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THE DEVELOPMENT OF CITIZENSHIP EDUCATION LEARNING MODELS THROUGH THE ADDIE MODEL TO IMPROVE STUDENT CHARACTERS AT MULAWARMAN UNIVERSITY

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Abstract

Citizenship Education in Higher Education is the leading sector for instilling character values in students. In carrying out a multidimensional mission, Citizenship Education psychopedagogically / andragogically and socioculturally must be analyzed, designed, developed, implemented and evaluated in the context of realizing civic intelligence which is psychosocially reflected in the mastery of civic knowledge, the embodiment of civic dispositions, appearance of civic skills, ownership of civic commitment, ownership of civic confidence, and appearance of civic competence, all of which emanate from and crystallize back into virtue / civic virtues / civility. For that we need a learning development model that is suitable and can increase competence in students, namely the ADDIE model. The Indonesian government policy requires that character education be included in the curriculum in higher education because character education is not only important, but absolutely necessary for a nation to become a civilized nation. This research is a development research which refers to the development research process of Borg and Gall. The main purpose of character education is to improve student achievement and the implementation of integrated character development. Through character education, students are expected to be able to implement character values in everyday life. A character education strategy can be done through: (1) providing a real model, (2) instilling discipline, (3) forming habits, (4) creating a conducive atmosphere, (5) integration and internalization. With the ADDIE model used by lecturers, students can carry out activities in learning that are more fun and not monotonous. The approaches used include: (1) observing, classifying, and recognizing and formulating problems that arise (2) collecting, analyzing and interpreting data, and (3) predicting possible symptoms.

I. INTRODUCTION

Education is a major sector in the development of the Indonesian nation. In its implementation, the development of a quality nation is strongly supported by quality human resources, where education is the key to the growth and development of quality human resources as a whole. Through education it is hoped that it can form skilled human beings, who can change conventional living conditions towards modern ones without leaving noble human values which are used as guidelines for the Indonesian nation.

According to the Dictionary Of Education; education is a process where a person develops his / her ability to behave and foster other forms of behavior in the society where he lives, in which a social process occurs in which the person is exposed to the influence of a selected and controlled environment, especially those coming from school and the environment in which they live so as to obtain or experience the optimal development of social abilities and individual abilities. This is in line with the Law of the Republic of Indonesia number 20 of 2003 article 3 concerning National Education that: "National education functions in developing capabilities and shaping the character, dignified national civilization in the context of educating the nation's life. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are physically and spiritually healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens".

Nizam argued; Higher education as one of the education providers is expected to be able to intensively, continuously and actively coordinate and report related to the implementation of the education process during the new normal life recovery period. (Nizam, 2020: 6). In Higher Education, it is hoped that the implementation of learning can use innovative learning models, which not only develop mastery of cognitive aspects, but can also achieve mastery of affective and psychomotor aspects, and what is very important is that it must be charged with the formation and strengthening of student character as part of developing core competencies which includes several important behaviors, namely: responsibility, discipline, honesty, courtesy, caring, self-confidence, independence, cooperation, love for the country, democratic and creative in interacting with community groups in the surrounding environment. And character is part of the achievement of competence for students who will be able to have a sense of responsibility as citizens and responsibility for their environment, in the life of society, nation and state and have intelligence according to their perspective.

In 2013, there has been a change in the curriculum from Basic Education to Higher Education by the Ministry of Education and Culture. In Law No. 12 of 2012, it is stated that universities have autonomy in the preparation of the curriculum that will be enforced, but in practice the same guidelines are needed in order to achieve optimal results. In addition, students in higher education are adults, so they are considered to have the awareness in developing their own potential to become an intellectual, scientist, practitioner, or professional in accordance with their scientific field. For this reason, changes in the learning process are very important and will create an academic climate that will improve student competence in both hard skills and soft skills. This is in accordance with the objectives of Higher Education in Law No.12 of 12, namely to become a human being who believes and is devoted to God Almighty and has noble, healthy, knowledgeable, competent, creative, independent, skilled, competent, and cultured character for the benefit of the nation.

