

Civic Education and Digital Technology: A Literature Review

Yayuk Muji Rahayu¹ Lathifah Sandra Devi² Raistin Nur Abidin³ Lina Marlina⁴

Pancasila and Citizenship Education Study Program, Faculty of Teacher Training and Education, Pamulang University, South Tangerang, Indonesia^{1,2,3,4}

Email: dosen03053@unpam.ac.id¹ dosen02859@unpam.ac.id² dosen02860@unpam.ac.id³ dosen02921@unpam.ac.id⁴

Abstract

Digital transformation has brought significant changes in the world of education, including in the learning of Civic Education (Civics Education). This journal aims to examine in depth the relationship between the use of digital technology and the strengthening of civic values, especially Pancasila values, in the learning process. This research uses a qualitative approach with a library research method, which analyzes various scientific literature, research reports, educational policies, and other relevant sources published in the last decade. The results of the study indicate that the integration of information technology in Civics learning opens up great opportunities to create a more participatory, interactive and contextual learning process. Digital technology not only improves learners' conceptual understanding, but can also strengthen the internalization of Pancasila values through innovative learning media such as videos, simulations, online forums, and digital projects. However, the implementation of technology also faces various challenges such as limited infrastructure, digital divide, and low digital literacy among educators and learners.

Keywords: Civic Education, Digital Technology, Pancasila Values, Literature Review, Digital Literacy



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INTRODUCTION

Civic education is the main foundation in shaping the character and identity of citizens who are ethical, responsible, and actively participate in the life of society, nation and state. In the context of a democratic country like Indonesia, civic education is not only aimed at providing an understanding of the rights and obligations of citizens, but also instilling basic values such as tolerance, social justice, and respect for diversity. The strategic role of civic education is becoming increasingly significant in facing the challenges of globalization, modernization, and rapid technological development. Civic education plays an important role in shaping the character and identity of the younger generation as citizens who love the country. Through civic education, the values of patriotism and nationalism are instilled early on, building a sense of pride and appreciation for the nation's history, culture and heritage. It also helps young people understand their rights and obligations as citizens, as well as the importance of participating in the democratic process. Basically, civic education is an important instrument in shaping young people who love the country, appreciate democratic values, and are committed to building a better society.(Shakira & Najicha, 2023) Civic education is an education system that includes issues about character or personality building in accordance with the nation's own personality.(Praharani & Sukmayadi, 2023)

Citizenship Education is defined as an educational program that is based on political democracy which is expanded with other sources of knowledge in order to train students to be able to think critically, analytically, behave and act democratically in preparing for a democratic life based on Pancasila and UUD NRI 1945.(Wahyudi et al., 2020) Citizenship Education is a subject that focuses on the formation of citizens who understand and are able to exercise their rights and obligations to become smart, skilled, and characterful Indonesian citizens mandated by Pancasila and UUD 1945.(Permendiknas RI No. 24 Tahun 2006 Mengatur Tentang

Pelaksanaan Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 Tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah., n.d.) Civic Education (PKn) in the Merdeka Curriculum is an approach to civic education that holds the principles of freedom, openness, and active involvement of students in understanding, respecting, and participating in the life of the nation and state. This approach reflects the spirit of independence and diversity and aims to form smart, critical and responsible citizens.(Sutarna et al., 2023)

Education is recognized as the key to improving digital literacy to achieve the goal of becoming a good citizen. In the digital era, the role of education is vital to prepare individuals to master the knowledge, skills and expertise needed for the future.(Khairunisa et al., 2024) The development of digital technology has brought profound changes in various aspects of human life, including in the way individuals interact, access information, and form opinions and social identities. Digitalization has created a new public space that allows citizens to engage in political discourse, express aspirations, and participate in the democratic process more directly and dynamically. However, the application of technology-based Civic Education learning to date still experiences obstacles, one of which is due to the lack of facilities in schools or campuses, as well as the limited competence of educators. and advances in digital technology have created new problems such as the spread of hoaxes, hate speech, and social polarization that can threaten social cohesion and democratic stability. In this context, it is no longer enough for civic education to only discuss legal norms and national values theoretically, but it must also be able to respond to increasingly complex digital realities. Learners need to be prepared to become digital citizens who are not only technologically proficient, but also able to use technology ethically, responsibly and critically. The concept of digital citizenship is important to be included in the framework of modern citizenship education.

