

OPTIMIZING THE ISLAMIC APPROACH THROUGH CITIZENSHIP COURSES TO DEVELOP SUPERIOR SKILLS IN THE 21ST CENTURY ERA

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ABSTRACT

Facing the increasingly complex and dynamic challenges of the 21st century, PGSD FIP UMJ students need to have superior skills to be able to solve these challenges. Citizenship courses can be a place to develop these superior skills. The research method was carried out using a qualitative case study type method by applying documentation, interviews, observation and literature studies. Some things to consider are the types of superior Islamic skills that must be developed, the implementation of civics learning to align with the 21st century era, and evaluation of learning outcomes. Optimal implementation of civics learning can help students understand their duties and responsibilities as good citizens, and understand the importance of loving the country. In learning citizenship, it is necessary to consider effective learning methods and media to further develop superior skills in the 21st century era. In evaluating learning outcomes, it is necessary to develop a comprehensive evaluation system and then evaluate these learning outcomes. Further research on the optimal implementation of civics learning to develop superior skills in the 21st century era for PGSD FIP UMJ students is very important to do because it can contribute to the development of education and learning science, and help improve the quality of graduates in shaping students' character as good citizens.

Keywords : skilled, excellent, civics course, PGSD FIP UMJ.

INTRODUCTION

The high number of PGSD FIP UMJ students who will become teachers in the future need to have superior skills and a sense of love for the country so that they can shape the character of students as good citizens and contribute to the progress of the nation. Lack of research and development related to optimizing civics learning to develop superior skills in the 21st century era in PGSD FIP UMJ students. Citizenship learning is one of the most relevant subjects in developing superior skills in students. However, there are still many obstacles in optimizing civics learning to develop superior skills. The increasingly complex and dynamic challenges of the 21st century require human resources with superior skills to be able to face these challenges. there are challenges faced by students in developing superior skills in the 21st century era, such as the high penetration of technology in everyday life, the need for understanding in sorting information that is scattered on the internet, as well as changing patterns of interpersonal relationships and social life. By optimizing civics learning to develop superior skills in the 21st century era for PGSD FIP UMJ students, it is hoped that students will have better preparedness in facing future challenges and become the next generation of quality and able to become good citizens with superior skills that has.

Superior skills are an important topic of discussion at this time because the problems facing the world today are increasingly complex and require appropriate superior skills (Santoso et al., 2015) . The importance of the role of citizenship for students in building a sovereign, independent

and prosperous country, which will be useful for both individuals and society. Then optimizing citizenship learning can be a solution for students in developing superior skills in accordance with the demands and challenges of the 21st century era, as well as providing a deeper understanding of the importance of citizenship in shaping student character as good citizens.

Superior skills are needed to face the increasingly complex and dynamic challenges of the 21st century, so students need to be given understanding and practice in developing these skills (Santoso, 2020a). Then learning citizenship is one of the courses that can provide understanding and practice in developing these superior skills. Furthermore, optimizing civics learning will help students understand, appreciate, and develop a sense of love for the country and understand their duties and responsibilities as good citizens. Research and development on this theme can contribute to the development of education and learning, especially in the development of a civics learning curriculum that specifically develops superior skills in the 21st century era. By optimizing civics learning in developing superior skills in the 21st century era in PGSD FIP students UMJ, it is hoped that students will be better prepared to face future challenges and become the next generation of quality and be able to become good citizens with the superior skills they possess.