To realize these educational goals, all students must take general education courses. Some of the General Courses have been stated in Law No. 12 of 2012 as compulsory courses that must be taken by all students, namely subjects: Pancasila, Citizenship Education, Religion and Indonesian Language. In order to improve the achievement of student competencies in learning, courses that encourage other character development are added with the hope that this general course will further increase the value of student independence both individually and in an integrated manner. The General Courses are English and Entrepreneurship.

The Citizenship Education course is the most important subject in learning where as a subject designated to provide national, democratic, legal, multicultural and civic education for students to support the realization of citizens who are aware of their rights and obligations, have intelligence, and are skilled and characterized so that can be relied on to build a nation and state based on Pancasila and the 1945 Constitution according to their respective scientific fields and professions. Not only that, Citizenship Education is one of the compulsory courses that can shape student character, where character building in individuals is a function of all individual human potential (cognitive function, affective function, conative function, and psychomotor function) in the context of social interaction. community in cultural nuances that occur in the family, educational environment, and community environment and will last a lifetime.

Because character education is an effort to instill character values in the nation's future generations that are rooted in the character values of the nation's culture and the character values of religion, this character education is an alternative to building the character of the nation's future generations through their participation in taking courses Civic education. Character education must be given to all future generations of the nation by cultivating the values of the nation's character. National character values can be integrated in the Citizenship Education subject. Character values that must be instilled for high school level students are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, love peaceful, fond of reading, caring for the environment, caring socially, and responsibility. The character values embedded in these students can realize the goals of national education, namely to develop the potential of students to become people who believe and fear God Almighty, have noble character, are physically and spiritually healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

Whereas the characters that will be developed and built in the context of the totality of the learning process when viewed from a psychological and socio-cultural side can be grouped into several things, namely: spiritual and emotional development, intellectual development, sports and kinesthetic (physical and kinesthetic development), and feeling and intention (affective and creativity development). (Ministry of Education and National Culture, 2012).

Meanwhile, one of the indicators of the success of the implementation of character education is the participation of the community as citizens in criticizing issues that are part of the competence of citizens in terms of achieving citizen skills and of course it cannot be separated from civics virtue, civics disposition, civic responsibility, and civics skills. Based on the results of observations and interviews with teachers of the Civics Education course at Mulawarman University, it is known that the learning models used by lecturers in the classroom are mostly traditional or conventional. Most lecturers (nearly 70% of them still teach using the lecture method). And the development of the learning model used has not been able

to integrate character education as a whole and completely, so that it is still far from the expectations / goals that have been planned by the government and universities as institutions that carry out the educational process. This is due to the low socialization carried out by MKU (the group of study materials and lessons in the undergraduate program curriculum which are expected to shape the personality and attitudes of students to enter community life) towards lecturers so that it will affect the achievement of professional competence of lecturers and achievement of competence. students as learners.

Based on the results of a pre-survey conducted on students who have taken the Citizenship Education course (April 2018), the following data were found: students in taking citizenship courses were still unsatisfied and complained about the learning model used by lecturers who were more likely to be monotonous and boring, so that the learning patterns of students who take these courses are still like the learning patterns in previous education or at the high school level, meaning that creativity, civic skills and responsibility are still limited to knowledge (text book), so attainment ranges from 35% - 40%. The rest, namely 55% - 60%, the course teachers are expected to be able to develop the learning model used, the hope is that it can provide not only a basic knowledge, but also good skill mastery, sufficient learning experience and can build social integrity and be able to realize a national character. toughness. For this reason, in line with realizing the improvement of the quality and relevance of education that must be carried out comprehensively, including the development of the dimensions of the Indonesian human being as a whole, namely the aspects of ethics, morals, morals, character, knowledge, attitudes, skills, physical and spiritual health, as well as arts and culture. The development of these aspects leads to the improvement and development of life skills which are realized through the achievement of student competencies to survive and adapt and succeed in the life they live and are able to face a bright future.

