

PEDAGOGICAL COMPETENCE OF CIVIC EDUCATION TEACHER IN 21ST CENTURY: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

The objective of this study is to ascertain the standards for pedagogical proficiency among civic education teacher in the 21st century, as well as to identify approaches for enhancing their competency. The research method chosen is the Systematic Literature Review (SLR), which uses data from international and national journal articles. The findings indicate that (1) the essential competencies that Civic Education Teachers in the 21st century must possess include life and career skills, encompassing self-regulation, social interaction, and a culture of leadership, productivity, and responsibility; (2) The acquisition of learning and innovation skills, encompassing critical thinking, problem-solving abilities, effective communication, and collaborative engagement in creative endeavors and information sharing; (3) The acquisition of skills in information media and technology, encompassing both information technology and media abilities, is of paramount importance. Teachers must have a comprehensive understanding of information literacy, media literacy, and ICT literacy. Digital pedagogy is a strategy to improve the competence of 21st-century PPKn teachers. Digital pedagogy presents not only digital learning but also digital ethics in utilizing digital resources or learning media.

ABSTRAK

Penelitian menelaah standar kemahiran pedagogi di kalangan guru PPKn pada abad ke-21, serta mengidentifikasi pendekatan untuk meningkatkan kompetensi mereka. Metode penelitian yang dipilih adalah *Systematic Literature Review* (SLR) dengan sumber data terdiri dari gabungan artikel jurnal internasional dan nasional. Temuan menunjukkan bahwa: (1) kompetensi esensial yang harus dimiliki guru di abad 21 meliputi keterampilan hidup dan karir, meliputi pengaturan diri, interaksi sosial, dan budaya kepemimpinan, produktivitas, dan tanggung jawab, (2) perolehan keterampilan belajar dan inovasi, yang mencakup pemikiran kritis, kemampuan memecahkan masalah, komunikasi efektif, dan keterlibatan kolaboratif dalam upaya kreatif dan berbagi informasi, (3) perolehan keterampilan dalam media dan teknologi informasi, yang mencakup kemampuan teknologi informasi dan media, adalah hal yang sangat penting. Urgen bagi guru untuk memiliki pemahaman komprehensif tentang literasi informasi, literasi media, dan literasi TIK. Pedagogi digital hadir sebagai strategi upaya peningkatan kompetensi guru PPKn abad 21. Pedagogi digital tidak hanya menghadirkan pembelajaran digital, tetapi juga etika digital dalam menamfaatkan sumber daya atau sebagai media pembelajaran digital.

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INTRODUCTION

Improving and equalizing the quality of education has become a major challenge for the government to build a world of education in Indonesia. Teachers are required to modify their competencies, specifically in the realm of pedagogy, in response to the obstacles presented by 21st-century education and modifications to the curriculum. The curriculum reform necessitates that teachers possess pedagogical competencies to effectively create innovative and successful learning environments. The growth of information technology media is considered a fundamental aspect of the advancement of 21st-century learning (Daryanto & Syaiful, 2017). In the contemporary day, Teachers are required to possess proficiency in utilizing technology as a means to enhance the efficacy of instruction and effectively administer classroom operations. They must also be able to develop effective relationships with students and the school community and continuously reflect on and improve their learning practices (Darling-Hammond, 2006).

Teachers have a responsibility to instruct pupils in the acquisition of cognitive knowledge, affective attitudes and values, and psychomotor abilities. Teachers are individuals who possess expertise in the field of education and are employed in educational institutions. Their main role is to facilitate the learning process, provide instruction, offer guidance and support, administer assessments, and evaluate students' progress. This responsibility encompasses various levels of education, including early childhood education, primary education, and secondary education. The duties and obligations of teachers are outlined in Law Number 14 of 2005 (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen), which specifically addresses the rights and responsibilities of teachers and lecturers in Indonesia. Professional Teachers are individuals who possess specialized knowledge and skills in adhering to established standards of excellence within the field of education. These Teachers have undergone professional training and engage in work that serves as a primary source of income (Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen).

