
OPTIMIZING VOCATIONAL CIVIC EDUCATION FOR THE DEVELOPMENT OF STUDENT CHARACTER

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ABSTRACT

In terms of being students, civic education is very closely related to the development of the character of citizens. In this case, vocational civics can also be developed and given to vocational higher education students. This research aims to find out about civics learning in vocational universities and the character development of students through vocational civics learning. The method carried out is research and development with the ADDIE model. The results showed that learning was carried out contextually and cooperatively with a project-based learning approach supported by 21st-century skills. Learning develops citizen competencies in the form of knowledge, disposition, and skills. The character of students is developed in the forms of critical thinking, creativity, discipline, appreciation of work, and curiosity. In addition, with the vocational education approach, the aspects developed in vocational civics are communication skills, critical and creative thinking, information literacy, digital literacy, inquiry skills, interpersonal skills, multicultural literacy, problem-solving, and technology skills. Meanwhile, support in the form of 21st-century skills is shown through communication, collaboration, creativity, and critical thinking.

INTRODUCTION

Education is very closely related to the development of values and character. This is in line with the general objectives of implementing education, which can be implemented through formal learning in classrooms. However, the implementation of this learning is sometimes interpreted too narrowly in terms of knowledge transfer and is often neglected regarding the development of student values and character. Whereas learning should be able to develop the full potential of students, including knowledge, attitudes, and skills. One effort that can be maximized in developing students' potential in learning as well as developing student values and character is through learning civic education.

Civic education is conceptually and empirically very close to developing the character of citizens. Civic education is taught in the context of developing good and intelligent citizens, with the goal of producing quality citizen participation in state life. This is also the case with the provision of civic education in tertiary institutions. The implementation of Civic education in tertiary institutions is based on the fact that every generation is a new person who must acquire knowledge, attitudes, values, and skills in order to be able to develop citizens who have

good character and are smart (smart and good citizens) to live in society, nation, and state in accordance with constitutional democracy (Schreiber et al., 2016). This framework can be linked to the construction of student character development through civics education.

In addition, the implementation of higher education in Indonesia cannot be separated from character education. Implementation of higher education refers to Law Number 12 of 2012 concerning higher education, which aims to develop the potential of students to become human beings who believe in and fear God Almighty and are noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation. On the other hand, in relation to student character development, civic education courses in tertiary institutions can be used as personality development courses. The personality development course is a values education program that is carried out through the learning process in tertiary institutions and functions as a model for developing student identity and personality (Widiuseno, 2006).

Citizenship education, as a multidimensional vehicle for character education, carries the full vision and mission of developing civic competencies, which include civic knowledge, civic dispositions, civic skills, civic competence, civic confidence, and civic commitment, and leads to integrative abilities and well-informed and reasoned decision-making in a coherent and coherent way (Winangun, 2017). In this context, the implementation of civic education in tertiary institutions related to character education can be used as a means to accommodate this goal. As a result, civics learning will be meaningful in terms of meeting learning objectives, empirically conceptualizing civics in tertiary institutions, and fulfilling the impact of accompaniment for students gained through learning.

The development of student character in civic education learning must, of course, be carried out to provide meaningful learning in addition to achieving the learning objectives that have been set. Meaningfulness in civic education learning explains how students' knowledge, experience, and skills gained from civic education courses have an impact on strengthening their understanding of the meaningfulness of science and improving the quality of people's lives (Jatnika et al., 2019). In this regard, learning is carried out using factual and contextual issues, which are then presented in classroom learning.

Regarding the implementation of civic education in relation to student character development, apart from theoretical studies, it was also found through the empirical experience of previous researchers. Cultivating character for students, especially because Pancasila is the basis of the state and national ideology, which has the core of divine values, human values, values of unity, social values, and values of justice, is considered appropriate if used as a basis for building student character (Supriyono et al., 2014). Character development in learning can really contribute to the development of national character, namely curriculum content and instructional strategies, civic education classrooms, and learning environments (Sulistyarini, 2015).

