

**DESAIN PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN  
BERBASIS PROJECT CITIZEN DIGITAL UNTUK PENGUATAN  
KARAKTER BELA NEGARA MAHASISWA**

**DISERTASI**

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# DESAIN PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN BERBASIS PROJECT CITIZEN DIGITAL UNTUK PENGUATAN KARAKTER BELA NEGARA MAHASISWA

## ABSTRAK

Pendidikan Kewarganegaraan merupakan bentuk nyata kontrak sosial warga negara dengan negara, sekaligus pengikatan pikiran, perasaan, dan tubuh warga negara terhadap negara sebagai wujud bela negara. Oleh karena, negara telah memberikan perlindungan bagi warga negara dan warga negara harus memberikan kesetiaan kepada negara. Namun dalam praktiknya, model pembelajaran yang digunakan dalam PKn belum sepenuhnya mampu membina dan menguatkan karakter bela negara. Tujuan penelitian yaitu untuk mengetahui apakah desain pembelajaran Pendidikan Kewarganegaraan berbasis *Project Citizen Digital* mampu menguatkan karakter bela negara mahasiswa. Pendekatan yang digunakan dalam penelitian ini adalah metode campuran dengan menggunakan model ADDIE (Analyze, Design, Develop, Implement, Evaluate). Teknik pengumpulan data menggunakan kuesioner dan wawancara. Penentuan sampel dilakukan dengan cara *purposive sampling*. Sampel penelitian tahap pertama yaitu 400 orang mahasiswa untuk mengetahui gambaran pelaksanaan pembelajaran PKn dan pengaruhnya terhadap karakter bela negara. Penelitian tahap dua dilakukan untuk melakukan implementasi dan evaluasi *project citizen digital* yang telah dikembangkan. Sampel penelitian menggunakan *purposive sampling* terhadap 80 orang mahasiswa untuk keperluan analisis data yaitu dengan menggunakan one group pretest-posttest. Hasil penelitian menunjukkan bahwa (1) masih terdapat keragu-raguan mahasiswa terhadap karakter bela negara. Faktor internal, karena materi yang dibelajarkan kurang menyentuh dunianya, jauh dari perkembangan moralnya, belum secara utuh dapat diterima dengan cara berpikirnya, dan tidak menunjang untuk masa depannya sehingga mahasiswa beranggapan mata kuliah tersebut kurang penting. Faktor eksternal diantaranya (a) materi PKn tidak berhubungan langsung dengan bela negara karena hanya berorientasi pada pengetahuan, (b) dosen, terkendala dengan pemahaman bela negara, kemampuan mengelola kelas, keterampilan menggunakan metode pembelajaran, kurang referensi, dan belum mampu menginternalisasikan karakter bela negara, dan (c) fasilitas, tidak memadai. (2) Model yang dijadikan sumber adaptasi untuk mengembangkan *project citizen digital* yaitu program “*we the people ...project citizen*”. Program ini dirancang untuk mengembangkan minat dan kemampuan peserta didik untuk berpartisipasi secara nalar dan penuh tanggung jawab dalam pemerintahan lokal dan nasional. Tahapan *project citizen digital* yaitu: (a) mengidentifikasi masalah, (b) memilih masalah untuk bahan kajian kelas, (c) mengumpulkan data dan informasi, (d) mengembangkan portofolio kelas, (e) menyajikan portofolio, dan (f) merefleksi pengalaman belajar. (3) *Project citizen digital* dalam pembelajaran PKn di perguruan tinggi berdasarkan hasil perhitungan SUS yang diujicobakan kepada 30 (tiga puluh) mahasiswa, diperoleh nilai 94. Apabila dilakukan konversi terhadap *usability*, nilai A (*excellent, acceptable, dan promoter*). (4) hasil implementasi *project citizen digital* sesuai dengan harapan, di mana mahasiswa memperoleh pengalaman, keterampilan, pengetahuan, dan karakter baru dalam proses penggunaannya. (5) nilai sig2 tailed  $0,003 < 0,025$ , maka  $H_0$  ditolak. Artinya terdapat perbedaan nilai pre-test dan post test sesudah perlakuan *pembelajaran project citizen berbasis digital*. Dampak penggunaan *project citizen digital* dalam pembelajaran PKn di perguruan tinggi mampu meningkatkan karakter bela negara mahasiswa.

Kata kunci: penguatan pendidikan karakter; project citizen; bela negara; pendidikan kewarganegaraan; perguruan tinggi

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# **DESIGN OF CIVIC EDUCATION LEARNING BASED ON PROJECT CITIZEN DIGITAL FOR STRENGTHENING STUDENTS STATE DEFENSE CHARACTER**

## **ABSTRACT**

Civic Education is a tangible form of the social contract of citizens with the state, as well as the binding of citizens' thoughts, feelings, and bodies to the state as a form of state defense. Therefore, the state has protected citizens and citizens must give allegiance to the state. However, in practice, the learning model used in civics has not been fully able to foster and strengthen the state defense character. The objective of the research is to determine whether the Design of Civic Education Learning based on Project Citizen Digital was able to strengthen students' state defense character. The approach used in this study is a mixed method using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data collection techniques use questionnaires and interviews. Sample determination is carried out by purposive sampling. The first phase of the research sample was 400 students to determine the implementation of Civic Education learning and its impact on the character of state defense. The second phase of research was carried out to implement and evaluate the project citizen digital that had been developed. The research sample used a purposive sampling of 80 students for data analysis purposes, namely by using one group pretest-posttest. The results showed that (1) there were still student doubts about the state defense character. Internal factors, because the material being studied does not touch his world less, is far from his moral development, has not been fully accepted by his way of thinking, and does not support his future so that students think the course is less important. External factors include (a) civic education material is not directly related to state defense because it is only knowledge-oriented, (b) lecturers, are constrained by understanding state defense, ability to manage classes, skills to use learning methods, lack of references, and have not been able to internalize the character of state defense, and (c) facilities, are inadequate. (2) The model used as a source of adaptation to develop a digital citizen project is the program "we the people ... project citizen". The program is designed to develop learners' interest and ability to participate reasonably and responsibly in local and national government. The stages of the project citizen digital are: (a) identifying problems, (b) selecting problems for class study materials, (c) collecting data and information, (d) developing class portfolios, (e) presenting portfolios, and (f) reflecting on learning experiences. (3) Projects citizen digital in civic education learning in higher education based on the results of SUS calculations tested on 30 (thirty) students, obtained a score of 94. When converted to usability, the value of A (excellent, acceptable, and promoter). (4) the results of the implementation of the project citizen digital are my expectations, where students gain new experience, skills, knowledge, and character in the process of using it. (5) sig2 value tailed  $0.003 < 0.025$ , then  $H_0$  was rejected. This means that there is a difference in pre-test and post-test values after digital-based project citizen learning treatment. The impact of using projects citizen digital in civic education learning in universities can improve the students' state defense character.

Keywords: strengthening character education; project citizen; state defense; civic education; college

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## Dokumen Negara

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Asep Dahliyana, 2023

DESAIN PEMBELAJARAN PENDIDIKAN KEWARGANEGARAAN BERBASIS PROJECT CITIZEN DIGITAL UNTUK PENGUATAN KARAKTER BELA NEGARA MAHASISWA

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