The teacher serves as a manager of learning and a facilitator who aims to produce efficient learning, generate appropriate learning materials, and enhance students' listening skills and ability to master the educational objectives they must master. This necessitates adjustments to how classes are run, how they are managed, how they are taught, how they learn, as well as how teachers behave and how they manage the teaching and learning process. According to Regulation No. 16 of 2007 issued by the Ministry of National Education in Indonesia (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru), teachers are required to possess a set of competencies to effectively carry out their professional duties. These competencies, which encompass pedagogical, personality, social, and professional skills, are outlined in the Teacher Qualifications Standards (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru).

These standards must be comprehensively developed and enhanced to ensure the professionalism of teachers. The attainment of national education objectives necessitates the presence of teacher competency. To effectively execute this task, particularly within the realm of education, a teacher must possess a high level of expertise in their respective profession. The guidance mentioned in this context pertains to the role of teachers, who are expected to possess both a genuine interest and the necessary competence to engage with all facets of education and the process of acquiring knowledge. Not all individuals possess the capacity to attain the objective of national education; rather, only Teachers who possess sufficient

competence are considered capable of delivering educational supervision and facilitating learning for students. The proficiency or aptitude of the instructor is the key factor. Teachers, educational institutions, and society collaboratively implement several strategies to establish a high standard of education and facilitate the process of learning.

The article aims to analyze the pedagogical competence of civic education teachers in the 21st century. The continual upgrading of teacher pedagogical competence is vital since it is considered a fundamental core competency in the field of education. The exclusion of Teachers who possess or demonstrate the necessary skills and professionalism in facilitating learning activities might be considered a manifestation of "academic deviation". It is imperative that the teacher refrains from engaging in self-taught practices, but rather intervenes to enhance competence. Teachers who possess a high level of competence are more likely to cultivate a learning environment that is characterized by creativity, effectiveness, and enjoyment. Additionally, these teachers are better equipped to effectively manage their classrooms, hence optimizing students' learning experiences. The pedagogic skills of teachers play a crucial role in differentiating them from other individuals, as they are vital in determining the amount of success in the learning process. Pedagogical competence is a distinct skill set that sets instructors apart from individuals in other professions. Hence, the subsequent study inquiries endeavor to scrutinize Hence, the subsequent study inquiries seek to investigate the pedagogical competence of Indonesian teachers in the 21st century, utilizing the approach outlined in reference to the following research questions (RQ):

RQ 1 : What are the criteria of Teacher Pedagogical Competence in the 21st Century?

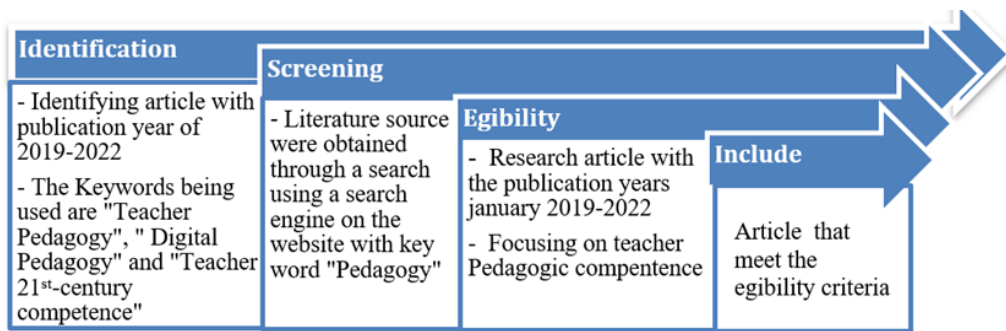
RQ 2 : What is the strategy to improve Civic education Teacher Pedagogical Competence in the 21st Century?

METHOD

This research applies a systematic literature review and meta-synthesis methodology to identify papers that satisfy the predetermined criteria (Kitchenham, 2004). The present study employed a qualitative methodology known as meta-synthesis. Meta-synthesis is a methodological approach used to synthesize research findings to derive contemporary ideas, concepts, or a more profound degree of understanding (Wright, Brand, Dunn, & Spindler, 2007). The data is subsequently examined utilizing the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines, which are implemented systematically by following proper research procedures and including relevant findings for further meta-synthesis. The regular audit procedures are systematically structured and effectively implemented, resulting in distinct inquiries regarding the efficacy of this approach compared to those that pertain to scientific reasoning (Wahono, 2015).