Digital citizenship refers to an individual's capacity to use information and communication technologies to exercise their rights and obligations as citizens. This includes digital literacy, media ethics, constructive online participation, and protection of personal privacy and data security. Without these competencies, citizens - especially the younger generation - risk becoming passive or even part of digital problems such as the spread of false information or victims of online radicalization. Digital literacy is an integral part of digital citizenship education. This literacy is not just the technical ability to use digital devices, but also includes the ability to think critically in filtering information, understanding the socio-political context of digital content, and behaving wisely in cyberspace. There are 9 (Nine) elements that form the foundation for guiding individuals to become responsible digital citizens who understand the ethical implications of using technology. The use of these elements in education policy in various countries, including Canada, reflects an effort to integrate an understanding of digital citizenship in the education curriculum from elementary to high school. These nine elements are 1) digital etiquette; 2) digital access; 3) digital law; 4) digital communication; 5) digital literacy; 6) digital commerce; 7) digital rights and responsibility; 8) digital safety and security; and 9) digital health and wellness.(Agustin & Najicha, 2024) Digital citizenship is an important concept in today's digital age, and Mike Ribble contributes a comprehensive understanding of the elements that make it up. Here is a brief explanation for each element of digital citizenship proposed by Ribble: (Khairunisa et al., 2024)

1. Digital Access. Refers to the right of every individual to have access to digital technology, and emphasizes the importance of addressing digital access gaps and providing equal opportunities for all.
2. Digital Commerce. Involves understanding the concept of electronic commerce and the security of online transactions, and involves awareness of the risks and ethics in digital commerce activities.

3. Digital Communication. Focuses on the ability to communicate effectively and courteously in a digital environment, and emphasizes the importance of clear and understanding communication.
4. Digital Literacy. Relates to the ability to understand, evaluate and use information effectively from a variety of digital sources, and emphasizes the importance of literacy skills to avoid the spread of false information.
5. Digital Etiquette. Involves good and polite behavior in online interactions, and includes norms and rules of behavior that are respected in the digital world.
6. Digital Law. Relates to understanding and respecting the laws that apply in the digital world, and involves understanding copyright, online privacy, and other legal rules.
7. Digital Rights and Responsibility. Emphasizes the rights of individuals in the digital world and the responsibilities inherent in using such technologies, and involves an awareness of privacy rights and obligations to the online community.
8. Digital Health and Wellness. Emphasizes the importance of maintaining a balance between online and offline life, and deals with awareness of the mental and physical health impacts of using digital technologies.
9. Digital Security. Relates to actions to protect oneself from risks and threats in the digital world, and involves understanding data security, protection from cyberbullying, and other online safety practices.

Therefore, digital literacy should be taught as part of the civic education curriculum so that learners can become agents of change who are able to utilize technology productively and responsibly. As dependence on technology increases, many studies have begun to examine the link between civic education and digital media. Some studies show that the use of technology, such as social media and online learning platforms, can strengthen learners' understanding of democratic values and human rights. It also enables more participatory and contextualized learning. However, other studies highlight the low level of digital awareness and competence among educators and learners, which is an obstacle to the implementation of digital-based civic education. Within this framework, this literature review is organized to examine and map various scientific findings related to the integration between civic education and digital technology. The literature analyzed in this review includes academic sources from various disciplines, including education, communication science, information technology, and socio-political science. This literature review is intended to provide a deeper understanding of the dynamics and potential of civic education in the digital era, the importance of digital technology in civic education, implementation and challenges and opportunities in integrating technology in civic education learning, and strategies. The results of this review will not only enrich academic discourse, but also provide practical recommendations for the development of educational policies, curriculum design, and learning strategies that are more effective in shaping smart, critical and ethical digital citizens.

RESEARCH METHODS

This research uses a qualitative approach, with a literature review method. The qualitative approach is to collect and analyze data from natural situations. Qualitative research aims to gain a deep understanding of human and social problems, not to describe the surface of reality as quantitative research does with its positivism. (Adlini et al., 2022) his research utilizes library research. Literature review research is the result of analyzing various conceptual information and qualitative and quantitative data from various previously published scientific articles. In obtaining research data, researchers collect, analyze, organize, sources from articles,

books, previous research on the leadership of school principals in building a culture of discipline.(Riska et al., 2025) With this method, it is hoped that the research can make a theoretical contribution in developing the concept of educational leadership oriented towards fostering a culture of discipline in schools.