Then there are some concerns that arise from optimizing civics learning to develop superior skills in the 21st century era for PGSD FIP UMJ students, including: 1). How to optimize civics learning in order to develop excellent skills in students with diverse backgrounds, interests and talents. 2). Lack of students' understanding of the superior skills to be developed and how to apply them in everyday life. 3). The lack of available material and learning time in civics courses allows for overgeneralization or simplification of problems that are actually complex, making it difficult to achieve optimization in developing superior skills. 4). How to measure effectiveness and optimization results, and how to evaluate the success of civics learning in developing superior skills in the 21st century era for PGSD FIP UMJ students. All of these concerns must be faced and overcome through good planning and implementation of civics learning. In addition, it is necessary to improve the quality of civic literacy in society so that all parties can discuss and find solutions to existing problems. Then it has not been explained in detail and clearly about what types of skills must be developed through civics learning in the 21st century era for PGSD FIP UMJ students. The optimization of citizenship learning itself can still be developed further, such as the use of appropriate media and learning methods in presenting civics material that educates effectively and develops students' skills. Evaluation of learning outcomes can still be improved to measure the extent to which students have developed superior skills in the 21st century era through civics learning.

Superior skills are required to address the challenges of the 21st century, which are increasingly complex and dynamic. Therefore, PGSD FIP UMJ students need to be introduced to the types of skills they must develop in order to be able to face these challenges. Citizenship Learning is an effective way to develop superior skills in students (Santoso, 2021b). In this course, students can study civic values and practice them in everyday life. Optimizing civics learning helps PGSD FIP UMJ students understand their duties and responsibilities as good citizens, and understand the importance of loving the country. Optimizing civics learning can contribute to the development of education and learning, especially in developing a civics learning curriculum that develops superior skills in the 21st century. By optimizing civics learning in developing superior skills in the 21st century in PGSD FIP UMJ students, it is hoped that PGSD students FIP UMJ can have better preparedness in facing future challenges and become the next generation of quality and able to become good citizens with the superior skills they possess. In short, this learning concept aims to develop superior skills in PGSD FIP UMJ students in facing the challenges of the 21st

century era through the implementation of optimized civics learning. This concept is based on the assumption that PGSD FIP UMJ students need superior skills, such as creative and critical thinking skills, collaboration, and good communication, to be able to face challenges and achieve success in their learning and professional life. In addition, this concept also requires support and collaboration from lecturers and institutions where students study.

The research method for this topic can use a qualitative approach, by conducting case studies (Santoso, 2021b). Several stages of the research methodology that can be used are as follows: 1). Observation: Observing the implementation of civics learning in the PGSD FIP UMJ class and identifying the problems that exist in the learning methods that have been carried out so far. 2). Interview: Interviews with lecturers and students of PGSD FIP UMJ to find out their ideas about learning citizenship and superior skills in the 21st century era. 3). Documentation study: Analyzing documents such as the civics learning curriculum, syllabus, and learning materials that have been carried out so far. 4). Data analysis: Analyze data from trials and evaluate results by applying qualitative data analysis methods. 5). Conclusion: Drawing conclusions from research results related to how optimizing civics learning can help PGSD FIP UMJ students to develop superior skills in the 21st century era. 6). The research subjects of Optimizing Citizenship Learning to Develop Superior Skills in the 21st Century Era in PGSD FIP UMJ Students are PGSD FIP UMJ students who take civics courses.

THEORITICAL REVIEW

Several theories that can be used as a basis for developing an optimization model for learning citizenship to develop superior skills in the 21st century era for PGSD FIP UMJ students are as follows:

1. Theory of 21st Century Skills; This theory defines skills needed in the 21st century, such as cognitive skills (critical thinking, creativity, problem solving, etc.), interpersonal skills (cooperation, communication, etc.), intrapersonal skills (integrity, initiative, self-discipline, etc.), and technological skills (use of information and communication technology) (Santoso, 2021d). Superior Skills Theory: Superior skills refer to skills that are urgently needed in facing complex and dynamic future challenges, especially in the 21st century era such as critical thinking skills, creativity, collaboration, and communication (Santoso & Murod, 2021b). In this discourse, the importance of superior skills, such as creative and critical thinking skills, collaboration, and good communication are emphasized as important points in civics learning. As for the normative basis, optimizing citizenship learning which is directed at developing superior skills in the 21st century era can be seen from the basic curriculum which includes these abilities as one of the competencies that students must master (Martini et al., 2019). This is in accordance with the vision, mission and goals of Indonesia's national education which places skills development as the main pillar in learning. In this context, optimal citizenship learning can assist students in developing superior skills by providing opportunities and a supportive environment for the growth and development of these skills. Several previous articles and studies emphasize the importance of integrating civics learning with the development of superior skills, such as critical thinking, collaborative, and good communication skills. Research also shows that learning citizenship can increase students' social and ethical concerns in building their character, and increase their active participation in the life of the wider community (Santoso, 2021c). Subsequent research can deepen how the integration of civics learning in the development of superior skills in PGSD FIP UMJ students