II. LITERATURE REVIEW

A. The Development of ADDIE Model

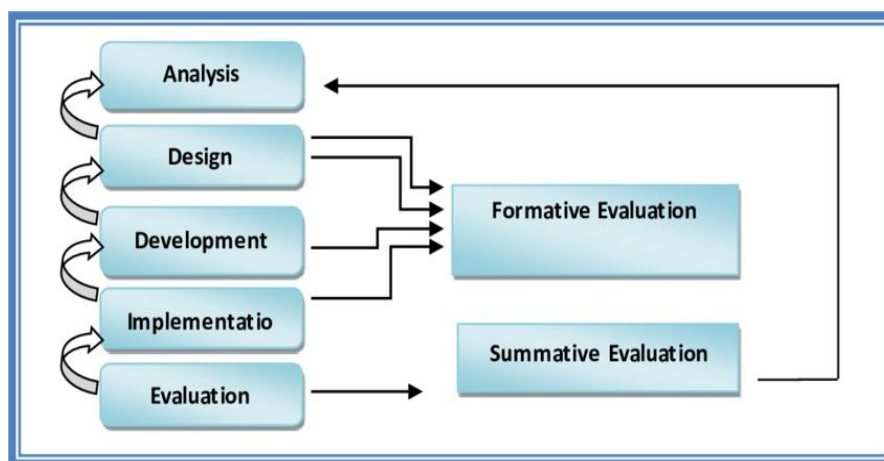
Mustofa (2007: 27-42) says that: "Quality education can be realized through efforts that are able to synergize all components of education optimally so that the interaction process between students and learning resources can run according to learning planning". Education is said to be of high quality, if it can produce graduates who are able to face the challenges of life it faces. Quality education can be realized through quality learning. Samani (2012). In order to achieve the quality of education, it is undeniable that a teacher is one of the main keys that determine the success of education, so a teacher / lecturer should prepare all matters related to the Teaching and Learning Process so that he is able to carry out his duties and functions properly. A lecturer must understand learning models where the selected model must be in accordance with the subject matter to be delivered. Besides that, he must also understand how to develop a learning model.

Model development can be interpreted as an effort to expand the fulfillment of education standards to bring a situation or situation gradually to a more perfect or more complete situation or a better learning state. In this study, development is aligned with the ADDIE model. This learning design model is carried out to produce a learning system that is broad in scope.

The ADDIE development research model as the name implies is a model that involves the stages of model development with five steps / development phases including: Analysis, Design, Development or Production, Implementation or

Delivery and Evaluations). The ADDIE model was developed by Dick and Carry in 1996 to design a learning system (Mulyatiningsih, 2016).

In product development steps, the ADDIE development research model is considered more rational and more complete. Mulyatiningsih (2016) suggests that this model can be used for various forms of product development in learning activities such as models, learning strategies, learning methods, media and teaching materials. This model uses 5 stages of development as can be seen in the diagram below:



ADDIE Model, Diagram by: Steven J. McGriff

As for the explanation of these stages is as follows:

1. Analysis, namely conducting a needs analysis. Identify problems, identify products that fit the target, thought about product to be developed. In this stage, the main activity is to analyze the need for the development of teaching materials for learning objectives, some of the analyzes carried out are as follows: performance analysis, student analysis, fact analysis of the principles and procedures of learning material, and analysis of learning objectives.

2. Design, the design stage is the stage of designing the product concept to be developed.

3. Development, is the process of making the design become reality. In carrying out the steps for developing teaching materials, there are two important objectives that need to be achieved, including: 1) Producing or revising the teaching materials that will be used to achieve the learning objectives that have been formulated, 2) Choosing the best teaching materials that will be used for achieve learning objectives.

4. Implementation, is a product trial as a concrete step to apply the product that we are making. The application of products in the ADDIE development research model is intended to obtain feedback on the products made / developed. Initial feedback (initial evaluation) can be obtained by asking questions related to product development goals. Application is carried out referring to the product design that has been made.