RESEARCH RESULTS AND DISCUSSION

The Importance of Information Technology Integration in Education

The results of the literature review show that the integration of information technology in education has become an urgent need, no longer just an option. Technology not only acts as a teaching aid, but also as a key medium in 21st century learning. This transformation is driven by rapid advances in digital technology, shifts in the way young people access and consume information, and increasing demands for global competencies that emphasize digital literacy, online collaboration and technology-based problem solving. In the context of civic education, the role of information technology is increasingly vital. Normative education and values such as democracy, tolerance and social responsibility are now challenged by digital realities full of disruption, misinformation and instant communication dynamics. Therefore, technology integration not only aims to improve learning efficiency, but also plays a strategic role in fostering learners' critical awareness of contemporary civic issues in the digital space. The studies examined in this review consistently show that the use of information technology - such as e-learning platforms, digital democracy simulations, online discussion forums and educational social media - can improve learners' understanding of modern citizenship concepts. Technology can provide an interactive, participatory and contextualized learning experience, which is much more effective than conventional teacher-centered approaches. Thus, learners are not only objects of learning, but also active subjects who construct knowledge independently.

In addition, the integration of information technology also opens up access to more inclusive education. In areas where it was previously difficult to get adequate learning materials, technology allows the dissemination of educational content widely and evenly. This is relevant for civic education, which aims to build equality in understanding and practicing national values throughout the country. Open access to political, social and cultural information through the internet also allows learners to form a global awareness, while remaining grounded in local and national values. However, the results of the study also show that the successful integration of information technology in education cannot be separated from the readiness of infrastructure, the competence of educators, and adaptive education policies. Many challenges are still faced, ranging from limited internet access in underdeveloped areas, lack of training for teachers in the use of learning technology, to curricula that have not been fully integrated with the needs of digital literacy and 21st century competencies. Therefore, systemic and collaborative efforts between the government, educational institutions and the private sector are needed to address this gap. On the other hand, the literature also looks at the risks that arise from the use of technology in education. Learners' exposure to negative online content, such as hate speech, digital radicalism or information manipulation, poses a serious threat to the mission of civic education. This emphasizes that technology integration must be balanced with strengthening aspects of digital ethics, media literacy, and value-based character building. Digital citizenship education must go beyond technical mastery, towards a deep understanding of rights, obligations and responsibilities as citizens in the digital space.

Implementation of Information Technology in Improving Understanding of Civic Education

The results of the literature review show that the implementation of information technology in the learning process has contributed positively to improving learners' understanding of Civic

Education (Civics Education) materials. Information technology, which includes hardware, software, internet networks, and various digital platforms, has enabled a transformation in the way civic values are taught. The digital approach applied to Civics provides an opportunity to provide a more engaging, interactive and contextualized learning experience, thus increasing students' interest and deeper understanding. The application of information technology in civic education is concretely seen through the use of digital-based learning media, such as educational videos, infographics, interactive quizzes, and digital simulations of the democratic process, elections, or public policy formulation. Several studies have found that digital media structured with a contextual approach and strong visualization can help learners understand abstract concepts such as social justice, human rights, and government systems, in a more concrete and digestible way. Through visualization and immersive learning experiences, students not only memorize the material, but are able to internalize the values contained therein.

Furthermore, the implementation of information technology in civic education has enabled collaborative learning across time and space. With online platforms such as discussion forums, virtual classes and educational social media, learners can engage in discussions that go beyond conventional classroom boundaries. They can discuss actual national issues, share perspectives, and develop critical thinking and argumentative skills. In this context, technology becomes a means to bring democratic practices to life in the learning process, which is the essence of civic education itself. In fact, technology allows teachers to develop project-based or problem-based learning approaches by utilizing data and information sources available online. For example, students can be asked to examine a social problem in their neighborhood and then present a solution based on the principles of active citizenship they have learned. This approach creates relevant and applicable learning experiences and strengthens the connection between theoretical knowledge and real life as citizens. However, the study also shows that the implementation of information technology is uneven and still faces a number of obstacles, especially in areas with limited access to digital infrastructure. This inequality causes a gap in understanding between learners who have full access to technology and those who do not. In addition, many teachers still lack the digital competencies to design and manage technology-based learning effectively. This calls for continuous training and institutional support to optimize digital transformation in civic education. Another factor of concern is the importance of integrating digital content with local and contextual values. Not all materials available online are suitable for the character and needs of learners in Indonesia. Therefore, the development of digital-based civic education content must pay attention to the values of Pancasila, local culture, and the dynamics of Indonesian society. This is important so that the implementation of technology does not distance learners from their social context, but instead strengthens their involvement as part of an active and responsible citizen.