The main source of this research is various literature regarding classes that Teacher Pedagogical Competence in the 21st Century. The researcher set specific criteria for including documents in the current study. For instance, papers should be written in English and published in journal papers between 2019 and 2022. As a note, books or book chapters, conference proceedings, editorial materials, and corrections were excluded from the analysis by following national and international databases. Researchers then used the process framework shown in Figure 1 to insert the article for further discussion.

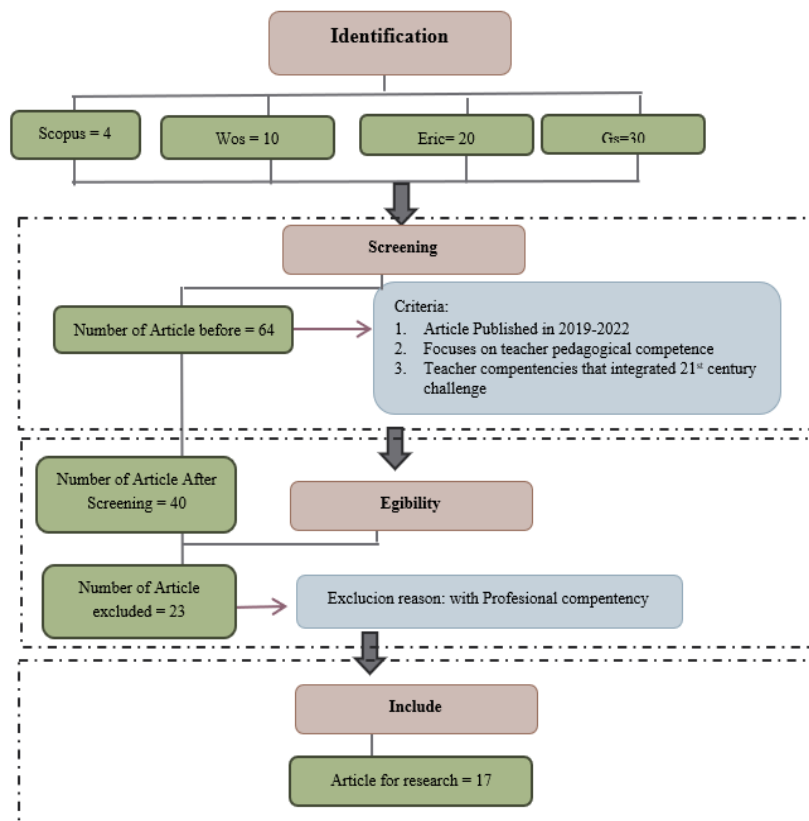
Figure 1. Process Framework in the Determination of Article



RESULT AND DISCUSSION

During the preliminary phase of the investigation, the researcher established explicit criteria for the inclusion of documents in the present study. For example, it is recommended that scholarly articles be composed in the English language and thereafter submitted for publication in academic journals during the time frame spanning from January 2019 to 2022. Excluded from the analysis were books or book chapters, conference proceedings, editorial materials, and corrections. This exclusion was implemented by utilizing worldwide databases, namely SCOPUS, WoS (Web of Science), ERIC (Educational Resource Information Center), and Google Scholar. Additionally, the data-gathering procedure commenced with a thorough examination of the abstracts of each literary work to ascertain its pertinence to the subject matter of the ongoing research. The preliminary result is depicted in Figure 2.

Figure 2. Initial Findings Using PRISMA Diagram



The articles were screened by researchers through the process of reading their abstracts. The primary objective of this phase is to gather pertinent research findings on the subject of Teacher Pedagogical Competence in the 21st Century. This will be accomplished through an analysis of the criteria associated with Teacher Pedagogical Competence in the 21st Century, as well as techniques aimed at enhancing these competencies. The subsequent section provides a summary of the chosen research publications as presented in Table 1.