- can be carried out more effectively, as well as having a positive impact on the quality of learning and students' abilities in facing the challenges of the 21st century (Santoso & Murod, 2021a) .
2. Citizenship Learning Theory; This theory suggests that citizenship learning aims to form active, participatory, and responsible citizens in society, the state, and the world. Citizenship learning must also integrate the values of nationality, democracy, human rights, and pluralism (Santoso, 2020b) . Citizenship Learning: Learning about rights and obligations as members of society and the nation, as well as an understanding of the values or norms that apply in society and the nation. Then there is the Learning Curriculum: Curriculum as a set of structured designs and learning plans to achieve certain teaching goals and increase student competency (Santoso, 2021a) . The theory underlying the Optimization of Citizenship Learning to Develop Superior Skills in the 21st Century Era in PGSD FIP UMJ Students is a modern learning theory that emphasizes skill-based *learning* . This theory emphasizes that skills development is important in modern education because skills can assist individuals in facing the increasingly complex challenges of the 21st century. The goal of optimized civics learning is to develop superior skills, such as creative and critical thinking skills, collaboration, and good communication, so that students can have the abilities needed in the 21st century era. In this theory, learning is conditioned by the environment, situations, and challenges that require the use of certain skills. Students are encouraged to actively participate in the learning process to gain experience that can assist in developing skills. The ultimate goal of skills-based learning is to help students develop skills that can be used to build their professional careers and make a positive impact on social life and society.
 3. Constructivism Theory; This theory suggests that learning is constructive and student-centered (Santoso, 2020b) . Students are expected to be able to build their own knowledge through experience, reflection, discussion, and collaboration with peers and teachers.
 4. Learning methods and media: Certain learning styles, methods, or techniques used to facilitate learning objectives, such as lecture, discussion, question and answer methods, project-based learning, and others (Santoso, Abdulkarim, et al., 2023) . In the context of developing superior skills in PGSD FIP UMJ students through optimized civics learning, this theory can assist in developing more effective learning approaches, evaluating learning outcomes objectively, and introducing students to an understanding of the superior skills needed in the 21st century era (Santoso, Karim, et al., 2023g) . While Learning Media: Media used to facilitate and strengthen learning, such as information technology, print media, presentation tools, or simulation environments. The thought discourse on Optimizing Citizenship Learning to Develop Superior Skills in the 21st Century Era for PGSD FIP UMJ Students is to improve the quality of civics learning and students' abilities to face the challenges of the 21st century.
 5. Islamic Approach Theory; *rahmata lil alamin*. The approach according to the Islamic view is an approach based on the beliefs and guidance of the Islamic religion in managing life. The Islamic approach teaches that humans must live their lives in the right way according to religious teachings so that they can get happiness and prosperity both in this world and in the hereafter. In the Islamic approach, there are several theories or principles used in managing life, such as:
 - a. Tauhid: the principle of the oneness of Allah SWT that must be adhered to by Muslims.
 - b. Shari'a: teachings about how to live in accordance with the teachings of Islam.
 - c. Morals: principles regarding human behavior or behavior that are in accordance with the teachings of the Islamic religion.

- d. Worship: the principle of human service to Allah SWT in various forms such as prayer, fasting, zakat, and pilgrimage.
- e. Muamalah: principles regarding socio-economic relations in accordance with Islamic religious teachings, such as commercial law, inheritance, finance, etc.