In terms of evaluation, the use of technology also opens up the possibility of measuring student understanding more dynamically. Through online learning systems, teachers can use digital quizzes, interactive polls, and participation data analysis to monitor students' engagement and progress in understanding civic materials. This data not only helps teachers provide faster and more precise feedback, but also encourages students to be more reflective of their learning process. Overall, the findings in the literature suggest that the implementation of information technology, when done in a targeted and integrated manner, can be a catalyst in improving the effectiveness of civic education. Technology allows for a collaborative, critical and contextualized learning environment, which is highly relevant in instilling civic values in the digital age. However, this implementation requires full support from various parties, including policy makers, educators, technology developers and the wider community to truly create a transformational impact in education.

Challenges and Opportunities in Integrating Digital Technology in Civic Education Learning

The integration of digital technology in Civic Education (Civics) learning offers strategic opportunities but also presents complex challenges. A review of the literature shows that the transformation of learning through digital technology can enrich students' learning experiences, expand access to civic information, and encourage more participatory and contextualized learning practices. However, the integration process is also faced with structural, pedagogical and cultural barriers. One of the main opportunities of the integration of digital technology in Civics learning is the ability of technology to present teaching materials in a more interactive and interesting form. The use of videos, animations, digital democracy simulations, and e-learning platforms allows the delivery of abstract concepts such as democracy, human rights, and diversity in a more concrete and applicable manner. Students are not only passive recipients, but can be actively involved in online discussions, collaborative assignments, and exploration of actual issues through digital media. Thus, technology encourages a paradigm shift from one-way learning to dialogic and experiential learning. Another prominent opportunity is the open access to global information and references. Through the internet, students can access various perspectives on civic issues, including democratic practices in other countries, international human rights discourses, and comparisons of global political systems. This broadens students' thinking horizons and fosters a critical attitude towards various national and state dynamics. In this context, technology not only supports academic understanding, but also strengthens awareness as part of global citizenship, without abandoning national identity.

However, the implementation of digital technology in Civics learning also faces serious challenges, especially related to the infrastructure gap. In many regions in Indonesia, limited internet access, availability of devices, and lack of technical support are the main obstacles. This inequality creates a digital divide that threatens the principle of justice in education. Students in well-equipped urban areas are more likely to enjoy digital learning, while students in underdeveloped areas risk falling further behind academically and socially. Another challenge lies in the readiness of human resources, especially teachers. Many civic education teachers lack the digital skills to design, manage and evaluate technology-based learning. The lack of relevant training and professional development means that technology is only used superficially, as a presentation tool rather than a transformative learning tool. In addition, some teachers still feel hesitant or reluctant to change the conventional methods that have been used for a long time. From a pedagogical perspective, the use of technology also raises the risk of reducing the quality of social interaction and the depth of student reflection. Civic education demands a learning process that is full of dialog, values and character building. When learning takes place online and face-to-face interactions are reduced, there are challenges in instilling moral values, social empathy and collective spirit. Therefore, it is important for educators to design digital learning that still emphasizes affective aspects and national values, not just cognitive aspects.

Furthermore, technology integration also brings ethical challenges. In an open digital environment, students can easily be exposed to negative content, hoaxes, hate speech and narratives of extremism. This requires strengthening digital literacy and media ethics in civic education. Teachers need to equip students with the ability to think critically, sort out the right information, and behave wisely and responsibly in the digital space. This also expands the scope of citizenship education into a new realm, namely digital citizenship education. However, these challenges are not a reason to delay or reject technology integration. On the contrary, this condition should be a trigger for all parties to accelerate educational innovation that is inclusive and adaptive to changing times. The government needs to provide supporting infrastructure and policies, educational institutions should encourage teacher capacity building, while technology

developers can contribute by creating platforms that are education-friendly and nuanced with national values. With a collaborative and planned approach, the opportunities offered by digital technology can be optimized to strengthen civic education. The use of technology should be seen not just as a tool, but as part of a learning ecosystem that encourages the formation of digitally aware, responsible and active citizens in democratic life. Therefore, it is important for educational institutions to continuously evaluate and adjust technology integration strategies to remain relevant and impactful in the long run.