Table 1. Overview of the Selected Research Articles

Database	Advance Search (Identification)	1 st Selection (screening)	2 nd Selection (Eligibility)	Include
Scopus	4	2	2	0
Wos	10	6	5	1
Eric	20	12	6	6
Google Scholar	30	20	10	10
Total	64	40	23	17

The research criteria employed in the selection of documents for modification encompassed the following specifications: inclusion of solely empirical papers, requirement of entire text availability, and focus on the domain of education and pedagogy. The exclusion criteria encompass a range of sources, including editorials, press notes, conference papers, reports, MA and PhD dissertations, materials from other disciplines, restricted access materials from the university, abstracts, and materials from various educational levels. At this juncture, the preliminary investigation yielded the identification of a total of 64 papers. The aforementioned documents were subsequently subjected to analysis, wherein their titles, keywords, and abstracts were examined. This analysis adhered to the inclusion criteria as defined in Table 1. Subsequently, the content underwent a filtration process, leading to the identification of 40 articles that satisfied the predetermined criteria. The criterion for article selection encompassed publications from the years 2019 to 2022, specifically targeting teacher pedagogical competence and teacher competencies relevant to the complexities of the 21st century. Among the aggregate of 40 articles, a specific subset including 23 articles has been omitted. The justification for the exception is based on the consideration of both pedagogic skills and professional competence. A collection of 17 papers has been obtained to conduct a comprehensive review and achieve a thorough understanding.

The majority of the 17 chosen papers were sourced from the ERIC, WOS, and Google Scholar databases. The titles, keywords, and abstracts on the inclusion criteria were modified to gain access to certain full texts. A comprehensive examination of Indonesian Teacher Pedagogical Competence in the 21st century has been conducted through a total of 17 articles. Among these, one article has been indexed in the Web of Science (WoS), six articles in the Education Resources Information Center (ERIC), and ten articles in Google Scholar. The articles were thoroughly examined to ascertain the criteria for teacher pedagogical competency and to gather systematic information on the pre-defined research issues. Table 2 presents the comprehensive compilation of articles that have been incorporated into this systematic literature review (SLR).

Table 2. Research Articles Included in the SLR

Author (year)	Type of Study	Research Design	Publisher
<i>Mintoro Priyadi, et.al (2020)</i>	Research and Development (R&D)	ADDIE (Analysis, Design, Development,	International Conference on Science Education and

		Implementation, and Evaluation)	Technology (ICOSETH) 2020, IOP Publishing
<i>Mubammad Mujtaba Asad, et.al (2021)</i>	Literature review	Narrative inquiry	Hindawi Education Research International 2021
<i>Afandi, et.al (2019)</i>	Quantitative	Exploratory research	Jurnal Pendidikan IPA Indonesia, JPII (2019)
<i>K. Agustini, et.al (2019)</i>	Mixed method	Ex -post facto research	International Conference on Education, Science, and Technology 2019, IOP Publishing
<i>Renol Aprico. S, et.al (2020)</i>	Qualitative	Case study research	Pedagogy Journal of English Language Teaching 2020
<i>Heru Santosa et.al (2022)</i>	Qualitative	Descriptive study	Journal of Educational Research and Evaluation, 2022
<i>Yayan Adrianova Eka Tuab, et.al (2021)</i>	Qualitative	Descriptive study	Jurnal Pendidikan Dan Pengajaran, JPP (2021)
<i>Kuloglu, et.al (2022)</i>	Quantitative	Correlational survey design	International Journal of Psychology and Educational Studies, 2022
<i>Mohammad Bani- Amer (2022)</i>	Mixed method	Survey Design	International Journal of Research in Education and Science, 2022
<i>Shuanghong Jenny Nin (2021)</i>	Mixed method	Survey Design	Journal Of Education For Teaching 2021
<i>Rahayuningsih, Y.Set,al (2022)</i>	Qualitative	Systematic Review	Jurnal Basicedu Research & Learning in Elementary Education (2022)
<i>Dangwal, K. L, et al (2019)</i>	Quantitative	Descriptive study	International Journal of Information Science and Computing (2019)
<i>Toktarova, V.I & Semenova, D.A (2020)</i>	Quantitative	Descriptive study	Journal of Physics: Conference Series, ASEDU (2020)
<i>Purfitasari, S.,et.al. (2019)</i>	Qualitative	Descriptive study	Seminar Nasional Pascasarjana, Universitas Negeri Semarang, (2019)
<i>Tuab, Y.,A.E. et.al (2021)</i>	Qualitative	Descriptive study	Jurnal Pendidikan Dan Pengajaran, JPP (2021)
<i>Astuti, A. P, et.al. (2019).</i>	Qualitative	Case study design	Journal of Physics: Conference Series,
<i>Munna, A. S., & Shaikh, M. S. I. (2020)</i>	Quantitative	Case study design	International Journal of Humanities and Innovation (IJHI), (2020).

