Organization of Learning Materials and Evaluation Learning Citizenship Education in College

*Alfian Fawaidil Wafa ¹
Departement of Law and Citizenship, Faculty of Social Science, Universitas Negeri Malang, Indonesia
* Email: alfianwafa.fis@um.ac.id

Hanafi ²
Departement of Law and Citizenship, Faculty of Social Science, Universitas Negeri Malang, Indonesia
Email: anafi@um.ac.id

Zulfikar Waliyuddin Fattah³
Departement of Law and Citizenship, Faculty of Social Science, Universitas Negeri Malang, Indonesia
Email: zulfikarfattah.fis@um.ac.id

(*) Email Correspondent: alfianwafa.fis@um.ac.id

Abstract

This research examines the evaluation of citizenship education learning. The method used in this research uses library research, which is a type of research that involves collecting data and information with the help of various kinds of materials available in libraries or on the internet that are related to the research topic. Data collection, processing and summarization are carried out systematically using techniques such as data reduction, data presentation, data verification and drawing conclusions. The organization of citizenship education learning materials must contain knowledge, values and attitudes, as well as skills which are competencies that must be taught in citizenship education so as to produce citizens who are socially, spiritually and intellectually intelligent. Learning evaluation aims to find out how effective the application of knowledge and skills is in the real world or based on skill results.

Keywords: Citizenship Education, Organizing Learning Materials, and Learning Evaluation

INTRODUCTION

Article 37 of Law Number 20 of 2003 concerning the National Education System (Sisdiknas) stipulates Citizenship Education (PKn) as a compulsory subject in primary and secondary schools, as well as a compulsory subject in high schools. In the explanation section, it is emphasized again that "Civic Education is intended to shape students into human beings who have a sense of nationality and love for their country." By paying attention to article 37 of the National Education System Law, Civics has an important role in educating students to become good citizens who respect differences in ethnicity, religion, race and language. This is in line with the objectives of national education stated in the National Education System Law article 1 paragraph 1 which states that education is a conscious and planned effort to create a learning atmosphere and learning process in which students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation, and state.

Several factors influence the implementation of learning activities in the classroom. The three main factors are teachers as educators, facilities, and students as learners. These factors are interconnected, so it is important to pay attention to them to achieve learning goals. Conceptually, the result achieved by the teacher is the dissemination of information that is appropriate and easy to understand by all students. Thus, students as learners have the ability to understand the material and master competencies, which are measures of learning success.

The learning objectives are usually the same, namely students' understanding and mastery of the material so they get high grades. However, in reality, educators experience problems in the process of delivering material in class. Some of the obstacles faced by educators in the learning process are: (1) monotonous learning process; (2) the way students respond to learning is less positive; (3) learning that is less diverse and not innovative; and (4) there is no follow-up on learning results to determine future learning stages (Bistari, 2018). To find an effective learning formula, we have to find ways to overcome problems in the classroom. The concept of effective learning leads to the learning process and results that students desire. Effective learning also means learning that is able to gain relevant understanding about the qualities that can influence behavioral, psychomotor and cognitive changes.

Evaluation of Civics learning is very important to do. The aim is to find out whether the changes in behavior displayed by students are as expected or not. Learning causes changes in a person's knowledge, abilities, reactions and acceptance (Gustin & Suharno, 2015). Each party must understand and take action to evaluate learning outcomes. If the learning outcomes evaluation report is unsatisfactory, educational policy makers, including educators, must take action. Understanding what to do will provide a better understanding of how learning evaluation programs are run.

METHOD

Research Design

This research employs a literature study method, which involves gathering information and data from a wide range of existing resources. According to Sari & Asmendri (2020), literature studies utilize sources such as textbooks, scientific journals, reference books, articles, documents, and digital content. This approach enables researchers to analyze existing knowledge systematically, ensuring the investigation remains grounded in established theories and practices.

A literature study method is especially useful for exploratory research or when field research is infeasible. By analyzing secondary sources, this research identifies patterns, theories, and insights related to the integration of mathematics and Islamic values. The design is descriptive, focusing on systematically summarizing and interpreting the literature to answer the research questions.

Subject of Research

The subjects of this research are the materials and resources collected through a literature study. These include primary sources, such as Islamic texts (Al-Qur'an, Hadith), and secondary sources, such as scholarly articles and books on mathematics and Islamic education. The study focuses on content that explains the integration of mathematics and Islamic principles, particularly those related to education, worship practices, and historical contributions.

The selection criteria for the sources include relevance, credibility, and accessibility. Relevance ensures the materials align with the research focus, while credibility is determined by peer-reviewed publications or authoritative authors.

Accessibility ensures that the sources are available for thorough analysis and cross-referencing.

