

Optimizing Student's Character Values in HOTS-Based Citizenship Education Learning

Ermanovida^{1*}, Umi Chotimah², Kurnisar², Norma Juainah³

¹ *Sociology Department, Universitas Sriwijaya, Palembang, Indonesia*

² *Civics Education Department, Universitas Sriwijaya, Palembang, Indonesia*

³ *Sociology Department, Universitas Sriwijaya, Palembang, Indonesia*

*Corresponding author Email: umichotimah@fkip.unsri.ac.id

ABSTRACT

This study was aimed to analyze students' character values who emerge when learning Citizenship Education based on High Order Thinking Skills (HOTS), using descriptive qualitative research methods. The implementation was carried out in Civics learning for students of the PPKn FKIP Unsri Study Program involving four lecturers and three students. Optimization can be seen from the start of preparation before lectures, namely implementing HOTS-based learning models, strengthening and understanding lesson plans, power points, videos and cases, and menti.com, which are related to material on e-learning learning management system (LMS). unsri.ac.id with a Zoom meeting platform and WhatsApp's group. The result was that during four times, there was an increase with more student character values appearing. Based on the analysis and language results, it was proven that these activities could optimize the emergence of student character values, including honesty, discipline, responsibility, nationalism, and others.

Keywords: *Optimizing, HOTS, Character, Values.*

1. INTRODUCTION

The problem faced now is that the learning process carried out by the lectures is not optimal, because with this online media it is not enough to only have one lecturer but must have a team of people who are able to help prepare for this learning process, so that be lectures for this learning process, so they the lecturers have their respective duties to be more effective. This is included in the HOTS-based civics education learning about student character values, of course you must have more than one lecturer to see the value of the student's character.

This article discusses the optimization of student character values in learning HOTS-based civics education. A country can be developed with good quality, one of which is determined by educational indicators. Therefore, the quality of education in a country must be considered to produce superior human qualities. The next problem is what approach is considered the most important to educate citizens to become citizens who can choose and sort out the effects of globalization, namely that education can give hope, primarily through civic education programs. Every country, including the State of

Indonesia, must have education, especially citizenship education, where this education becomes the basis for learning about Indonesian, learning to be the right person, building a sense of nationality, loving the homeland, to become profitable and educated citizens (smart and good citizen) in the life of the nation and state.

Citizenship education is an integral part of the national education system, with this civic education needs to be embodied in curriculum and learning at all paths and levels of education. As in the Republic of Indonesia Law No.20 of 2003 concerning the National Education System, article 37 paragraph (1) letter (b) states that the compulsory primary and secondary education curriculum includes civic education. Thus in paragraph (2) letter (b) it is stated that the higher education curriculum is obliged to contain citizenship education. Based on the decision of DIRJEN DIKTI NO 43 / DIKTI / Kep/ 2006 that the purpose of citizenship education is formulated in a vision and mission, namely the vision of citizenship education as a source of values and guidelines in the development and implementation of study programs, while the mission is to make Citizenship Education to help students strengthen their personality or character

to be consistent in realizing the fundamental values of Pancasila [1].

Character education develops the values of national character in students so that they have the values and characters in them as productive and creative members of society and citizens [2]. The following are the character values that must be possessed by participants students are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendly/communicative, love peace, love to read, care for the environment and responsibility. Based on this explanation, citizenship education is essential so that it is understood and must be implemented in daily life in the family environment and the wider community. So as an attack, students must be able to implement and optimize their character and personality properly. So that with this, it can optimize the learning process with the help of team teaching, namely with more than one lecturer in the learning process, so that seeing the characters that emerge from students is more optimal.

Optimization is the result achieved by the wishes, so optimization is the achievement of results following expectations effectively and efficiently. According to the extensive Indonesian dictionary [3]. Optimization comes from the word optimal, which means best."Optimization is a measure that causes the achievement of goals, whereas, from a business point of view, Optimization is an effort to maximize activities to realize the desired or desired profit. Optimization can be interpreted as an effort that is carried out effectively and efficiently, which has been planned so that a good goal can be achieved so that what has been targeted can be achieved and realized well "[4]. Optimizing the learning process is an effort to improve the learning process so that students achieve the process's success and learning outcomes. Learning activities are characterized by deliberate, planned, and systematic efforts made by educators to help students carry out learning activities. The Optimization of teaching and learning activities is influenced by various factors, including its teaching method or technique. Teachers can use a variety of learning methods so that students are not bored with learning activities. Teachers can associate the material contained in the curriculum with environmental conditions or according to the real world with the feeling that learning becomes more meaningful or has benefits in everyday life. Learning activities that are fun for the teacher must involve students in the learning process or participatory

learning. Educators assist 21 Students in engaging in developing or modifying learning activities so that learning becomes more meaningful [5].