In accordance with the principles and teachings of the Islamic religion, the Islamic approach also emphasizes the importance of doing good, avoiding sin, maintaining relationships with others, solving problems wisely, and adapting to changes that occur in the surrounding environment. Then the concept of the approach of "Grace to all the worlds" in Islam refers to the values of compassion, compassion, and concern for all creatures created by Allah SWT, both living and dead creatures. This concept reflects that Allah SWT is a Creator who is very generous and compassionate towards all of His creatures. The concept of the Rahmat approach to all nature in Islam also teaches that humans as caliphs on earth have a responsibility to maintain and maintain the continuity of life in this universe. Therefore, humans must act wisely and responsibly in using natural resources for the benefit of humans and also as a service to all creatures created by Allah SWT. In the letter Al-An'am verse 165, Allah SWT says that "And it is He who has made you caliphs on earth and has exalted some of you over others (in terms of knowledge and honor); so that He tests you regarding the gifts that have been given Him to you. Verily, your Lord is very swift in punishing Him; and Verily, He is Most Forgiving, Most Merciful." Therefore, the Rahmat approach to all nature in Islam must be applied in everyday life by applying the values of compassion, care, and responsibility for all creatures created by Allah SWT. This can be done by protecting the environment, respecting the rights of every living thing, and using natural resources wisely and responsibly.

Then previous research that is relevant to several studies, for example, a study by Ruskovaara and Pylväs (2015) revealed that civics learning integrated with the development of superior skills can help improve students' ability to think critically, develop ethics and values, and improve their social interactions. This study emphasizes that the development of superior skills in civic education can increase students' motivation and active participation in learning (Santoso, Karim, et al., 2023g) . Other research by Putera and Sukestiyarno (2018) shows that optimized civics learning can help PGSD students develop critical and collaborative thinking skills needed to achieve national learning goals (Santoso, Murod, et al., 2023) . Other research by Hillman and Lochmiller (2016) highlighted the importance of civics learning as a means of building students' superior character and skills (Santoso, Salsabilla, et al., 2023) . This study shows that citizenship learning based on the development of superior skills can help students gain a better understanding of their role in society, improve their ability to think critically and creatively, and assist them in taking action to improve and advance society.

DISCUSSION

The meaning of optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students refers to efforts to make civics learning more effective and efficient to develop superior skills for students (Santoso, Rahmawati, et al. , 2023) . The purpose of this strategy is to improve students' ability to face the challenges and demands of the 21st century which are constantly developing and changing. The function of optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students is to help PGSD FIP UMJ students understand and develop skills that are in line with the demands of the 21st century, such as critical thinking skills, creativity in solving problems, good communication skills, the ability to adapt to environmental

changes, and the ability to collaborate with others. Optimizing civics learning can help students understand their role as good and responsible citizens and prepare them to become active and successful members of society in the 21st century.

The goal is to improve the quality of civics learning and prepare students with the skills and knowledge needed to face the challenges of the 21st century (Santoso, Damayanti, et al., 2023). So from optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students in particular, the objectives are: 1). Increase students' understanding of the concept of citizenship and their role as good and responsible citizens. 2). Develop critical thinking skills, creativity in problem solving, good communication skills, ability to adapt to environmental changes, and ability to collaborate with others. 3). Improving the quality of civics learning by using more effective and innovative learning models. 4). Strengthen the link between citizenship learning and the development of superior skills in the 21st century.

The hope is that students can become better and more responsible citizens by understanding and carrying out their roles and responsibilities as good citizens (Santoso, Karim, et al., 2023h). So from optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students are: 1). PGSD FIP UMJ students have a better ability to understand the concept of citizenship and apply the knowledge and skills they learn in the context of everyday life. 2). A more effective and innovative civics learning model can increase the interest of PGSD FIP UMJ students in studying citizenship and help them achieve better learning outcomes. 3). PGSD FIP UMJ students have superior skills needed in the 21st century era, which can increase their readiness to start a career or take an active role in society.