Instruments

The primary instrument in this research is the researcher, who acts as the main tool for collecting and analyzing data. A checklist is also employed to evaluate the quality and relevance of the sources, which includes aspects like:

a. The credibility of the publication or author.

b. The year of publication to ensure up-to-date relevance.

c. The alignment of content with the research questions.

Supporting instruments include data collection tools like note-taking sheets, digital reference management software (e.g., Zotero or Mendeley), and thematic analysis frameworks to classify findings into meaningful categories. These tools ensure the consistency and systematic organization of data throughout the research process.

Data Analysis

The data analysis technique follows the framework described by Sugiyono (2011), which includes data reduction, data presentation, and conclusion drawing.

a. Data Reduction: The collected materials are carefully reviewed to eliminate irrelevant information. The remaining data are organized and synthesized to focus on the central research problems. This process simplifies complex data, highlighting key themes and patterns.

b. Data Presentation: Reduced data are then presented systematically in tables, charts, or narratives to make the findings more comprehensible. This step involves organizing data into categories, such as historical context, educational integration, and mathematical principles in Islamic practices.

c. Drawing Conclusions and Verification: The final step involves interpreting the findings to answer the research questions. Verification ensures the conclusions are logical and supported by the analyzed data. This step often includes revisiting the literature to confirm the accuracy and validity of the interpretations.

FINDINGS AND DISCUSSION

Basic Concepts of Citizenship Education

The Citizenship Education educational program focuses on political democracy and is expanded with other sources of knowledge, the benefits of school education, society, and parents. The aim of this program is to teach students to think critically, understand, behave and act democratically in their preparation for democratic living based on Pancasila and the 1945 Constitution (Nu'man Sumantri, 2001). All formal educational institutions, from elementary schools to universities, offer citizenship education subjects.

Civic education has an important role in the formation of good citizens or good citizens. Its position is very strategic because it instills character and personality based on the values of Pancasila and the 1945 Constitution. Citizenship education is a research field that studies culture and analysis of citizenship using relevant scientific disciplines and integrating citizenship in a socio-cultural context (Winaputra, 2005).

According to this opinion, citizenship education focuses more on developing strong critical thinking skills. Critical thinking ability is the ability in question. Critical thinking skills are highly prioritized in civic education learning. This is in accordance with the objectives of Civics as stated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards. The aim of Civics in schools is for students to be able to: 1) think critically, rationally and creatively in responding to citizenship issues; 2) participate actively and responsibly, and act intelligently in community, national and state activities, as well as anti-corruption; and 3) develop positively and effectively in knowledge and skills; 4) interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Organizing Citizenship Education Learning Materials

Citizenship Education is a subject which is a series of processes to direct students to become responsible so that they can play an active role in society in accordance with the provisions of Pancasila and the 1945 Constitution of the Republic of Indonesia (Madiong, 2018). Citizenship education is a democratic education program that aims to educate citizens to think critically and act democratically. This is achieved through activities that teach the next generation that democracy is the most effective way of life in society to protect individual rights (Saidurrahman, 2018).

The aim of Civics education is to acquire the following competencies:

a. Think critically, rationally and creatively in responding to citizenship issues.

b. Participate intelligently and responsibly, and act consciously in community, national and state activities.

c. Develop positively and democratically to shape ourselves based on the character of Indonesian society so that we can live with other nations.

d. Interact with other countries under international regulations directly by utilizing information and communication technology.

The state's goal is to develop citizenship education so that every citizen becomes a good citizen. This means that they must have civil intelligence, both intellectual, emotional, social and spiritual, have a sense of pride and responsibility (civil responsibility), and be able to participate in community life (Maftuh, B, 2005). After studying the objectives of citizenship education, it can be concluded that citizenship education aims to instill an understanding of one's citizenship and make it applicable in everyday life.

The aims of Citizenship Education are as follows (Djahiri, 1994):

a. In general, the objectives of Civics must be consistent and support the successful achievement of National Education, namely: "To make the nation's life intelligent and develop the Indonesian human being as a whole. "That is, a human being who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality, and a sense of social and national responsibility."

b. Specifically, the aim of PKN is to foster morals that are expected in everyday life, namely behavior that exudes faith and piety towards God Almighty in a society consisting of various religious groups, just and civilized behavior, and behavior that supports democracy by prioritize common interests over personal and group interests, so that differences of opinion and interests are resolved through deliberation.

In implementing citizenship education with competencies that are dominated by understanding and building the ability to appreciate and actualize Pancasila values in everyday life, appropriate strategies must be used. Strategies can help students fulfill Citizenship Education learning competencies. This learning strategy is an example of organizing. As educators, lecturers can organize learning well. Because learning activities in the Citizenship Education course have been planned beforehand.

