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THE DYNAMICS OF CIVIC EDUCATION INSTRUCTION IN GRADE 10 AKL AND PM CLASSES AT SMK NEGERI 2 SEMARANG

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Abstract: *This study aims to describe the dynamics of Pancasila and Civic Education (PPKn) instruction and to analyze the shift in learning from "teaching about citizenship" to "learning to be a citizen" among 10th-grade AKL and PM students at SMK Negeri 2 Semarang. The study employed a qualitative descriptive approach using data collection techniques such as observation, documentation, and literature review. Data were analyzed through data reduction, data presentation, and drawing conclusions. The results indicate that PPKn instruction was conducted interactively through discussions, question-and-answer sessions, case analysis, and the use of worksheets linked to everyday life phenomena. Students demonstrated fairly good proficiency in the aspect of civic knowledge, as evidenced by their understanding of the concepts of Bhinneka Tunggal Ika, Human Rights, the rights and obligations of citizens, and the values of Pancasila. However, in the aspect of civic skills, challenges were still observed in connecting the concepts learned with their application in real life. Meanwhile, the aspect of civic disposition is beginning to develop through active participation, group cooperation, and a sense of responsibility during the learning process. Research findings indicate that Civic Education instruction has shifted toward a "learning to be a citizen" paradigm, although efforts to strengthen civic skills and character still need to be enhanced so that students can more effectively apply civic values in their daily lives.*

Keywords: *Civic Education, Civic Knowledge, Civic Skills, Civic Disposition, Learning to Be a Citizen*

Abstrak: *Penelitian ini bertujuan untuk mendeskripsikan dinamika pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) serta menganalisis pergeseran pembelajaran dari teaching about citizenship menuju learning to be citizen pada siswa kelas X AKL dan PM di SMK Negeri 2 Semarang. Penelitian menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa observasi, dokumentasi, dan studi pustaka. Data dianalisis melalui proses reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pembelajaran PPKn telah dilaksanakan secara interaktif melalui diskusi, tanya jawab, analisis kasus, dan penggunaan LKPD yang dikaitkan dengan fenomena kehidupan sehari-hari. Peserta didik menunjukkan kemampuan yang cukup baik dalam aspek civic knowledge yang ditunjukkan melalui pemahaman terhadap materi Bhinneka Tunggal Ika, Hak Asasi Manusia, hak dan kewajiban warga negara, serta nilai-nilai Pancasila. Namun, pada aspek civic skills masih ditemukan kendala dalam menghubungkan konsep yang dipelajari dengan penerapannya dalam kehidupan nyata. Sementara itu, aspek civic disposition mulai berkembang melalui partisipasi aktif, kerja sama kelompok, dan sikap tanggung jawab selama proses pembelajaran. Temuan penelitian menunjukkan bahwa pembelajaran PPKn telah mengarah pada paradigma learning to be citizen, meskipun penguatan keterampilan dan karakter kewarganegaraan masih perlu ditingkatkan agar peserta didik mampu mengimplementasikan nilai-nilai kewarganegaraan secara lebih nyata dalam kehidupan sehari-hari.*

Kata Kunci: Pendidikan Kewarganegaraan, Pengetahuan Kewarganegaraan, Keterampilan Kewarganegaraan, Watak Kewarganegaraan, Belajar Menjadi Warga Negara

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INTRODUCTION

Sustainable development has become a global priority in response to increasingly complex environmental challenges, including pollution, waste accumulation, ecosystem degradation, and the unsustainable use of natural resources. Addressing these challenges requires not only environmental policies and technological interventions but also educational strategies that cultivate environmental awareness, responsible decision-making, and sustainable behavior among younger generations. In this context, Education for Sustainable Development (ESD) provides an important framework for integrating environmental, social, and economic

Civic education plays a fundamental role in preparing young people to become knowledgeable, responsible, and active citizens in democratic society. Beyond providing knowledge of political institutions, constitutional principles, human rights, and national values, civic education is expected to develop students' capacity to think critically, participate in collective decision-making, respect diversity, and take responsibility for the common good. Dewey (1916) conceptualized education as a social process through which individuals learn to participate in democratic life, while Westheimer and Kahne (2004) distinguished different conceptions of good citizenship, demonstrating that citizenship education may emphasize personal responsibility, participatory competence, or social justice. These perspectives suggest that citizenship education should not be confined to the transmission of factual knowledge but should also cultivate the competencies and dispositions required for meaningful civic participation. Consistent with this argument, Geboers et al. (2013) found that an open and democratic classroom climate, characterized by discussion and dialogue, can contribute to students' citizenship development. Therefore, the effectiveness of civic education needs to be examined not only in terms of what students know about citizenship but also in terms of how they interpret, practice, and enact citizenship in their everyday lives.

Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan*, PPKn) in Indonesia constitutes an important component of national education and contributes to the development of citizens who understand constitutional principles, respect human rights, appreciate diversity, and demonstrate responsibility toward society and the state. These objectives are increasingly significant in contemporary society, where young people encounter competing perspectives, complex social issues, and rapidly changing information environments. Citizenship education, therefore, requires pedagogical approaches that connect curricular knowledge with students' lived experiences and opportunities for participation. Biesta et al. (2009) argued that citizenship learning should be understood in relation to the social contexts and practices through which young people experience and negotiate citizenship. In the Indonesian context, Knowles and Suganda (2023) demonstrated that students' perceptions of an open classroom climate were positively associated with civic knowledge, democratic values, support for gender and ethnic rights, and civic self-efficacy. These findings reinforce the importance of examining how classroom environments and instructional practices shape students' experiences of citizenship education.

A useful conceptual framework for investigating this process is the multidimensional conception of civic competence, encompassing civic knowledge, civic skills, and civic attitudes or dispositions. Civic knowledge concerns students' understanding of civic principles, democratic institutions, rights, obligations, and the values underlying public life. Civic skills involve the capacity to analyze social and political issues, evaluate information, communicate arguments, deliberate with others, and participate in collective problem-solving. Civic disposition refers to

attitudes and orientations that support responsible citizenship, including respect for diversity, tolerance, fairness, accountability, and willingness to contribute to the common good. The International Civic and Citizenship Education Study (ICCS) provides an important comparative framework for examining students' civic knowledge, attitudes, and engagement across educational contexts (Schulz et al., 2018). Nevertheless, these dimensions should not be treated as interchangeable outcomes. Students may understand civic concepts without being able to apply them to practical situations, while positive classroom behavior does not necessarily demonstrate a sustained commitment to civic participation. Puspaningtyas et al. (2024), in their study of vocational high school students in Sidoarjo, examined civic competence through knowledge, skills, and attitudes and values, highlighting the relevance of these dimensions to vocational education. Accordingly, examining PPKn instruction requires attention to how these competencies are developed and connected through actual teaching and learning processes.

This challenge is closely related to the distinction between *teaching about citizenship* and *learning to be a citizen*. The former emphasizes the acquisition of knowledge about citizenship, including constitutional provisions, democratic principles, national identity, and civic responsibilities. Although this approach provides an essential foundation, it becomes limited when instruction prioritizes conceptual explanations and information reproduction without sufficiently engaging students in authentic civic practices. In contrast, *learning to be a citizen* emphasizes experiential, reflective, and participatory learning through which students practice dialogue, consider alternative viewpoints, evaluate arguments, cooperate with peers, and reflect on the consequences of collective decisions. This distinction does not imply that civic knowledge should be abandoned; rather, knowledge becomes more meaningful when connected to civic reasoning and opportunities for participation. Campbell (2008) demonstrated that an open classroom climate can support adolescents' civic knowledge and political engagement, while Torney-Purta et al. (2001), using evidence from the International IEA Civic Education Study, highlighted the importance of educational and social contexts in shaping young people's civic knowledge and dispositions. Furthermore, Kahne and Sporte (2008) found that classroom-based civic learning opportunities were associated with students' commitment to civic participation. Taken together, these studies suggest that civic education should provide opportunities for students to understand citizenship and to experience practices through which citizenship is enacted.