The characteristics of optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students include: 1). Oriented to developing superior skills in the 21st century: This learning strategy is designed to help PGSD FIP UMJ students develop the skills needed to face challenges and demands in the 21st century. These skills include critical thinking skills, creativity in problem solving, good communication skills, the ability to adapt to environmental changes, and the ability to collaborate with others. 2). Conducted with effective and innovative learning methods: Optimization of citizenship learning is carried out using more effective and innovative citizenship learning models. This learning model is expected to increase the interest of PGSD FIP UMJ students in studying citizenship and can help them achieve better learning outcomes. 3). Focus on developing the skills of good and responsible citizens: The characteristic of optimizing citizenship learning is helping PGSD FIP UMJ students understand the concept of citizenship and their role as good and responsible citizens. This is done by strengthening the link between citizenship learning and the development of superior skills in the 21st century era. 4). Carry out development through systematic stages: The stages passed in optimizing civics learning include observation, interviews, documentation studies, development of learning models, trials, data analysis, and conclusions. By using a systematic approach, it is hoped that it can produce an optimal learning model and can help PGSD FIP UMJ students develop superior skills in the 21st century era.

Awareness is a supporting factor that helps successfully optimize civics learning (Santoso, Karim, et al., 2023b). Several supporting factors for optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students include: 1). Needs of PGSD FIP UMJ students: PGSD FIP UMJ students need skills to face or meet the needs of the 21st century. Effective citizenship learning will help them acquire and hone these skills. 2). Learning environment: An environment that is conducive to learning will help PGSD FIP UMJ students obtain optimal learning outcomes. Facilities and resources such as

classrooms, libraries, and modern learning technologies can help strengthen the chosen civics learning strategy. 3). Availability of qualified lecturers: Lecturers who are qualified and experienced in the field of citizenship can help PGSD FIP UMJ students gain a good understanding of concepts. 4). Cooperation between lecturers and students: PGSD FIP UMJ students need to work together with lecturers in maximizing learning outcomes. Lecturers who act as facilitators and motivators in learning can help PGSD FIP UMJ students to obtain more optimal learning outcomes. 5). Learning methods: Effective and innovative learning strategies and methods can increase the interest of PGSD FIP UMJ students in studying citizenship and can help them achieve better learning outcomes. 6). Student awareness: PGSD FIP UMJ students have a high awareness of obtaining information and acquiring the skills needed to face challenges in the 21st century era.

Citizenship lessons can provide opportunities for students to improve their communication skills through exercises and structured assignments (Santoso, Karim, et al., 2023c) . Some of the 21st century skills that are suitable for development through optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era in PGSD FIP UMJ students include: 1). Critical thinking skills: Critical thinking skills are very important for PGSD FIP UMJ students to solve problems and make the right decisions. Understanding the concept of citizenship can help students to carry out critical analysis of various issues related to society, politics, and culture. 2). Creativity skills in problem solving: PGSD FIP UMJ students need to have creative problem solving skills to help them find new and innovative solutions to overcome the problems they face. Citizenship lessons can be a foundation in developing these skills. 3). Good communication skills: Good communication skills are essential in many situations, be it in speaking, writing or in the use of information technology. 4). Ability to adapt to environmental changes: Technological developments and changes in the social and economic environment require PGSD FIP UMJ students to be ready to adapt. An understanding of the concept of citizenship and superior skills developed through optimizing citizenship learning can help students adjust and adapt to environmental changes. 5). Ability to collaborate with others: Mutual respect and the ability to cooperate with others are very important in the world of work. Citizenship lessons can provide training and experience for PGSD FIP UMJ students to work together in groups, collaborate, and build healthy and productive relationships with others.