The curriculum is a form of planned organization and regulations regarding competencies, materials, activity processes and assessments which are

used as learning guidelines and are part of the organization of learning (Maksum, 2015). The curriculum functions as the basis for achieving educational goals. Curriculum development in tertiary institutions results in increased skills which include increased knowledge in addition to increased psychomotor, cognitive and affective skills (Suteja, 2017).

Each curriculum design provides an overview of the parts of the curriculum and their relationship to each other. Each design is then developed into a curriculum design that includes various main curriculum elements, such as objectives, content, learning experiences, and evaluation, which are in accordance with the basis of each model. To achieve learning competency in Citizenship Education, the curriculum must be well structured. This is due to the fact that the curriculum plays an important role in determining what elements students need during the learning process (Aprilia, 2020). Curriculum organization consists of a general framework for the learning program that will be provided to students. The curriculum objectives, content and learning processes that will be given to students are organized in the curriculum design.

Curriculum design is a very important part of curriculum development because there are components that are shown and are of concern in the curriculum development process. The purpose of curriculum design is to determine how these elements relate to each other and how learning experiences are realized in teaching and learning activities.

The curriculum design includes the following types of learning methods that can be used by lecturers as educators:

Subject-centered design

Subject-focused design. The concept of classical education, which emphasizes knowledge, values and cultural heritage of the past and seeks to pass it on to the next generation, originates from the concept of subject centered design. Because this curriculum prioritizes content or teaching materials, it is also referred to as an academic curriculum subject.

This design model has advantages and disadvantages. The advantages of this design include that it is easy to (1) prepare, implement, evaluate and refine; and (2) educators who have enough knowledge or teaching materials are often seen as being able to convey it. The shortcomings in this curriculum design are (1) it is not in accordance with reality, because in reality knowledge is an inseparable unit; (2) students play a very passive role; and (3) learning is more emphasized on knowledge and past lives, so that learning is more verbalistic and less practical.

Learner-centered design

Student-focused design. a curriculum design that places the role of students above all else. The main characteristics that distinguish student-centered model designs from subject-centered model designs. First, student-centered learning design creates a curriculum based on students, not content. Second, this design was not planned—the curriculum was not organized in advance—but was developed jointly by teachers and students. The curriculum is structured based on problems or themes that attract the teacher's attention and student needs. The curriculum is also adjusted to the student's level of development.

One form of this design is an activity or experience design model. This model has two main characteristics: first, the curriculum structure is selected based on students' interests and needs; second, the curriculum is prepared by teachers and students. Third, emphasize how to solve problems. Design activities emphasize process more than design subjects which emphasize content.

The advantages of this design are (1) learning motivation is intrinsic, (2) learning pays attention to individual differences, and (3) problem solving activities provide knowledge and skills to face life outside of school. The weakness of this design is that the emphasis on students' interests and needs is not necessarily suitable and adequate to face the realities of life, and that this design lacks pattern and structure.

Problem-centered design

The main design is a problem. Curriculum design that focuses on the problems faced by society today. This design model curriculum has been designed beforehand, different from learning-centered design. Various social problems faced by students currently and in the future are included in the lesson material. Sequence preparation is based on students' interests, needs and capacities. This problem-focused design emphasizes content and student development.

Areas of living design is a problem-centered design model. In the model, there is a combination of process goals and content goals. stimulation for mastery of material that is passive in nature. One of the features of this design is that it uses students' real experiences and situations as paving the way for learning from life. Students' social experiences are closely related to various areas of life, so a good curriculum design will summarize students' various social experiences. This design is not only attractive, but also brings students closer to the needs of society.

Some of the advantages of this design are (1) social life problems eliminate the distance between subjects, (2) encourage the use of problem solving learning methods, (3) prepare material in an appropriate form, namely to solve life problems, (4) prepare material in the form functional ones, and (5) encouraging learning motivation from students' internal factors. Each of these designs is developed into a curriculum design that includes the main elements of the curriculum, such as objectives, content, learning experiences, and evaluation. The basic concept of each design model remains the same.

Evaluation of Citizenship Education Learning

Evaluation is a component of curriculum development that must be reviewed after implementation. Curriculum that functions as a learning guide and has been implemented must be reviewed again. This review must be carried out in accordance with the features of the applicable curriculum model (Ghufron, A, 2007). Each competency-based curriculum has achievement indicators that show that students will be better able to apply the theory they have learned to the real world. This evaluation model is called performance evaluation.

One basis for evaluating student performance is the theory that students have the ability to apply the knowledge they have learned in various ways. The purpose of this evaluation is to measure how effectively the knowledge and skills are applied in real life. The orientation of performance evaluation is more focused on *skill outcome* (Ghufron, A, 2007). *Skill outcomes* are skills that demonstrate learning outcomes through procedures and processes. By assessing student performance, educators can determine the level of student mastery and understanding of learning competencies.