High order thinking skills (HOTS), are abilities that include mathematical thinking and reasoning, communication, critical attitude, interpretation, reflection, creativity, generalization, and mathematics. As quoted in [6], that thinking skills that need to be developed by students are divided into two types, namely higher-order thinking skills and lower-order thinking skills. The main characteristic of higher-order thinking is able to think critically and be able to think creatively. High-order thinking skills in the cognitive realm include the ability of students to analyze (C4), evaluate (C5), and create or create (C6), all of which are advanced stages of low-level thinking skills consisting of students' skills in remembering (C1), understand (C2), and apply (C3).

Quoted from Brookhart [7] defines that HOTS is the ability of students to associate material in learning with other elements outside the material. The purpose of HOTS is divided into two types, namely HOTS as a transfer where skills to apply knowledge and skills that have been developed are like analyzing, evaluating and creating further HOTS as critical thinking where skills are assessed in the right way and provide criticism of something based on logic and science.

Character education is a deliberate (conscious) effort to realize policies, namely objectively the good quality of abilities, not only for individuals but also for society as a whole [8], while according to the Ministry of National Education in [2] education character is education to develop the values of national character in students so that they have values and character as their own character as productive and efficient members of society and citizens. The following are the character values that students must have, namely religious (attitudes and behavior that are obedient to their religion and tolerance of other religions), honest (behavior that strives for themselves as someone who can always be trusted in both words and actions).

Furthermore, the character of tolerance (attitudes and actions that respect differences in religion, ethnicity, opinions, attitudes, actions of others who differ from them), discipline (actions that show orderly behavior and obey various rules and regulations), hard work (behavior that shows effort serious in overcoming various problems and completing tasks), creative (thinking and doing something to produce new ways or results),

independent (attitudes and behaviors that are not easily dependent on others), democratic (ways of thinking, behaving and acting assess the rights and obligations of oneself and others), curiosity (attitudes and actions that always seek to know more deeply and broadly from something they have learned, seen and heard), national spirit (ways of thinking, acting and insight that place the interests of the nation and the State above self and group interests).

Besides that, love for the country (ways of thinking, behaving, and acting that show loyalty and concern and high respect for language, the physical, the social, cultural, economic and political environment of the nation.), Respect for achievement (attitudes and actions that encourage themselves to produce something useful for society and recognizes and respects the success of others), friendly/communicative (actions that show a sense of pleasure in talking, socializing, and cooperating with others), peace-loving (attitudes, words, and actions that cause others to feel happy and secure over presence), likes to read (the habit of taking time to read various readings that give good to him), cares about the environment (attitudes and actions that always try to prevent damage to the natural environment around him), social care (attitudes and actions that always want to help people others and society who need, responsibility (attitude and fairly behavior of someone to carry out his duties and obligations, which he should do to himself, society and the environment).

Learning in tertiary institutions since the issuance of Presidential Decree number 8 of 2012 must be implemented based on a curriculum that refers to the Indonesian National Qualifications Framework (KKNI), where the basic principle developed in the IQF is to assess a person's performance in scientific aspects, expertise and skills according to with learning outcomes obtained through the process of education, training or experiences that have been surpassed, which is equivalent to qualification descriptors for a certain level. In early 2020, the existence of a new policy from the Ministry of Education and Culture regarding the concept of "Free Learning." One of the concepts of independent learning in tertiary institutions is that every activity chosen by students must be guided by a lecturer who is determined by the campus. Regarding the two concepts above, of course, the problem of character and HOTS-based learning is still something that cannot be ruled out. In other words, the existence of this policy is that learning must still emphasize the values of student character and higher-order thinking

skills. On the other hand, learning that can shape character values and train higher-order thinking skills is still not optimal. So this research was carried out to analyze the optimization of student character values in HOTS-based Civics learning at UPT-MPK Sriwijaya University.

2. METHODS

This study used a descriptive qualitative method with case study research on students of the first semester PPKn study program, regarding how student character values can appear and the learning process varies so that students are enthusiastic and many character values emerge from these students, in order to describe the optimization of student character values in HOTS-based civic learning.