Strong understanding of citizenship, PGSD FIP UMJ students will be more motivated to take part in social activities or community service (Santoso, Karim, et al., 2023e) . The positive impact of optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students includes: 1). PGSD FIP UMJ students will have superior skills needed in the 21st century era: By optimizing citizenship learning, PGSD FIP UMJ students will acquire skills such as critical thinking skills, creativity in problem solving, good communication skills, ability to adapt to environmental changes, and the ability to collaborate with others. These skills are very important for PGSD FIP UMJ students to face the challenges of the 21st century era. 2). Creating PGSD FIP UMJ students who have a good understanding of citizenship: Optimizing citizenship learning will help PGSD FIP UMJ students to have a good understanding of the concept of citizenship and their role as good and responsible citizens. This will help them become more responsible individuals, actively involved in community activities, and play a positive role in nation-building. 3). Increasing social and moral awareness of PGSD FIP UMJ students: Citizenship learning can help PGSD FIP UMJ students understand the importance of contributing to society and deepen their social and moral awareness.

Encouraging students to be involved in community projects that can increase social awareness and responsibility (Santoso, Karim, et al., 2023d) . Then there are several strategies that

can be carried out, from optimizing the Islamic approach through civics courses to developing superior skills in the 21st century era for PGSD FIP UMJ students, including: 1). Applying problem-oriented learning (problem-based learning) that can improve critical and analytical thinking skills. 2). Integrating technology in learning so that students can develop digital skills and abilities related to information technology. 3). Providing opportunities to develop social and leadership skills through practicum, internships, or participation in student organizations. 4). Create a structured self-development program to help students improve skills such as creativity, innovation, and entrepreneurship.

Possible solutions to implement this strategy include: Involving lecturers who are competent and trained in problem-based learning, as well as educational technology (Kusumawardani, Diyanti, et al., 2020) . Investing adequate resources, be it human resources, facilities and infrastructure to create an innovative and productive learning environment (Dewi Setiyaningsih et al., 2020) . Implement a fair and transparent assessment system to foster student learning motivation (Faznur et al., 2020) . Collaborating with external parties such as industry and the community, so students can learn from real practice and work experience (Kusumawardani, Santoso, et al., 2020) . Providing support for students in developing themselves through academic guidance and career counseling (Santoso, 2020b) .

To develop a model for optimizing the Islamic approach through citizenship courses, students must be very meaningful and have good priorities (Santoso, Karim, et al., 2023a) . Then there are several steps that can be done: 1). Needs analysis- This stage aims to determine the needs of PGSD FIP UMJ students regarding civics learning and superior skills related to the 21st century era. This analysis can be done by conducting preliminary studies, observations, interviews, and surveys. 2). Model design - After knowing the needs of students, the next step is to design an appropriate learning model to optimize learning citizenship and superior skills. This model can be in the form of learning methods, learning strategies, learning approaches, learning technology, and others. 3). Implementation - After the model is designed, this stage is implementing the model that has been made into learning. This implementation must be carried out in accordance with the design of the model to optimize learning outcomes. 4). Evaluation- This stage aims to evaluate the results of the implementation of the learning model. Evaluation can be done using several evaluation techniques, such as assessment of learning outcomes, observation, tests, questionnaires, and interviews. 5). Development- Evaluation results can be used to redevelop the learning model to better suit student needs, and continue to be improved to produce better quality learning. These are the stages of developing the Citizenship Learning Optimization model for Developing Superior Skills in the 21st Century Era for PGSD FIP UMJ Students.

It will have a good impact if the results of the implementation of students can develop 21st century skills and good civic values to become competent citizens in the 21st century era (Santoso, Karim, et al., 2023f) . Implementation of optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students can be done with the following steps: 1). Introducing the concept of 21st century skills - Teachers need to introduce cognitive, interpersonal, intrapersonal, and technological skills to students by providing explanations according to the learning context and student needs. 2). Integrating civic values and principles - Teachers must integrate civic values and principles in learning 21st century skills so that students can develop good citizenship attitudes. 3). Develop learning programs - Teachers need to create learning programs that include effective learning strategies to optimize learning for citizenship and 21st century skills, such as Cooperative Learning, Problem-Based Learning, and Project-Based Learning. 4). Provide complete resources - Teachers must provide complete and

sufficient resources to support learning activities, such as learning resources, learning technology, and adequate facilities. 5). Conducting learning evaluations - Learning evaluations are carried out to find out to what extent the teaching-learning process that occurs in the classroom has succeeded in increasing students' ability to master 21st century skills and the necessary civic values.