Within this broader discussion, vocational secondary education provides an important context for investigating how civic education is implemented in classroom practice. Students in vocational schools are prepared for specific occupational fields, but their educational development also requires civic competencies that enable them to function responsibly in diverse workplaces and wider society. Respect for differences, awareness of rights and obligations, collaborative problem-solving, and ethical decision-making are relevant not only to democratic participation but also to professional and social life. However, the presence of civic content in the curriculum does not automatically ensure that students can apply civic principles in real situations. The quality of classroom interaction, the relevance of instructional materials, and the opportunities provided for critical discussion and reflection are also important considerations. Hess (2009) emphasized the educational significance of discussing controversial public issues, particularly when students are encouraged to engage with competing viewpoints in a structured learning environment. Similarly, research by Geboers et al. (2013) indicates that dialogic and democratic classroom environments can support citizenship development. These perspectives

underline the need to examine how instructional strategies enable vocational students to move from conceptual understanding toward practical civic reasoning and responsible conduct.

Previous research has established the importance of democratic classroom climates, participatory learning, and civic engagement in citizenship education. Westheimer and Kahne (2004) showed that different educational orientations produce different conceptions of citizenship, while Campbell (2008) and Kahne and Sporte (2008) highlighted the relationship between classroom experiences and students' civic or political engagement. More recently, Maulana and Milanti (2023), through a systematic literature review, identified civic engagement as an important component of citizenship education and emphasized the need to refine experiential learning and assessment approaches. Puspaningtyas et al. (2024) further addressed civic literacy among Indonesian vocational high school students, providing a relevant empirical foundation for understanding civic competence in vocational education. Despite these contributions, a context-sensitive examination of the everyday dynamics of PPKn instruction remains necessary. In particular, understanding civic education requires attention not only to the competencies students demonstrate but also to the instructional processes through which these competencies are encouraged, constrained, and connected to classroom experiences. The specific gap addressed by this study is the need for a descriptive account of how interactive instructional practices operate in vocational classrooms and how the development of civic knowledge, civic skills, and civic disposition relates to the pedagogical movement from learning about citizenship toward learning to practice citizenship.

Against this background, the present study examines the dynamics of PPKn instruction in Grade 10 Accounting and Finance Institutions (*Akuntansi dan Keuangan Lembaga*, AKL) and Marketing (*Pemasaran*, PM) classes at SMK Negeri 2 Semarang, Indonesia. Using a descriptive qualitative approach, the study explores instructional practices, student engagement, and the development of civic competence through classroom observation, documentation, and a review of relevant literature. Particular attention is given to interactive learning activities, including discussions, question-and-answer sessions, case analysis, and the use of student worksheets (*Lembar Kerja Peserta Didik*, LKPD), as well as their relationship to students' civic knowledge, civic skills, and civic disposition. The study also examines the extent to which classroom instruction reflects a movement from *teaching about citizenship* toward *learning to be a citizen*. By situating the analysis within two vocational Grade 10 classes, this research seeks to provide a context-specific understanding of the opportunities and limitations involved in translating civic education objectives into classroom learning experiences. The findings are expected to contribute to discussions of civic education pedagogy and inform instructional practices that connect conceptual understanding with critical reasoning, responsible behavior, and meaningful civic participation.

METHODS

This study employs a descriptive qualitative approach to examine the research phenomenon comprehensively and contextually. Qualitative research involves collecting and interpreting data in the form of spoken or written words and human behavior without converting the findings into numerical measurements (Sugiyono, 2018, p. 3). Rather than merely describing observable facts, the descriptive qualitative approach emphasizes an in-depth understanding and interpretation of phenomena based on empirical evidence obtained from the field (Leksono, 2013, p. 184). The study utilizes primary and secondary data, with primary data collected through observations of Pancasila and Civics Education (PPKn) learning activities among tenth-grade students at SMK Negeri 2 Semarang to explore classroom dynamics, teacher–student interactions, and learning

practices that reflect a shift from teaching about the state toward learning to become citizens (Suharyadi & Purwanto, 2011, p. 14). Secondary data are obtained from supporting documents, including teaching modules, student worksheets, instructional materials, books, scientific articles, and previous studies relevant to civic and citizenship education (Sugiyono, 2009, p. 137). Data are collected through observation, documentation, and literature review to obtain detailed and contextual information about the phenomenon under investigation (Sumbodo et al., 2024, p. 69). The collected data are analyzed using the interactive model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification. These interconnected analytical processes are conducted iteratively to identify patterns, interpret findings, and establish conclusions that are consistent with the research evidence.