5. Evaluation, namely the process of seeing whether the product is successful, according to initial expectations or not.

B. Learning model

The learning model is a framework that provides a systematic overview for carrying out learning in order to help students learn in certain goals to be achieved. That is, the learning model is a general description but still focused on specific

goals. This makes the learning model different from learning methods that have implemented steps or learning approaches that are even wider in scope. The definition above is in line with the opinion of Suprehiningrum (2013, p. 145) which states that the learning model is a conceptual framework that describes systematic learning procedures for managing student learning experiences so that certain desired learning objectives can be achieved.

The learning model is a conceptual framework that describes a systematic procedure for organizing a learning system to achieve certain learning objectives and serves as a guide for learning designers and teachers in planning and carrying out learning activities (Saefuddin & Berdiati, 2014, p. 48).

The learning model is a design (design) that describes the detailed process of creating an environmental situation that allows learning interactions to occur in order to change or develop students' self (Sukmadinata & Syaodih, 2012, p. 151). However, often the use of the term learning model is identified with a learning strategy. Furthermore, learning design is an effort to plan and compile, carry out the learning process. And assess learning outcomes systematically. While the learning approach is ethical-pedagogical contents that accompany the learning process which contains religious / spiritual, rational / intellectual, emotional, functional, exemplary, habituation, and experience. For this reason, the learning model is a conceptual framework that describes systematic procedures for organizing learning experiences to achieve learning objectives.

C. Character Education in Higher Education

The originator of the first Character Education is a pedagogy from Germany named F.W Foerster, according to him Character is something that characterizes a person's personality. What becomes identity, characterizes, becomes a fixed quality, which transcends the ever-changing contingent experience. So Character Education is a set of values that become a habit of life so that it becomes a permanent trait in a person, for example: honest, perseverance, hard work.

Brown, Chamberland and Morris (2007: 2) state that "character is made up of core ethical values that incorporate ones thought process, emotion and action" means that characters are formed from core ethical values which include the unity of thought, emotion and action processes. Furthermore Brown, Chamberland and Morris stated that there are 8 basic characters that can be developed, namely honesty, courage, respect, responsibility, perseverance, cooperation able to control self-control and citizenship.

In relation to education, character education can be concluded as value education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain goodness, realize and spread goodness in daily life wholeheartedly.

D. Citizenship Education in Higher Education

Basically, the Citizenship Education subject functions as a vehicle for forming smart, skilled, and character citizens who are loyal to the Indonesian nation and state by reflecting on themselves in the habit of thinking and acting based on the Indonesian nation's view of life, namely Pancasila and the 1945 Constitution.

In essence, citizenship education is a conscious and planned effort to educate the nation's life for citizens by fostering national identity and morals as a basis for the implementation of rights and obligations in State defense, for the survival and glory of the nation and the State. The purpose of civic education is to realize citizens who are aware of State defense based on an understanding of national politics, and sensitivity to develop national identity and morals in the nation's life (Komaruddin H and Azyumardi Azra, 2008: 5).

According to Nu'man Soemantri (2001: 54) citizenship education is education that is based on political democracy, which is expanded with other sources of knowledge, positive influence on school education, society, parents, all of which are processed to train students to think critically, analytical, and act democratically in preparing for democratic life based on Pancasila and the 1945 Constitution.

Meanwhile, the vision of Citizenship education in tertiary institutions is a source of values and guidelines in the development and implementation of study programs, in order to lead students to strengthen their personalities as whole human beings. Its mission is to help students strengthen their personalities, so that they are consistently able to realize the basic values of Pancasila, a sense of nationality and love for the country in controlling, implementing and developing science, technology and art with a sense of responsibility and morality.

The purpose of the Citizenship Education subject is to provide various competencies that must be possessed by students as their abilities. These competencies are listed in the Citizenship Education Content Standards, which include (1) thinking critically, rationally, and creatively in response to citizenship issues; (2) participate in a quality and responsible manner, and act intelligently in community, national and state activities; (3) to develop positively and democratically to form oneself based on the characteristics of the Indonesian people so that they can live together with other nations; (4) interact with other nations in the world arena directly or indirectly by utilizing information and communication technology. The objectives of this Citizenship Education subject will be achieved if students already have the competencies provided by the Citizenship Education teacher and are able to obtain good learning outcomes.