Effective Strategies in Using Digital Technology to Strengthen Pancasila Values

A literature review shows that the use of digital technology in learning provides a great opportunity to strengthen the internalization of Pancasila values among learners. The values of Pancasila, such as divinity, humanity, unity, democracy and social justice, are the main foundations of Indonesian character that must be instilled early on through various approaches, including technology-based approaches. In the midst of a digital era full of information disruption and cultural change, the strategy of strengthening Pancasila values through technology is becoming increasingly relevant and urgent. One effective strategy found in the literature is the development of value-based digital learning media, such as short videos, animations, and thematic infographics that contain stories or concrete events related to Pancasila values. Strong and contextualized visual content is proven to increase students' interest and absorption of the moral messages contained in the material. This digital content can be integrated into online learning platforms such as Google Classroom, Learning Management System (LMS), or educational social media.

The second strategy is to utilize social media as a space for practicing the values of democracy and tolerance. Through online discussion forums, students can be trained to express opinions, respect differences, and have healthy dialogue in accordance with the fourth principle of Pancasila. The teacher acts as a moderator who guides the discussion so that it remains constructive, educational, and based on digital ethics. This practice instills digital citizenship skills while strengthening the values of deliberation and diversity in real and virtual life. The third strategy is technology-based project-based learning (PjBL), where students are given tasks to create digital projects such as a video campaign on the value of diversity, a digital map of Indonesia's cultural diversity, or other creative content relevant to the values of Pancasila. Through this strategy, students not only understand the values theoretically, but also actualize them in real work. This activity is in line with the principle of Pancasila as an open ideology that must be kept alive in various contexts of life, including the digital world.

The fourth strategy that has also proven effective is the strengthening of digital literacy based on Pancasila, namely the development of critical thinking skills towards digital content that is contrary to national values. Students are invited to analyze fake news (hoaxes), hate speech, and radical narratives that spread on social media, then directed to respond with attitudes based on human values and unity. In this way, learning not only prevents value deviation, but also shapes students' characters as positive counter-narrative agents. Moreover, educational gamification-based strategies are also an innovative approach in conveying Pancasila values. By packaging the material in the form of digital games such as interactive quizzes, policy choice simulations, or virtual role-playing, students can be actively and playfully involved in understanding and applying national values. The immersive gaming experience makes it easier for students to understand the impact of decisions or attitudes taken in a social context, in accordance with the values of justice and social responsibility.

However, the effectiveness of these strategies depends on several key factors. First, teachers' capacity to design and manage value-based digital learning is a key determinant of the

success of this integration. Teachers must be able to not only use technology, but also develop it as a means to build character. Secondly, the availability of access to technology and supporting devices, such as stable internet and multimedia devices, is also an important requirement so that digital strategies can be implemented evenly and fairly. As an important point to be noted, strengthening the values of Pancasila through digital technology cannot be separated from a supportive educational policy framework, such as the integration of the values of the Pancasila Student Profile in the curriculum, as well as fostering ideologically and culturally relevant digital content. In this case, the role of the government and educational institutions is key in creating an ethical, educative and nationalist digital learning ecosystem.

CONCLUSION

The integration of digital technology in Civic Education (Civics) learning is a strategic response to the changing times and the needs of generations of learners in the digital era. Technology has enabled the learning process to be more interactive, participatory and contextualized, thus improving students' understanding of civic concepts such as democracy, human rights and diversity. Studies have shown that the appropriate use of digital media can enrich students' learning experience and make them not only understand but also internalize national values. In addition to providing great opportunities, the integration of digital technology also faces challenges. Infrastructure constraints, the digital divide between regions, and the limited competence of educators in using technology optimally are the main obstacles. The risk of misuse of digital media, such as the dissemination of information that is not in line with the values of Pancasila, is also an important concern that must be anticipated. Therefore, the integration of technology in civic education must be done carefully, structured and value-based. To strengthen the values of Pancasila through digital technology, effective strategies are needed that are relevant to the context of today's learners. The use of value-based digital media, online discussion forums, project-based learning, and strengthening digital literacy are proven approaches that support the internalization of national values. The success of this strategy is highly dependent on the support of education policy, teacher capacity building, and the provision of equitable digital infrastructure. With the right approach, digital citizenship education can be a strong foundation in shaping critical, ethical and active citizens in real and virtual spaces. Collaboration between the government, educational institutions, educators, and the community is needed to create a learning ecosystem that is able to effectively integrate digital technology in Civic Education. The government needs to expand access and technology infrastructure throughout Indonesia, while educational institutions must ensure that educators are equipped with adequate digital competencies. On the other hand, the development of digital content that is relevant, contextual, and based on Pancasila values should be a priority in building a generation of digital citizens with character and responsibility.

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