Reflection and evaluation must be carried out properly and periodically in order to assess the progress achieved by students and to adjust the learning provided. Reflecting and evaluating is expected to be more optimal and effective in improving the quality of education and learning (Santoso, Karim, et al., 2023b). The reflections on optimizing the Islamic approach through civics courses to develop superior skills in the 21st century era for PGSD FIP UMJ students are as follows: 1). The Importance of Developing 21st Century Skills - In the 21st century era, students need to have 21st century skills needed to face the increasingly complex demands of the world of work. Therefore, the development of cognitive, interpersonal, intrapersonal, and technological skills must be continuously improved through effective learning. 2). The Importance of Citizenship Learning - Citizenship learning is very important in shaping the character of students as good citizens. Apart from integrating the values of nationality, democracy, human rights, and pluralism, learning citizenship also helps students to become active, participatory, and responsible citizens in society, the country, and the world. 3). The Importance of Applying an Effective Learning Model - In developing a model of Optimizing Citizenship Learning to Develop Superior Skills in the 21st Century Era, teachers need to pay attention to effective learning strategies, such as Cooperative Learning, Problem-Based Learning, and Project-Based Learning. In this case, the teacher does not only prioritize cognitive skills, but also interpersonal, intrapersonal, and technological skills. 4). The Importance of Outcome-Based Learning Evaluation - Learning evaluation is carried out to find out to what extent the teaching-learning process that occurs in the classroom has succeeded in increasing students' ability to master 21st century skills and necessary civic values.

CONCLUSION

That the development of an effective learning model is very important. By developing an optimal learning model, PGSD FIP UMJ students are expected to be able to develop 21st century skills and good civic values to become competent citizens in the 21st century era. Thus, education and learning at FIP UMJ can contribute significantly to development National Education. The following discussion focuses on how to develop effective learning models to optimize civics learning and 21st century skills for PGSD FIP UMJ students. This learning model was designed by taking into account the theory of 21st century skills, namely cognitive, interpersonal, intrapersonal, and technological skills needed by students in the 21st century era. Furthermore, civics learning theory serves as a basis for integrating civic values and principles in learning. In addition, constructivism theory is used to link learning with students, so that students can build their own knowledge. At the implementation stage, the learning model is optimized by providing effective learning strategies, such as *Cooperative Learning*, *Problem-Based Learning*, and *Project-Based Learning*. Lecturers must also provide learning resources, learning technology, and adequate facilities to support learning activities. The implementation of the learning model for students is directed at forming active, participatory and responsible citizens in society, the country and the world, in accordance with the objectives of learning citizenship. The results of learning evaluations are carried out periodically to evaluate the extent to which the teaching and learning process has succeeded in increasing students' ability to master 21st century skills and the necessary civic values. This discussion focuses on developing effective learning models to optimize civics learning and 21st century skills in PGSD FIP UMJ students in order to improve the quality of

education and learning at FIP UMJ. Then the development of civics learning models and 21st century skills at PGSD FIP UMJ is very important to provide students with the skills needed to face the increasingly complex demands of the world of work. The theory of 21st century skills, the theory of the Islamic approach, the theory of citizenship learning, and the theory of constructivism are the basis for the development of effective learning models. Implementation of learning is carried out with effective learning strategies and adapted to the learning needs of students, and carried out with adequate resources. The development of learning models is carried out to shape students to become active, participatory, and responsible citizens in society, the country, and the world.

SUGGESTION

It is hoped that PGSD FIP UMJ students can develop 21st century skills and good civic values to become competent citizens in the 21st century era. Thus, education and learning at FIP UMJ can contribute significantly to the development of national education. Evaluation of learning is carried out periodically to evaluate the extent to which the teaching and learning process has succeeded in increasing students' ability to master 21st century skills and the necessary civic values.

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