied by maintenance mechanisms to ensure long-term benefits from these investments (Siregar, 2022). Without strategic policy support, the technology gap will continue to widen disparities in education quality across Indonesia.

Teacher training in technology utilization must go beyond basic technical skills to include deep pedagogical understanding of how technology can be integrated into effective teaching methods. Teachers need to be trained to design lessons that use technology as a tool to enhance students' critical thinking skills rather than merely as a supplementary teaching aid. For instance, online simulations can be crafted to encourage

students to engage in analytical discussions about social and political issues (Ismail, 2021). With adequate pedagogical competence, teachers can become agents of change, fostering 21st-century learning.

Moreover, the integration of technology into PPKn learning must consider local contexts. In remote areas, simpler technologies like educational radio programs or offline devices can serve as alternative solutions to support digital learning. For example, digital learning materials accessible without internet connectivity can help overcome access barriers in regions with limited infrastructure (Sutrisno, 2020). This approach ensures that students across Indonesia, regardless of their geographic location, have equal learning opportunities.

Parental involvement in supporting technology-based learning must also be strengthened. As the primary support system for students at home, parents need to be educated about the importance of digital literacy and how to assist their children in using technology for learning. Digital literacy programs for parents can bridge generational gaps in understanding and promote the responsible use of technology (Haryanto, 2022). Through synergy among schools, the government, and families, technology-based learning can be implemented more effectively.

Regular evaluations of technology implementation in PPKn learning are essential to ensure its effectiveness. The government and educational institutions must continuously monitor the impact of technology on students' learning outcomes, particularly in the development of critical literacy. These evaluations can serve as a foundation for refining existing approaches and identifying emerging needs in the field (Nuraini, 2023). With a comprehensive strategy, the integration of technology into PPKn learning can achieve its goal of creating a critical, innovative, and character-driven generation.

Challenges and Solutions in Implementing Critical Literacy in the PPKn Curriculum

The implementation of critical literacy in the Pancasila and Civic Education (PPKn) curriculum faces several complex challenges. One of the primary obstacles is the lack of teacher training in applying pedagogical approaches that promote critical literacy. Many PPKn teachers still rely on traditional teaching methods, such as lectures and rote memorization, which are less effective in developing students' analytical skills. The absence of sufficient training leaves teachers unprepared to design innovative and relevant learning experiences that address the needs of Generation Z (Marini, 2020). This underscores the need for continuous professional development programs designed to enhance teachers' pedagogical competencies in integrating critical literacy into PPKn instruction.

Another significant barrier is the limited availability of technological facilities in schools, particularly in remote areas. Technology can play a crucial role in fostering critical literacy, such as through online discussions, virtual simulations, or evaluating information on social media. However, many schools in Indonesia continue to struggle with inadequate infrastructure, such as limited internet access and a lack of technological devices (Anwar, 2021). To address this, the government must allocate specific funding to

improve educational technology infrastructure, ensuring equitable distribution of digital learning tools to underserved schools.

The density of the PPKn curriculum also poses a challenge in providing space for critical literacy development. A curriculum overly focused on cognitive aspects, such as conceptual understanding and memorization of Pancasila values, often neglects the applicative aspects, such as critical and analytical thinking skills needed to solve social problems. To address this, the PPKn curriculum must be adapted to become more flexible and relevant by incorporating project-based learning or case studies that help students connect theoretical material to real-life contexts (Susanti & Hadi, 2022).

Another viable solution is the establishment of professional learning communities for PPKn teachers, where they can share best practices and support each other in implementing critical literacy in the classroom. These communities can serve as platforms for discussion and professional growth, helping teachers overcome challenges encountered in the field. In this way, teachers gain not only formal training but also sustained social and intellectual support (Rahmat, 2021).

Ongoing evaluation of critical literacy implementation in PPKn is vital to ensuring its success. Governments and schools must routinely assess the effectiveness of the methods used, through student surveys, classroom observations, and analysis of learning outcomes. Such evaluations provide a basis for improving the curriculum, offering additional training, and enhancing the overall quality of education (Yusuf, 2023). With an integrated strategy, the challenges in embedding critical literacy into the PPKn curriculum can be overcome, enabling the creation of a more critical and character-driven generation.

Evaluation of critical literacy implementation in PPKn learning should not only measure the effectiveness of teaching methods but also consider student engagement in the learning process. One approach that can be adopted is formative evaluation, where teachers periodically assess students' understanding and critical thinking skills during the learning process. Using this technique, teachers can promptly identify challenges faced by students and adjust their teaching strategies to improve learning outcomes (Hidayat, 2021). Formative evaluation is crucial to ensuring that the learning process remains relevant and adaptable.

Moreover, evaluation must include an analysis of how technology is utilized to support critical literacy. In the digital context, it is crucial to assess the extent to which technological platforms or tools enhance student engagement and their ability to analyze information critically. Studies suggest that the effectiveness of technology in learning is not solely determined by its availability but also by how it is pedagogically employed to encourage critical thinking among students (Putri, 2022). Therefore, this evaluation should incorporate feedback from both students and teachers to understand the benefits and challenges associated with technology usage.

Curriculum management must also be a focal point of evaluation. The PPKn curriculum, often overloaded with content, tends to limit teachers' flexibility in integrating critical literacy into their lessons. Evaluations should examine whether the curriculum structure allows sufficient room for innovative approaches such as project-based learning

or critical discussions. This can be achieved through teacher surveys to identify the obstacles they face in implementing the existing curriculum (Nasution, 2020).

Teacher competence is another critical area for evaluation. Assessments should analyze the effectiveness of teacher training programs, both in improving their understanding of critical literacy and in enhancing their ability to implement it in classrooms. Teachers who receive appropriate training are generally better equipped to design lessons that promote critical and creative thinking among students. Consequently, training programs should be evaluated periodically to ensure their content remains aligned with the evolving needs of education (Suryani, 2021).

Continuous evaluation should also occur at the level of educational policy. Governments and stakeholders must ensure that policies support the comprehensive implementation of critical literacy, whether through budget allocations for educational technology or support for curriculum reforms. A holistic evaluation approach will not only improve the effectiveness of critical literacy initiatives but also enhance the overall quality of PPKn education (Arifin, 2023).

4. CONCLUSION

Developing critical literacy through Pancasila and Civic Education (PPKn) for Generation Z is a strategic initiative aimed at shaping individuals who are not only capable of analytical thinking but also embody the values of Pancasila. Through innovative pedagogical approaches such as project-based learning, interactive discussions, and the integration of digital technology, students can be trained to understand, evaluate, and take informed stances on various social, political, and global issues. However, the success of this implementation requires support from multiple stakeholders, including the development of relevant curricula, continuous teacher training, and the provision of adequate educational infrastructure. With an integrated approach, PPKn can serve as an effective platform for cultivating a generation that is critical, adaptable, and capable of making positive contributions to society.

Further research is recommended to explore the effectiveness of specific methods for enhancing students' critical literacy, particularly those leveraging digital technology across various school contexts, including remote areas. Additionally, in-depth studies on the impact of educational policies on the implementation of critical literacy in PPKn are needed to provide practical recommendations for policymakers and educators. This research also offers an opportunity to develop Pancasila-based learning models that are not only locally relevant but also globally competitive.

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