RESULT AND DISCUSSION

Pancasila and Civic Education (PPKn) plays a strategic role in shaping citizens who not only understand civic concepts but are also able to apply these values in their daily lives. In line with societal developments and the demands of 21st-century life, PPKn instruction is no longer focused solely on the transmission of knowledge but is directed toward developing students' critical thinking, problem-solving, and communication skills, as well as fostering their active participation in community, national, and civic life. Therefore, Civic Education instruction is required to provide meaningful learning experiences so that students not only know civic values but are also able to internalize and apply them in real life.

The purpose of education essentially embodies noble values that serve as a guide in shaping individuals of good character, high moral standards, and the ability to live responsibly (Fatimah et al., 2025: 378). Therefore, education serves not only as a means of transferring knowledge but also as a process of shaping attitudes and behaviors consistent with the values prevailing in society. Furthermore, education serves as both the direction and the goal to be achieved through all educational activities. To realize these objectives, a well-planned educational system supported by regulations capable of ensuring the effective implementation of the educational process is necessary. Through a well-directed educational process, each individual is expected to develop their potential in accordance with the needs and demands of life.

As a process of transmitting values within human civilization, education plays a crucial role in shaping a generation that is not only intellectually intelligent but also possesses good character. One effort to achieve this goal is carried out through the study of Pancasila and Civic Education (PPKn), which focuses on developing students' knowledge, skills, and civic attitudes. In practice, Civic Education instruction not only emphasizes mastery of the subject matter but also seeks to shape students so they can apply civic values in their daily lives. This is reflected in the Civic Education learning process taking place in the 10th-grade class at SMK Negeri 2 Semarang, where the teacher strives to create a more interactive learning experience through the use of various methods, media, and learning activities that involve active student participation.

Based on observations conducted during the learning process, it was found that teachers not only presented the material theoretically but also linked it to various phenomena relevant to students' lives. Topics such as Bhinneka Tunggal Ika, Human Rights, the rights and obligations of citizens, and the practice of Pancasila values are presented through discussions, Q&A sessions, and the provision of contextual examples aimed at helping students understand the relevance of the material in their daily lives. Nevertheless, the results of the observations indicate that students' understanding of the material taught has not yet been fully translated into the ability to

apply civic values in their daily lives. This is evident in that most students were able to complete the worksheets both individually and in groups and answer questions related to the learning material. However, during the oral exam, some students struggled when asked to explain how the material is applied in real life. Some students were able to explain the concepts of Bhinneka Tunggal Ika, human rights, the rights and obligations of citizens, and the values of Pancasila in theoretical terms, but remained confused when asked questions related to the application of these concepts in the school environment, family, community, or workplace.

This finding is interesting because, throughout the learning process, teachers have sought to relate the material to various events relevant to students' lives, including social phenomena currently attracting public attention. In addition, teachers also provided various examples of the application of civic values in the school environment, within families, in the community, and as prospective workers, tailored to the characteristics of vocational high school students. However, the results of the observations indicate that students' ability to connect their knowledge with concrete actions still needs improvement.

The success of Civic Education (PPKn) learning is not only measured by students' ability to understand the material but also by their ability to apply civic values in daily life. In civic education, civic competencies encompass not only knowledge but also skills and attitudes that foster the development of good citizens. Therefore, to understand the dynamics of Civic Education learning among 10th-grade students at SMK Negeri 2 Semarang, the results of this study were analyzed based on three components of civic competencies: civic knowledge, civic skills, and civic disposition.

The first aspect analyzed in this study is civic knowledge. Civic knowledge is a key component of civic education that pertains to citizens' understanding of their rights and obligations, the system of government, and the norms and rules governing life in society, the nation, and the state (Afifah & Mukhli, 2024: 162). Civic knowledge refers to an understanding of the rights and obligations of citizens, the structure of government, and the norms and rules governing life as a nation and a state (Farizi et al., 2025, p. 286). Based on the observation results, the civic knowledge of 10th-grade students at SMK Negeri 2 Semarang demonstrated satisfactory results. This is evident from the students' ability to comprehend the material presented during the learning process. The majority of students were able to explain concepts related to Bhinneka Tunggal Ika, Human Rights, the rights and obligations of citizens, and the values of Pancasila. This understanding is also evident in the students' ability to complete worksheets, answer questions posed during lessons, and provide responses to various cases discussed in class.