The concept of "teacher" is commonly understood to refer to an individual who is employed or engaged in the profession of imparting knowledge and instruction. According

to Djamaroh (2008), the role of a teacher involves the transmission of knowledge to students. Following Law No. 20 of 2003 on National Education in the Republic of Indonesia (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional), the educational system places significant emphasis on the professional role of Teacher. These professionals are responsible for various tasks, including the planning and execution of the learning process, assessment of learning outcomes, provision of guidance and training, as well as engaging in research and community service (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional). Competencies can be described as a collection of knowledge, skills, and experience that are deemed essential for future endeavors and are demonstrated through various activities. Competencies can be defined as a comprehensive set of attributes encompassing knowledge, skills, attitudes, values, motivations, and beliefs that individuals require to achieve success in a professional capacity. According to Darling-Hammond (2006), teachers' competencies are commonly categorized into three primary domains: field competencies, pedagogical competencies, and cultural competence. The role of a teacher necessitates specific abilities and competencies to effectively fulfill their responsibilities and perform their obligations. To effectively fulfill their tasks and professional responsibilities, teachers must possess specific skills, talents, and competencies. Enhancing teacher competence is a strategic policy aimed at addressing the underlying issue of teacher inadequacy. The structure of this teacher capacity development program is designed to enhance the quality of education, which is a fundamental aspect of national education growth. To enhance the overall quality of education, it is imperative to focus on improving the caliber of teachers. This may be achieved by enhancing their proficiency in pedagogy, hence elevating the standard of educational institutions. Pedagogical competencies encompass fundamental skills that are essential for Teachers to effectively oversee the process of learning (Rahman, 2014).

In the context of the 21st century, it is crucial to maintain a balance between the importance of education and work to foster progress in the fields of science and technology, while also acknowledging the value of the humanities perspective (Santosa, Supadi, & Rahmawati, 2022). In the context of emphasizing the capabilities of Teachers in the educational process in the 21st century, they must exhibit greater creativity by prioritizing the acquisition of the 4Cs competencies by students in the 21st century: Critical Thinking and Problem Solving, Creativity, Communication Skills, and Collaboration Skills (Munna & Shaikh, 2020). Contemporary educational scholars have adopted several methodologies to transform the instructional practices and learning models prevalent in the 20th century. Transformative frameworks facilitate the enhancement of competencies relevant to the demands of the 21st century. According to Cahyani et al. (2021), it is well-acknowledged that effective communication, collaboration, problem-solving, and innovation in the contemporary era heavily rely on the utilization of technology. In the context of the 21st century, it is imperative for teaching staff to possess the necessary competence to effectively incorporate the 4Cs (critical thinking, communication, collaboration, and creativity) into the instructional and learning processes within the classroom. The 21st century is marked by certain qualities and demands that give rise to four distinct features of 21st-century learning, as identified by Van Laar et al. (2019). Teacher may lack confidence in their ability to effectively utilize information and communication technology (ICT) and hence may not consider themselves proficient in this area. Consequently, it is advisable to incorporate new technological innovations as a supplementary tool to enhance existing teaching practices. As highly knowledgeable professionals, teachers typically possess strong ICT skills. However, research suggests that these skills tend to decline significantly with age, particularly among a large group of older teachers (Hidayah, Kusmayadi, & Fitriana, 2021). The disparity in the