The implementation of civic education in general in higher education can also be carried out in the implementation of vocational higher education. Civic education learning is intertwined and very contextual with the development of student skills within the vocational education framework. As is known, in general, vocational education is related to competency-

based learners, and in this context, students develop competencies. Competency-based is, of course, related to the implementation of civics both conceptually and practically. However, it seems that the urgency of the things above encounters several obstacles, including the assumption that civic education learning is monotonous and does not provide a meaningful accompaniment effect, and that civic education learning is often considered an afterthought for the mere sake of fulfilling the curriculum.

To overcome the practical errors found above, civic education learning must be strengthened, especially in relation to it as a means of developing citizen character. Therefore, this strengthening can be carried out through a vocational civics framework, where implementation is not only to achieve civics learning objectives but also to accommodate the development of vocational competencies for students according to their skills and knowledge. Carter Van Good mentions vocational civics as: 1) the study of occupational problems in relation to general welfare; and 2) the study of civics based on the consideration and selection of a pupil's lifework (Azis Wahab, n.d.). It seems that civic education is intertwined with the vocational development of citizens in relation to the development of national and state life. Citizens should have vocational skills that can help them make ends meet and participate in various community activities effectively for the progress and welfare of the people in their environment (Wahab, n.d.).

Based on the background explanation above, the authors are interested in conducting research on the implementation of civics in the context of developing the character of vocational tertiary students. This is also to provide an overview of the implementation of vocational civic education in tertiary institutions. The following are the problem formulations: 1. How is vocational civics learning carried out in vocational tertiary institutions? 2. What are the student characters that can be developed through vocational civics learning? The objectives to be achieved are to find out about civics learning in vocational tertiary institutions and the character development of students through vocational civics learning.

METHOD RESEARCH

The method used in this research is research and development. Research and development is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2009). This method was chosen because the author tries to reveal a problem in order to find a solution in the form of developing a product, in this case the development of a learning model in vocational civics for students. While the research and development model used is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is one of the most commonly used models in the field of instructional design to produce effective designs that consist of important components in the instructional design process. (Aldoobie, 2015).

The ADDIE stages will be carried out during the research. The analysis phase is carried out to find out what is needed in designing learning to develop student character through vocational civics. In this stage, the author discusses with fellow civic education teachers to know the implementation of the learning that has been carried out, along with the obstacles that occur and the opportunities for development. The design stage is carried out by designing the

learning that will be carried out, starting from learning planning to learning measurement. The development stage is carried out by developing learning through materials, media, and learning resources. The implementation stage is where learning is carried out in accordance with the objectives that have been set.

To support this method, data collection was carried out through interviews with civic education teaching colleagues and civics practitioners to find out how learning is implemented as a vocational civics implementation, as well as through questionnaires given to student learning participants to measure the character development carried out. With the data collection carried out, it is hoped that there will be optimization of research implementation in accordance with the research objectives that have been previously set.

RESULT AND DISCUSSION

Implementation of Vocational Civics Learning

Student character development through vocational civics is carried out at the Creative Media State Polytechnic (Polimedia). Polimedia is a vocational college in the diploma program with the main competency in the creative industry sector. Student vocational development is tailored to Indonesia's creative industries such as culinary, fashion, crafts, TV and radio, publishing, architecture, application and game developers, advertising, music, photography, film, animation, video, performing arts, product design, fine arts, interior design, and visual communication design. In this case, research on vocational civics learning is carried out in the study program of advertising, graphic design, and multimedia engineering technology. The skills developed in learning are communication, design, and multimedia engineering.

The analysis phase begins with preparing what is needed in vocational civics learning by interviewing three lecturer colleagues and confirming two civics learning practitioners outside the Polimedia campus, where there is more focused discussion. The initial stage is in the form of an analysis of learning needs that are adapted to the characteristics of vocational education, as well as an analysis of the various obstacles to civic learning and opportunities for implementing civic learning that can be developed through research. The results of the analysis show that the main obstacle to learning is caused by the motivation to study civics, which is relatively minimal considering the assumptions of students who consider civics only a general subject. In addition, the lack of reinforcement for the development of teaching materials can also be said to be an obstacle to the implementation of civics learning. Therefore, in the analysis stage, it was determined that civics learning must be strengthened so that it is linear with the implementation of vocational education.