In addition, the use of various teaching methods and media linked to social phenomena and events relevant to students' lives also helps improve their understanding of the material being studied. Students gain knowledge not only from the teacher's explanations but also through discussions, case studies, and other learning activities that encourage them to understand the connection between Civic Education material and daily life. These findings indicate that the implemented learning has made a positive contribution to the development of students' civic knowledge. Although students' civic knowledge demonstrates fairly good results, mastery of civic knowledge does not automatically translate into the ability to apply that knowledge in various life situations. Therefore, it is necessary to further examine the aspect of civic skills possessed by students. Civic skills are skills developed from civic knowledge so that the knowledge gained becomes meaningful because it can be utilized in addressing issues within society, the nation, and the state (Purba et al., 2024: 1). Students have demonstrated development in civic skills during the learning process.

However, students' proficiency in civic skills still varies. Some students have been able to express their opinions, engage in discussions, and collaborate in groups during the learning process. However, when faced with questions that require analytical skills and the application of civic values in daily life, some students still struggle. This was evident during the oral exams, where some students were able to explain the material they had studied theoretically but could not yet connect it to real-life situations they encounter in school, family, community, or the workplace. Even when presented with case studies related to the learning material, some students still struggled to determine actions consistent with the values of Pancasila, human rights, and the rights and obligations of citizens. These findings indicate that students' ability to use civic knowledge as a basis for analyzing, problems and making decisions still needs to be improved. The third aspect analyzed in this study is civic disposition. Civic disposition relates to character, values, and behavioral tendencies that reflect the implementation of civic values in daily life (Zelviana et al., 2025: 3060). This aspect is important because the learning objectives of Civic Education are not only to shape students who understand the concept of citizenship but also to enable them to demonstrate attitudes and behaviors consistent with those values.

Research findings indicate that students' civic disposition still requires strengthening. Although most students have demonstrated a good understanding of the learning material, the application of civic values in their daily attitudes and behaviors is not yet fully evident. This is indicated by a gap between students' theoretical understanding and their ability to implement these values in real life. During the learning process, teachers have endeavored to relate the material to various situations relevant to students' lives, whether in the school environment, family, community, or workplace. Various case studies and social phenomena were also used to help students understand the relevance of the material being studied. However, evaluation results from oral exams indicate that some students still struggle to explain the

In addition to being evident in the learning assessment results, this situation is also apparent during the learning process itself. Observations of student behavior indicate that there are still behaviors that do not fully reflect the civic values that have been taught. Some students appear inattentive during lessons, demonstrate low engagement in learning activities, and have not shown consistency in applying the values learned during the learning process or in daily interactions within the school environment. These findings suggest that students' understanding of Civic Education (PPKn) material is not always accompanied by the internalization and application of the values contained within it in daily life.

This situation indicates that the development of civic disposition requires a longer process compared to the acquisition of civic knowledge. The internalization of values is not only achieved through the delivery of material in the classroom but also through habit formation, modeling, and real-life experiences that occur continuously within the school, family, and community environments. These findings indicate that Civic Education (PPKn) instruction has shown a shift from teaching about the state toward learning to be a citizen through the use of more interactive and contextual teaching methods. However, the success of learning is determined not only by mastery of the material but also by students' ability to incorporate civic values into their daily attitudes and behaviors. Therefore, a continuous learning process, as well as support from the school environment, family, and community, is necessary to strengthen the development of students' civic character. Based on the research findings, the dynamics of Civic Education (PPKn) instruction among 10th-grade AKL and PM students at SMK Negeri 2 Semarang indicate a shift in the learning process, which is no longer solely focused on the theoretical delivery of civic

education content. The instruction has shifted toward more active student engagement through discussions, question-and-answer sessions, group work, case studies, and discussions of various social phenomena relevant to students' daily lives. These dynamics are evident in the shift in learning interaction patterns, which are no longer dominated by the teacher but also provide space for students to express their opinions, offer responses, and engage directly in the learning process. This situation indicates that Civic Education (PPKn) instruction is beginning to evolve into a more participatory and contextual learning experience.

These learning dynamics are also evident in the teachers' efforts to link topics such as Bhinneka Tunggal Ika, human rights, the rights and obligations of citizens, and the values of Pancasila to various events occurring in the students' immediate environment and the broader community. Through contextual learning, students not only gain conceptual understanding but are also encouraged to understand the relevance of citizenship education in their daily lives. This finding aligns with Nanggala's (2020) view that Citizenship Education must be multidimensional to effectively address various social changes and foster citizens capable of understanding and addressing the challenges of community life in a more critical manner.