implementation of technology in education lies in the proficiency and capability of Teachers to effectively engage in 21st-century teaching practices. Presently, teachers must possess the ability to capture students' attention towards the subject matter and effectively utilize various media and diverse learning resources. The current learning design differs significantly from the previous model, which was characterized by a one-way flow of information. The researcher investigates efforts to address the disparity between teachers' proficiency in utilizing technology and the academic performance of students in the 21st century, a period characterized by numerous problems and intense rivalry in the global job market. The competence of teachers plays a significant role in ensuring the proper implementation of 21st-century skills practices in educational institutions. As an educator, individuals have the opportunity to enhance their skills and cultivate their potential to embody essential personal competencies. Therefore, teachers consistently acquire the new abilities required in the 21st century through a thorough and practical approach facilitated by qualified and highly motivated instructors. Consequently, there is a need for an expansion in the breadth of research on 21st-century abilities among teachers. The perspectives on future considerations need to be broader, encompassing the evaluation of potential consequences and the development of models that influence the cultural competencies of the 21st century (Astuti, Aziz, Sumarti, & Bharati, 2019).

Civic education learning has an important role in strengthening national identity, especially for the younger generation, so that it has a foundation strong that can avoid the negative impacts of the digital era (Bila et al., 2023). In this digital era, a new orientation is needed in education that emphasizes students' active construction through searching various kinds of information and other sources that are useful for life in various situations. Therefore, the real conditions of the 21st century will be a challenge or even a particular threat to teachers. Because teachers who come from a pre-digital world will be very It will be a shame to face digital-era students if they don't want to take part in the process in this era. the teacher will encounter difficulty in building effective communication with students Because of conventional learning habits and ways. This is what often happens to both parties, students on one side and teachers on the other, were equally frustrated. Strategies to overcome the challenges of an education system that is still stuck in Structural-bureaucratic authority must be immediately addressed. The creativity and innovation power of a teacher must appear immediately. Digital-era teachers cannot follow a standard curriculum and stiff. Because, of the reality of the many learning systems that take place, teachers still dwell on what is being initiated by the government, wherever and whenever teachers only focus on rigid and mechanistic curriculum targets. Thus, we find many types of curriculum teachers, namely teachers who see benchmarks measuring success are focused on quantitative figures obtained in evaluation only.

The development of a diverse range of competencies is crucial for civic teachers in the 21st century, as they navigate the complexities of their profession. To begin with, a Teacher must exhibit a high level of competence in life and professional competencies, which involve the ability to regulate one's behavior, engage in effective social interactions, and cultivate an environment that promotes leadership, productivity, and accountability. Additionally, the Teacher must demonstrate competence in learning and innovation abilities, encompassing critical thinking, problem-solving, effective communication, collaborative creativity, and information processing. Finally, Teachers must acquire a comprehensive set of abilities in information media and technology, encompassing the domains of information literacy, media literacy, and ICT literacy (Good, 2008; Santosa et al., 2022). In the present era, 21st-century competency extends beyond mere knowledge gain or skill development. The notion refers

to the ability to effectively tackle complex difficulties by utilizing and mobilizing psychosocial resources, including skills and attitudes, within a particular context. The ability to effectively communicate is a skill that can be influenced by an individual's verbal comprehension, practical information technology (IT) skills, and attitudes toward the recipients of their communication (Sulaiman & Ismail, 2020). Digital pedagogy is a deliberate and purposeful methodology designed to augment the competencies of Teachers necessary in the modern context of the 21st century. The definition of digital pedagogy poses a considerable challenge due to its multifaceted nature, which allows for examination from several perspectives. The term "digital pedagogy" typically pertains to the utilization of technological components to augment or modify the educational experience. Digital pedagogy refers to an instructional strategy that encompasses more than just a teacher's proficiency in using technology. It necessitates the teacher's capacity to effectively employ technology to cultivate students' critical thinking abilities and shape their dispositions towards technology (Trilling & Fadel, 2009).