Djahiri (Suwardi, 2009: 53) states that the learning process of Citizenship Education is a process of teaching and learning activities engineered by all learning components which include lecturers, materials, media, sources and evaluation of learning. In other words, the Civics learning process can be interpreted as a process of interaction between students and lecturers in operationalizing materials, methods, media, resources, and learning evaluation. Therefore, there are several alternative learning models that can be used in order to achieve civic intelligence, civic responsibility and civic participation, cognitive developmental models, reflective inquiry, social inquiry, role playing.

In order for Citizenship Education learning that is followed by students to achieve the three main components that must be developed civic knowledge, civic skills, civic disposition, a lecturer needs to carry out learning that allows the development of these three components. Based on the above, citizenship education in Indonesia also makes an important contribution in supporting the goals of having an Indonesian state. Systematic citizenship education is in the context of realizing the functions and objectives of national education based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Citizenship education is related to and goes hand in hand with the journey of developing the life of the nation and state.

Citizenship education is an integral part of ideas, instrumentation, and praxis of life in the community, nation and state of Indonesia (Udin Winataputra, 2008).

III. METHODS

This research was conducted at Mulawarman University, especially in the Teaching and Education Faculty. Aimed at students taking Citizenship Education courses in 2018. This type of research is Research & Development; namely research that aims to develop a learning model both hardware and software development. Gall and Borg (1983: 772) define educational Research & Development as follows: Educational research and Development is an industry-based development model in which the finding of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined for they meet specified criteria of effectiveness, quality, or similar standards. Borg and Gall explain; that the term product refers not only to material objects, but also to procedures and processes, such as learning methods, learning models, learning techniques and learning strategies or methods for organizing learning. The data collected consists of primary data and secondary data. Primary data is in the form of information about informants, places and events. Informants consist of lecturers of the Citizenship Education course and students who took these courses in 2018.

Meanwhile, the data collection technique uses several methods, namely: participant observation, FGD (Focus Group Discussion); and in-depth interviews, with purposive sampling. The analysis techniques used in qualitative research will be based on an interactive analysis model (Miles & Huberman, 1992). According to this model in data collection, researchers make data reduction and data presentation continuously until a conclusion is drawn.

IV. RESULTS

Citizenship Education is very urgent in the midst of the current situation in the life of the nation and state of Indonesia. To meet the demands of the changing times, it is necessary to develop a substance of study and learning models as well as an evaluation system that allows the implementation of Citizenship Education courses in higher education to run effectively. In Higher Education, some of the achievements of Citizenship Education Learning are:

- a) Able to analyze the contextual of Citizenship Education, develop positive attitudes and display behaviors that support nationalism and love for the country.
- b) Able to analyze Citizenship Education contextual problems, develop positive attitudes and display behaviors that support civilized democracy
- c) Able to analyze Citizenship Education contextual problems, develop positive attitudes and display behaviors that support awareness of law and diversity.

Learning Citizenship education in higher education has an important role in the educational process, which is able to explore all individual potential intelligently and effectively for the formation of a physically and mentally prosperous society. For this reason, it is necessary to renew the concept and paradigm of Citizenship Education learning from emphasizing only the cognitive aspects to emphasizing the development of intelligent, democratic, and religious citizens who have multi-dimensional characteristics in accordance with noble values rooted in the nation's culture. It is hoped that the development and renewal of Citizenship Education learning can make students as young citizens or citizens who are smart, creative, participatory, and responsible in order to be able to provide input on public policies in their environment. Whereas so far the learning process of Citizenship Education only emphasizes the cognitive aspects, while the affective and psychomotor aspects

are still not being paid attention to. For this reason, it is necessary to improve the internalization of a person's values and character.

