

**MODEL PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN
GLOBAL BERBASIS MULTIKULTURAL**
*(Studi Pengembangan Untuk Meningkatkan Kompetensi Kewarganegaraan
Global Pada Mahasiswa di Perguruan Tinggi
di Kota Medan)*

DISERTASI

**Diajukan untuk Memenuhi Sebagian dari Syarat
Memperoleh Gelar Doktor Pendidikan
Program Studi Pendidikan Kewarganegaraan**



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2020**

MODEL PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN GLOBAL BERBASIS MULTIKULTURAL

***(Studi Pengembangan Untuk Meningkatkan Kompetensi Kewarganegaraan
Global Pada Mahasiswa di Perguruan Tinggi di Kota Medan)***

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Dr. UPI Bandung, 2020

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Pendidikan (Dr.) pada Fakultas Pendidikan Ilmu Pengetahuan Sosial

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PERNYATAAN BEBAS PLAGIARISME

Dengan ini saya menyatakan bahwa disertasi dengan judul “**Model Pembelajaran Pendidikan Kewarganegaraan Global Berbasis Multikultural (Studi Pengembangan Untuk Meningkatkan Kompetensi Kewarganegaraan Global Pada Mahasiswa di Perguruan Tinggi di Kota Medan)**” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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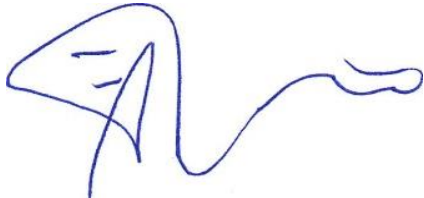
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ABSTRAK

Dharma, S. Disertasi. (2020). Model Pembelajaran Pendidikan Kewarganegaraan Global Berbasis Multikultural (*Studi Pengembangan Untuk Meningkatkan Kompetensi Kewarganegaraan Global Pada Mahasiswa di Perguruan Tinggi di Kota Medan*)

Pendidikan Kewarganegaraan (PKn) global lahir sebagai respon pedagogis untuk memperkuat moral kolektif warga negara terhadap terjadinya berbagai masalah global yang mempengaruhi kehidupan sosial di tingkat lokal maupun nasional. Untuk itu perlu mempersiapkan warga negara agar memiliki pemahaman dan kemampuan untuk terlibat dan berpartisipasi dalam menyelesaikan berbagai tantangan global. Penelitian ini bertujuan untuk meningkatkan kompetensi kewarganegaraan global agar mahasiswa memiliki pengetahuan, nilai dan sikap serta keterampilan yang dibutuhkan dalam menghadapi berbagai masalah dan tantangan global. Untuk memperkuat kompetensi kewarganegaraan tersebut maka perlu mengembangkan model pembelajaran PKn global berbasis multikultural (MPPKnGM). Metode yang digunakan dalam penelitian ini adalah penelitian dan pengembangan (*research and development/ R&D*), dengan pendekatan kualitatif dan kuantitatif pola "*the dominant less dominant design.*" Ada tiga tahapan pokok penelitian ini, yakni (1) studi pendahuluan; (2) studi pengembangan; dan (3) uji coba model (*quasi experimental study*). Penelitian ini dilaksanakan di tiga perguruan tinggi di kota Medan. Setelah melakukan penelitian dan pengembangan maka model pembelajaran ini terdiri atas 6 langkah yakni (1) penggalan dan penguatan nilai pribadi (*discovery personal values*); (2) orientasi tantangan global (*global challenge orientation*); (3) penggalan nilai multikultural (*discovery multicultural values*); (4) mengembangkan wawasan (*develop knowledge*); (5) merancang tindakan (*session plan*), dan (6) aksi kewarganegaraan (*citizenship action*). Untuk mengetahui apakah model pembelajaran ini efektif dalam meningkatkan kompetensi kewarganegaraan global maka dilakukan uji coba dengan menggunakan metode kuasi eksperimen. Hasilnya menunjukkan bahwa MPPKnGM lebih efektif meningkatkan kompetensi kewarganegaraan global bila dibandingkan dengan model pembelajaran konvensional. Diperoleh nilai rata-rata post test pada kelas eksperimen sebesar 77,55 yang lebih tinggi bila dibandingkan dengan nilai rata-rata post test pada kelas kontrol yakni sebesar 74,86. Atas dasar temuan penelitian ini maka MPPKnGM dapat dijadikan sebagai alternatif model yang dapat digunakan dalam pembelajaran Pendidikan Kewarganegaraan atau ilmu-ilmu sosial lainnya.

Kata Kunci : Model Pembelajaran, Pendidikan Kewarganegaraan Global, Multikultural, Kompetensi Kewarganegaraan Global

ABSTRACT

Dharma, S. Disertasi. (2020). Multicultural-Based Global Citizenship Education Learning Model (*Development Study to Increase Global Citizenship Competence in Students in Higher Education in the City of Medan*)

Global Citizenship Education (GCE) was born as a pedagogical response to strengthen the collective morality of citizens towards the occurrence of various global problems that affect social life at the local and national level. For this reason, it is necessary to prepare citizens to have the understanding and ability to engage and participate in solving various global challenges. This research aims to improve the competence of global citizenship so that students have the knowledge, values and attitudes and skills needed to face various global problems and challenges. To strengthen the citizenship competence, it is necessary to develop a multicultural based Civic Education learning model. The method used in this research is research and development (R&D), with a qualitative and quantitative approach to the "dominant dominant design" pattern. There are three main stages of this research, namely (1) a preliminary study; (2) development studies; and (3) model testing (quasi experimental study). This research was conducted in three universities in the city of Medan. After conducting research and development, this learning model consists of 6 steps, namely (1) exploring and strengthening personal values (discovery personal values); (2) global challenge orientation; (3) exploring multicultural values (discovery multicultural values); (4) develop insight (develop knowledge); (5) designing an action (session plan), and (6) citizenship action. To find out whether this learning model is effective in enhancing global citizenship competencies, a trial is carried out using the quasi-experimental method. The results show that multicultural-based global Civics learning models are more effective in increasing global citizenship competencies when compared to conventional learning models. Where obtained the average value of the post test in the experimental class of 77.55. This value is higher when compared with the average value of the post test in the control class that is equal to 74.86. Based on the findings of this study, the multicultural-based PKn global learning model can be used as an alternative model that can be used in Citizenship Education or other social sciences

Keywords: Learning Model, Global Citizenship Education, Multicultural, Global Citizenship Competence

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