

**PENGEMBANGAN MODEL PEMBELAJARAN PENDIDIKAN
KEWARGANEGARAAN BERBASIS KECAKAPAN ABAD -21 UNTUK
MEWUJUDKAN *CIVIC ENGAGEMENT* MAHASISWA**

DISERTASI

Diajukan Sebagai Syarat Untuk Memperoleh Gelar Doktor
Pendidikan Kewarganegaraan
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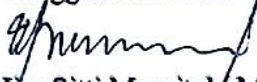
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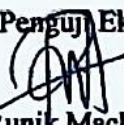
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ABSTRAK

Muhamad Saleh, Disertasi. Pengembangan Model Pembelajaran Pendidikan Kewarganegaraan Berbasis Kecakapan Abad-21 Untuk Mewujudkan *Civic Engagement* Mahasiswa.

Abstrak: Tujuan penelitian ini untuk menghasilkan model pembelajaran PKn berbasis kecakapan abad-21 dan meningkatkan kompetensi mahasiswa serta pelibatangannya di masyarakat. Metode penelitian ini menggunakan metode pengembangan (*research and development/R&D*) dengan mengadopsi tahapan pengembangan model ADDIE (*Analysis-Design-Develop-Implement-Evaluate*). Penelitian ini dilaksanakan di Universitas Halu Oleo pada 14 Fakultas yang tersebar diberbagai jurusan sebanyak 520 responden dan dosen pengampu mata kuliah pendidikan kewarganegaraan. Dari hasil temuan penelitian pada studi pendahuluan model pembelajaran PKn yang digunakan selama ini masih berpusat pada dosen dan belum seutuhnya menerapkan model pembelajaran berbasis masalah dan proyek. Sehingga peneliti mengembangkan model pembelajaran yang dinamakan model pembelajaran PKn SPDPL berbasis kecakapan abad-21. Terdapat lima langkah sintak pembelajaran diantaranya; 1) mengidentifikasi masalah menyajikan tema (P), 2) penemuan solusi masalah (D), 3) pembuatan proyek belajar dan diskusi (P), 4) praktik layanan dan rencana aksi (S), 5). evaluasi refleksi (L). Hasil efektivitas menunjukkan model pembelajaran PKn PDPSL berbasis kecakapan abad-21 dapat meningkatkan kompetensi mahasiswa dari aspek pengetahuan 78,49% sedangkan pada kelompok kelas kontrol 52,60%, rata-rata sikap pada kelompok eksperimen adalah 83,00% sedangkan pada kelompok kelas kontrol 80,68%, pada aspek keterampilan kelompok eksperimen adalah 37,69% sedangkan pada kelompok kelas kontrol 37,35%, dengan p-value sebesar 0,000 menunjukkan bahwa terdapat perbedaan signifikan pengetahuan, sikap, keterampilan antara kelompok kelas eksperimen dengan kelompok kelas kontrol ($p\text{-value} < 0,05$). Dalam hal aspek *civic engagement* mahasiswa meningkat dengan rata-rata 81,3% secara signifikan memiliki keterampilan dalam hal partisipasi dan praktik demokrasi, pelayanan dan pemecahan masalah publik, *crowdfunding*, *volunteer*, pembangunan *civic community*, kepemimpinan, dan pengembangan intelektual.

Kata kunci: Model pembelajaran, Pendidikan Kewarganegaraan, *Civic Engagement*.

ABSTRACT

Muhamad Saleh, Dissertation. The Development of Learning Model in Civic Education Based 21st Century Skills to realize Students' Civic Engagement.

Abstract: The purpose of this study was to produce a civic learning model based on 21st century skills and improve student competence and involvement in society. This research method used the development method (research and development/R&D) by adopting the ADDIE model development stages (Analysis-Design-Develop-Implement-Evaluate). This research was conducted at *Halu Oleo* University in 14 faculties spread across various departments with a total of 520 respondents and lecturers supporting civics education courses. From the research findings in the preliminary study the Civics learning model used so far is still lecturer-centred and has not fully implemented the problem-based and project-based learning model. So the researchers developed a learning model called the 21st century skills-based Civics SPDPL learning model. There are five steps of learning syntax including; 1) identifying problems presenting themes (P), 2) finding solutions to problems (D), 3) creating learning and discussion projects (P), 4) service practices and action plans (S), 5). reflection evaluation (L). The results of the effectiveness show that the 21st century skills-based Civics PDPSL learning model can improve student competence from the aspect of knowledge 78.49% while in the control class group it is 52.60%, the average attitude in the experimental group is 83.00% while in the control class group 80.68%, in the skill aspect of the experimental group is 37.69% while in the control class group is 37.35%, with a p-value of 0.000 indicating that there are significant differences in knowledge, attitudes, skills between the experimental class group and the control class group (p-value <0.05). In terms of civic engagement aspects 81,3%, students significantly have skills in participation and democratic practice, service and solving public problems, professionalism and social justice for citizens, crowdfunding, volunteering, civic community development, leadership, and intellectual development.

Keyword: Learning, Model, Civic Education, Civic Engagement

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