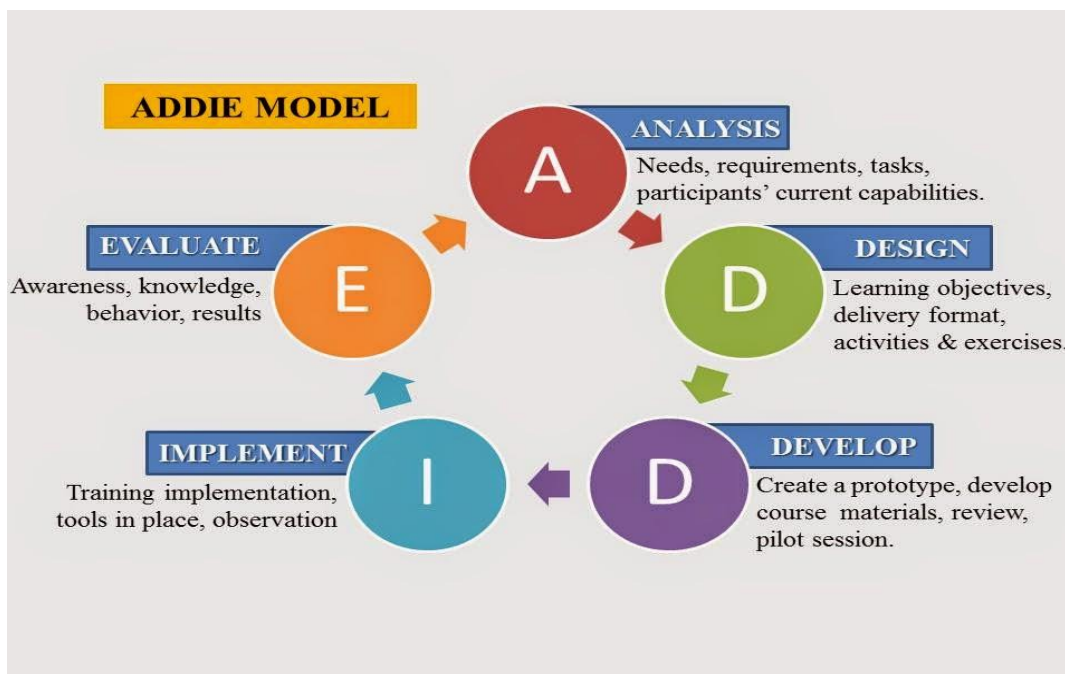
Preliminary research is intended to describe the development of the Citizenship Education learning model, the problems that arise and the need for learning model designs to improve student character, as well as designing a draft learning model for character education. The model developed is based on model components consisting of: Teaching and Learning Process Steps, learning models, learning principles, support systems, and attention must be paid to the emergence of objective or instructional impacts, accompanying impacts and learning assessment. Literature study was chosen as the initial activity to achieve these goals. Meanwhile, the field survey was used for the preparation of the initial draft which was subsequently reviewed and attended by experts.

Tabel 1. Responses About Character Education at Mulawarman University in Samarinda

No	The Component being Rated	Average Score	Percentage of Assessment
	INTELLECTUAL ATTITUDE		
1	Vigilance	3.15%	63.5%
2	Critical	3.24%	64.8%
3	Analytical	3.21%	68.2%
4	Anticipatory	3.50%	70.0%
5	Be careful	3.35%	67.9%
6	Integrity	3.40%	68.2%
7	Discipline	3.00%	70.0%
	SPIRITUAL ATTITUDE		
9	Confidence	3.65%	73%
10	Firmness	3.5%	70%
11	Willingness	3.15%	63.3%
12	Acceptance / Sincerity	3.60%	70.4%
13	Virtue	3.25%	70.8%
14	Wise	3.65%	73%
	SOCIAL ATTITUDE		
15	Affection	3.5%	70%
16	Care	3.41%	68.2%
17	Bravery	3.65%	73%

V. DISCUSSION

The procedural steps taken by researchers in the development of Citizenship Education learning use a development design according to the ADDIE model. As for this model using 5 stages of development, namely as shown below:



Students while participating in learning activities are able to achieve an average competency level of 70% of the established competency standards, indicators, learning conditions, teaching materials that have been outlined. This means that students are able to implement the learning model well, this can be seen from how they choose activities, are given freedom in determining methods, choosing media and learning strategies that are suitable for use in delivering program material or substance in accordance with the subject matter and basic competencies that will be achieved. The delivery of interesting and non-monotonous learning materials can create a pleasant learning atmosphere. lecturers can guide students to achieve the expected goals or competencies in accordance with the applicable curriculum. The following are details of student mastery of the competency aspects of attitudes, aspects of knowledge and aspects of skills as follows:

Tabel 2. Aspects Assessed and Developed

Knowledge	Attitude	Skills
Curiosity Technology Art and culture Humanity Insights Nationality Have Civilization	Confidence Have faith To be responsible Noble character Knowledgeable	Social skills Be productive Creative Abstract and Concrete Realm
Remember	Receive	Observe
Understand	To Implement	Ask
Apply	Appreciate	Try
Analyze	Live up	Reasoning
Evaluate	Practice	Presenting

Creativity	Implementation	Create
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Students need to have competency knowledge, attitudes and skills related to character values in the aspects of civic knowledge, civic skills and civic disposition. In this case, the steps that must be taken by the lecturer are defined as: explaining information in accordance with basic competencies, Identifying problems based on character values, selecting a problem to be studied by the class based on character values and gathering information related to that problem, developing class portfolios based on character values, presenting portfolios and reflecting on learning experiences. (Trisiana, 2015:124)

Tabel 3. The results of developing the model after being analyzed using the ADDIE model

Teaching and Learning Activities Process	Learning Steps	Ability, Competence and Character Developed
See, hear and listen to lecturers' explanations	Provide an explanation in accordance with Basic Competencies	Practicing seriousness and thoroughness as well as abilities distinguish general information and special. Practicing thinking skills analytical, critical, deductive, and comprehensive (Civic Knowledge)
Asking question about that information not understood from what that is observed or question for get information additional about what was observed.	Identify Problem based on character value	Develop creativity, cultivate a sense of desire know, ability formulate question for form a critical minds who need to live smart
Read references / literature and learning resources. Conduct observations on the object of study and interviews with resource persons.	Choosing Issues based on values character	Developing an attitude of confidence, being honest, responsible, thorough, polite, value opinion others, apply ability collect information through various ways that are studied.
Processing that information already collected, the processing of this information is necessary to add breadth and depth Students'	Gather Information	Develop an attitude of honesty, foster an attitude of thoroughness, discipline, obey the rules, work hard, and be able to implement procedures.

understanding of Citizenship Education based on character values.		have the ability critical thinking, high creativity, deep inductive-deductive thinking conclude.
Present the results observations, draw conclusions based on the results of the analysis.	Developing learning media based on character values	Develop thinking skills systematic in conveying opinion brief and clear, using good and correct language.
Modify and compose medium to find something the new one in original	Presenting learning media based on problem topics	Foster creativity, maintain honesty and a sense of responsibility.
Conduct an assessment on the process of reflecting on the results the learning that has been done.	Carry out a reflection on Civic Education learning activities based on character values	Find solutions and formulate policies in order to solve any problems that arise.

VI. CONCLUSION

The development of the Citizenship Education learning model in Higher Education using the ADDIE Model to improve the character of students at Mulawarman University Samarinda, obtains the expected results. Lecturers teach using a variety of learning models based on the ADDIE model because they are felt to be more in line with the character of the Citizenship Education material. Based on the instructional development of the ADDIE model, it was then adopted in the development stage of the Project Citizen learning model, whose implementation puts forward the side of character education by looking more at local wisdom in East Kalimantan, especially in Samarinda City. The systematic, procedural and easy ADDIE model steps are considered the closest or most appropriate to the Citizenship Education course.

VI. LIMITATION AND FUTURE RECOMMENDATION

To Citizenship Education Lecturers: trying to always develop their own potential and expertise in scientific development, mastery of various learning models in increasing the standard of the learning process so that teaching becomes more enjoyable.

To the Government and Stakeholders: The development of this model is used as input for the government, and the world of education in particular regarding civic education learning to always conduct regular monitoring and evaluation as a control tool for the course of the teaching and learning process in Higher Education. As a material for supervision to improve the quality of Citizenship Education learning carried out by lecturers, especially in increasing their competence and professionalism to overcome problems in an effort to instill character education for students.

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