The main objective of vocational education is direct preparation for work, which is supported by technological competencies in the form of technological awareness, technological literacy, technological capability, technological innovation, and technological criticism (Pavlova et al., 2009). Competencies developed through vocational education include: 1. communication skills; 2. critical and creative thinking; 3. information and digital literacy; 4. inquiry and reasoning skills; 5. interpersonal skills; 6. multicultural and multilingual literacy; 7. problem solving; and 8. technological skills (Winangun, 2017). On the basis of this opinion, vocational civics learning is strengthened in the use of information technology to provide

reinforcement in learning as well as to achieve the research objectives to be achieved and to develop vocational education. In addition, vocational education is intertwined with vocational education competencies, especially those that lead to citizen skills, especially communication skills, critical and creative thinking, inquiry skills, interpersonal relations, multicultural literacy, and problem solving supported by digital-related skills such as digital literacy and usage technology skills. This competence is in accordance with the spirit of forming smart and good citizens, which is realized through civics.

The activities of carrying out the learning designs that will be carried out indicate the design stage in this research. Learning will be done contextually, cooperatively, and project-based. Contextual learning means learning according to the real-life context of students, and cooperative learning means developing learning in groups. Civics learning is oriented to the concept of contextualized multiple intelligences, opens views on the need for handling learning that is more creative, active-participatory, explores and develops students' abilities according to their potential or original intelligence, and is meaningful and fun (Komalasari, 2011). Project-based learning is dynamic learning where students actively explore real-world problems, provide challenges, and acquire deeper knowledge (Lucas, 2005).

Vocational Civics Learning Design that is carried out by promoting citizenship campaigns This model is expected to be a means of building student character as well as disseminating student ideas and working through campaigns related to the problems studied in learning. The citizenship campaign that will be developed will be linked to student skills, especially in the fields of design and communication, by utilizing digital media. The campaign that was carried out was also a means of persuasively conveying messages in the study of social issues presented in the lesson. Civics courses with democracy material are used to teach students.

The development stage is carried out in accordance with a predetermined learning design. The development of learning is adapted to the dynamics of learning needs learning design. The development of learning is adapted to the dynamics of learning needs. The implementation stage is where learning is carried out in accordance with predetermined research objectives. Student character development through vocational civic education takes place in the context of contextual and cooperative learning. Group learning with the aim of developing interaction skills in groups so that interpersonal skills emerge and the ability to understand other people's ideas in the context of respecting and appreciating opinions that may differ. Students are given the freedom to define heterogeneous groups and choose existing problems. The problem is adapted to the material, namely regarding democracy. Students examine the meaning and essence of democracy, examine the implementation of democratic values, examine cases of violations of democracy, and present solutions to overcome cases of violations of democracy. Cases are obtained factually and objectively through information tracking via digital media.

The results of student work in learning are in the form of videos. The video contains case analysis and invitations or campaigns to strengthen the implementation of democracy. The video is presented as a form of using digital media for learning. Video scenarios are released according to student creativity. The contextualization is related to the citizenship campaign. Citizenship campaigns can develop metacognition abilities in addition to factual, conceptual,

and procedural understanding (Saepudin & Jatnika, 2019). In this context, apart from implementing the concept of vocational civic education, learning also supports the implementation of 21st-century skills. The main role of education is to prepare future workers and citizens to face the challenges of their time; therefore, education is the key to economic survival in the 21st century with competence in learning and innovation skills, information, media, and technology skills, as well as life and career skills (Trilling & Fadel, 2009).

The following is how the citizenship campaign model is implemented in project-based learning: 1) forming heterogeneous groups, 2) students sort and select problems, and 3) students examine these problems using various information media. 4) Students make decisions in the form of proposing solutions; 5) Students create works using a variety of digital media; and 6) Students present their work as well as present ideas using a variety of digital media. Through this learning, it is hoped that it can accommodate typical learning in the vocational realm as well as developing student character.

CONCLUSION

Civic education learning is related to the implementation of vocational education, which is realized through vocational civics. In addition, in its implementation, vocational civics can be used as a means of developing student character. These characters are critical thinkers, creative, disciplined, appreciative of work, and curious. Learning is carried out contextually, cooperatively, and project-based within the framework of a citizenship campaign. In addition, learning supports the development of 21st century skills characterized by communication, collaboration, and creative and critical thinking.

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