According to Ananiadou and Claro (2009), teachers are anticipated to possess the capacity to guide their pupils toward developing critical thinking skills, thereby fostering their familiarity with this cognitive process and cultivating a heightened feeling of responsibility. According to Purfitasari et al. (2019), education must cultivate students' critical awareness in navigating the complexities of the current realities. Digital pedagogy encompasses more than just the utilization of fully digital learning methods. Teachers are unable to effectively impart knowledge without having a clear understanding of the truth and the source of that information (Hendriani, 2018). Digital pedagogy does not only present all-digital learning, but teachers are required to have ethics when using technology or internet resources as learning media. A teacher doesn't may just cite a sourcebook or plagiarize the work of others without prior permission. Teachers must be wiser in responding to the flow of information that exists, for example, the teacher can filter the information that is well, accurate, and not hoax news. In this digital era, the flow of information is so fast that a teacher must be able to find out in advance the truth of the information received. Teachers can't as long as conveying information without knowing the truth and the source is clear. In addition, because with the presence of various technologies, various social media have appeared we cannot prevent its existence. The essence of digital pedagogy is not the traditional use of digital resources and information and communication technologies for teaching and creating educational digital content. The meaning of the digital transformation of education and, in particular, digital pedagogy is to create non-standard algorithms for solving traditional pedagogical problems, to form and develop an innovative learning process based on digital intelligence, big data, distributed computing, etc (Asdiniah, 2021; Ramdhan, Nofriadi, & Dahriansyah, 2022).

Another impact arising from the development of this digital era is the decline in cultural values among students. For this reason, digital pedagogy is an approach that can improve cultural values. So it is necessary to instill cultural values in society and technological literacy so that they can filter information and also not be easily influenced by global issues, and can minimize the negative impacts of these technological developments, Digital pedagogy is not merely a way to teach but also makes up a rapidly expanding field hosting multiple debates and schools of thought (Rahayuningsih & Muhtar, 2022; Toktarova & Semenova, 2020). Teachers must understand their role in technologically oriented classrooms. Thus, technology knowledge is important in itself, but not as a separate and unrelated body of knowledge divorced from the context of teaching it is not only about what technology can do but perhaps what technology can do for them as teachers (Dangwal &

Srivastava, 2016; Hamdani, 2021; Niu, Niemi, Harju, & Pehkonen, 2021). Therefore, the goal must shift from simply acquiring knowledge and understanding for the attainment of applications and skills. Offering ICT as a compulsory subject only won't work any more than this; there is a need to study ICT in a shared integrated approach with the course method (Agustini, Santyasa, & Ratminingsih, 2019; Siregar, 2020; Tuah, Sudira, Mutohhari, Mustafa, & Kusuma, 2021). This will assist the teacher in the development of the necessary skills and competencies related to digital pedagogy to a greater degree. Digitalization in various sectors puts today's young generation as digital learners who require a different learning approach to meet their hopes and needs in seizing opportunities and facing challenges in the 21st century. Digital pedagogy is an alternative solution in digital era learning that aims to produce young people who are critical, adaptive, and have social intelligence. The 21st century requires teachers with high-performing, professional, and engaging profiles who are well-suited to meet the challenges of it.

CONCLUSION

The Competence criteria that must be possessed by civic education teachers in the 21st century are (1) life and career skills such as self-regulation, social interaction, and culture of leadership productivity and responsibility, (2) learning and innovation skills (learning skills and innovate) such as critical thinking, being able to solve problems, communicating and collaborating on creativity and information, (3) information media and technology skills (information technology and media skills) in this case means that we all must have information literacy, media literacy and ICT literacy. Digital pedagogy exists as an effort strategy to improve Indonesian teacher competencies in the 21st century. Digital pedagogy does not only present all-digital learning, but teachers are required to have ethics when using technology or internet resources as learning media. The teacher doesn't may just cite a sourcebook or plagiarize the work of others without prior permission. Civic education teachers must be wiser in responding to the flow of information that exists, for example, the teacher can filter the information that is well, accurate, and not hoax news. Professional teachers not only convey learning material but must be able to transform cultural values into knowledge so that students have high competitiveness and good quality. Professional teachers are not only learning resources (teacher center), but professional teachers are facilitators who make students get creative.

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