Furthermore, the dynamics of Civic Education (PPKn) instruction at SMK Negeri 2 Semarang indicate a shift from teacher-centered learning toward an approach that provides students with learning experiences. Teachers no longer serve merely as sources of information but also as facilitators who guide students to analyze issues, engage in discussions, and connect the material to social realities. This finding suggests a shift in learning from "teaching about citizenship" to "learning to be a citizen." According to Rachmawaty (2023), the current paradigm of citizenship education positions students as active agents who learn through experience, participation, and reflection on various citizenship issues; thus, learning focuses not only on mastering knowledge but also on character development and the cultivation of citizenship competencies.

Nevertheless, the research findings indicate that the evolving dynamics of learning have not yet fully succeeded in linking conceptual understanding with the implementation of civic values in real life. While most students have been able to understand the learning material and complete the assigned tasks, they still face difficulties when asked to explain how civic values are applied in school, family, community, and workplace settings. This situation indicates that the development of civic skills and civic disposition still requires reinforcement through learning activities that are more experience-based and involve direct student engagement. This finding aligns with the research by Gumelar, Maftuh, Hakam, and Budimansyah (2023), which explains that Civic Education (PPKn) learning based on participation and learning experiences is capable of strengthening students' character and civic skills more effectively.

Thus, the research question regarding the dynamics of Civic Education (PPKn) learning can be answered as follows: Civic Education learning among 10th-grade students in the AKL and PM programs at SMK Negeri 2 Semarang is evolving toward a more active, participatory, and contextual approach. These dynamics are evident in changes to teaching methods, increased student engagement in the learning process, and teachers' efforts to connect the curriculum to real-life situations. Meanwhile, the research question regarding the shift in learning from "teaching about citizenship" to "learning to be a citizen" is also evident through students' involvement in various learning activities that encourage them to think critically, collaborate, discuss, and understand civic values through their learning experiences. The findings of this study reinforce the view that the dynamics of Civic Education learning constitute a transformative learning process that is not only oriented toward mastery of content but also toward the development of students' civic competencies and character as active, critical, and responsible citizens.

Table 1
Dynamics of Civic Education Learning Among 10th-Grade Students in the AKL and PM Programs at SMK Negeri 2 Semarang

No	Justification	Description
1.	Civic Knowledge	Students are able to understand the concepts of Bhinneka Tunggal Ika, human rights, the rights and responsibilities of citizens, and the values of Pancasila, as demonstrated through discussions, worksheets, and question-and-answer sessions.
2.	Civic Skills	Students are able to discuss, work together in groups, and express their opinions, but they still have difficulty connecting the material to real-life situations.
3.	Civic Disposition	Students demonstrate responsibility, cooperation, tolerance, and active participation throughout the learning process.
4.	Teacher Learning Strategies	Teachers use discussion, question-and-answer sessions, and case studies, and relate the material to social phenomena that are relevant to the students' lives.
5.	Learning Dynamics	Education has now shifted toward a paradigm of "learning to be a citizen," although the application of civic values in real life still needs to be improved.

CONCLUSION

The teaching of Pancasila and Civic Education (PPKn) to 10th-grade AKL and PM students at SMK Negeri 2 Semarang reveals a dynamic in the learning process that is shifting from "teaching about citizenship" toward "learning to be a citizen." Teachers do not merely present theoretical material but also relate it to various phenomena relevant to students' lives through discussions, case analyses, and participatory learning activities. Research findings indicate that students' civic knowledge has developed quite well, as evidenced by their ability to understand citizenship concepts. Regarding civic skills, students have demonstrated the ability to discuss, collaborate, and express opinions, although their ability to connect knowledge with real-life situations still needs improvement. Meanwhile, civic disposition is evident through attitudes of responsibility, cooperation, and active participation during the learning process. Thus, Civic Education (PPKn) instruction at SMK Negeri 2 Semarang has supported the development of students' civic competencies; however, strengthening experience-based and problem-solving learning strategies is necessary so that students can implement civic values more tangibly in their daily lives.

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