The procedure for developing performance evaluation tools for students consists of 4 (four) steps, namely:

a. First determine the performance outcomes to be assessed;

b. Determining performance achievement standards or better known as indicators containing the learning objective points to be achieved;

c. Developing instructions or procedures for implementing the evaluation; And

d. Develop observation guidelines that are useful as a guide for conducting performance evaluations

Performance evaluation is one evaluation model that can be applied to Pancasila Education. This model allows students to assess their understanding of Pancasila education through the application of their theoretical knowledge in

innovative projects, such as citizenship projects. This model shows how the goals of Pancasila education can be measured at the tertiary level.

CONCLUSION

Learning Citizenship Education courses requires curriculum planning. The curriculum is a collection of objectives, content and learning processes that will be given to students. The curriculum provides an overview of the components of the curriculum and their relationship to each other. Each design is then developed into a curriculum design that includes various main curriculum elements, such as objectives, content, learning experiences, and evaluation. This curriculum structure is in accordance with the basis of each design model.

Performance evaluation can be used to evaluate civic education learning. This model is based on the idea that students have the ability to apply the knowledge they have learned in a variety of ways. Thus, performance evaluation models measure students' level of understanding by asking them to create innovative projects, such as citizenship projects or practical projects.

REFERENCES

Aprilia, W. (2020). Organisasi dan Desain Pengembangan Kurikulum. *Islamika*, *2*(2), 208–226. https://doi.org/10.36088/islamika.v2i2.711

Bistari, B. (2018). Konsep Dan Indikator Pembelajaran Efektif. *Jurnal Kajian Pembelajaran dan Keilmuan*, *1*(2), 13-20. https://doi.org/10.26418/jurnalkpk.v1i2.25082

Djahiri, A. K. (1994). *Dasar-Dasar Umum Metodologi dan Pengajaran Nilai Moral VCT*. Ikip Bandung.

Ghufron, A. (2007). *Pemutakhiran Kurikulum di Perguruan Tinggi.*

Gustin, G., & Suharno, S. (2015). Evaluasi Pembelajaran Pendidikan Pancasila dan Kewarganegaraan dengan Pendekatan Saintifik. *Harmoni Sosial: Jurnal Pendidikan IPS*, *2*(2), 144–157. https://doi.org/10.21831/hsjpi.v2i2.7666

Madiong, B. (2018). *Pendidikan Kewarganegaraan Civic Education.* Celebes Media Perkasa.

Maftuh, B, S. (2005). Pembelajaran PKn melalui Pemetaan Konsep. *Jurnal Civicus*, *1*(5), 319–321.

Alfian Fawaidil Wafa, Hanafi, Zulfikar Waliyuddin Fattah | Organization of Learning Materials and Evaluation Learning Citizenship Education in College

https://scholar.google.co.id/scholar?hl=en&as_sdt=0,5&cluster=12761457715699753023

Maksum, A. (2015). Kurikulum dan Pembelajaran di Perguruan Tinggi: Menuju Pendidikan yang Memberdayakan. *Conference: Seminar nasional STKIP PGRI*. 1, 3-14. https://www.researchgate.net/profile/Ali-Maksum-3/publication/303912143_Kurikulum_dan_Pembelajaran_di_Perguruan_Tinggi_Menuju_Pendidikan_yang_Memberdayakan/links/575cd74e08aec91374abca0a/Kurikulum-dan-Pembelajaran-di-Perguruan-Tinggi-Menuju-Pendidikan-yang-Memberdayakan.pdf

Nu'man Sumantri, M. (2001). *Menggagas Pembaharuan Pendidikan IPS.* Remaja Rosda Karya.

Saidurrahman. (2018). *Pendidikan Kewarganegaraan NKRI Harga Mati*. Kencana.

Sari, M., & Asmendri, A. (2020). Penelitian Kepustakaan (Library Research) dalam Penelitian Pendidikan IPA. *Natural Science*, *6*(1), 41–53. https://doi.org/10.15548/nsc.v6i1.1555

Siregar, H, Pratiwi, S.N. (2021). Pengembangan kecerdasan kewarganegaraan melalui mata kuliah kewarganegaraan, 3, 23-30. https://seminar.uad.ac.id/index.php/snk/article/view/8676

Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Alfabeta.

Suteja, J. (2017). Model-Model Pembelajaran dalam Kurikulum Berbasis Kompetensi KKNI Di Perguruan Tinggi (Perubahan dari Teacher Centered Learning ke Arah Student Centered Learning). *Jurnal Pendidikan Sosial dan Ekonomi*. 6(1), 81-100. https://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/1412

Winaputra, U. S. (2005). *Strategi Belajar Mengajar*. Universitas Terbuka.