3. RESULTS AND DISCUSSION

The problem faced now is that the learning process carried out by the lectures is not optimal, because with this online media it is not enough to only have one lecturer but must have a team of people who are able to help prepare for this learning process, so that be lectures for this learning process, so that the lecturers have their respective duties to e more effective

Citizenship education functions as a vehicle for shaping intelligent, skilled, character, and loyal citizens to the Indonesian nation and state with a habit of thinking and acting in accordance with Pancasila and the 1945 constitution [9]. The function of the Citizenship Education subject is a place to form smart, skilled, and faithful citizens who are loyal to the Indonesian nation and state by reflecting on habits of thinking and acting according to their needs [10]. Based on the above opinion, the researcher can conclude that the function of citizenship education subjects is a place that can form smart, skilled, and good character citizens so that they have the habit of thinking and acting with Pancasila and the 1945 constitution.

The objectives of civic education include (1) critical thinking on citizenship issues, (2) participating in social, national and state life, (3) developing positively and democratically, (4) interacting with other nations [11]. Citizenship education subjects aim for students to have the following abilities: a) think critically, rationally, and creatively in response to citizenship issues, b) participate actively and responsibly, and act intelligently in community, national and state

activities and anti-corruption, c) develop critically and democratically to shape themselves based on the characteristics of Indonesian society so that they can live together with other nations, d) interact with other nations in world regulations directly or indirectly by utilizing information technology and technology [9].

Based on the above opinion, the researcher can conclude that the purpose of citizenship education is 1) critical and rational thinking on the issue of citizenship. 2) actively participate in the nation's activities and the state as well as the community and develop democratically and be able to interact with other nations. Furthermore, from these objectives, the researcher classifies them based on student activeness in research observations.

The learning process carried out with an online or online system has advantages and disadvantages. The advantages are saving in transportation and studying anywhere, or the place of learning is flexible, while the disadvantages are sometimes the signal constraints that are not supportive, and the teaching staff is little in the learning process. This learning uses learning tools and media that are used

systematically, such as using RPS, SAP, Scenarios, PPT, and Video, so that the learning process becomes more organized and enjoyable. It is also necessary to use a variety of learning methods so that the learning process becomes more organized and fun so that students are even more enthusiastic about participating in learning, such as the existence of menti.com, which is considered not boring where later students answer the questions provided. This online system learning is guided by four. There are lecturers and have each assignment; some are in charge of checking student attendance, some convey theory, as a companion, as well as an observer and, are also assisted by upper semester students who also have their respective duties and roles, some are preparing learning completeness such as media and also helping lecturer to observe the character of the students being studied. The following is a table of observation results of 4 meetings of the learning process in the PPKn study program class

Table 1. The observation results of 4 meetings of the learning process in the PPKn study program class

No	Meeting	Subject	Media	Method	Characters That Appear
1.	First	About the essence, urgency, dynamics, and challenges of civic education and character education	Through e-learning, zoom applications, WhatsApp groups. The media used are RPS, SAP, Scenarios, PPT, and Video	Discovery learning	Religious, honest, tolerant, disciplined, democratic, curiosity, love the country and love to read.
2.	Second	National identity	Through e-learning, zoom applications, WhatsApp groups. The media used are RPS, SAP, Scenarios, PPT, and Video	Problem based learning	Religious, honest, tolerant, disciplined, democratic, curiosity, love the country and love to read.
3.	Third	National integration	Through e-learning, zoom applications, WhatsApp groups. The media used are RPS, SAP, Scenarios, PPT, and Video	Discovery learning	Religious, honest, tolerance, discipline, democratic, curiosity, love of the motherland, fond of reading, responsibility, love of peace, hard work, creative, independent and friendly/communicative
4.	Four	National disintegration	Through e-learning, zoom applications, WhatsApp groups. The media used are RPS, SAP, Scenarios, PPT, and	Discovery learning	Religious, honest, tolerance, discipline, democratic, curiosity, love of the motherland, fond of reading, responsibility, love of

No	Meeting	Subject	Media	Method	Characters That Appear
			Video		peace, hard work, creative, independent and friendly/communicative

Sumber : Diolah Penulis berdasarkan data dilampiran, 2020

The four meetings were conducted through the zoom meeting application. The achievement in learning from these four meetings was that students were able to analyze the case studies presented at each meeting. The material discussed at each meeting refers to the RPS Course guide. The learning methods used in learning activities are Discovery Learning and Problem based learning.

At the beginning of each activity, the lecturer brainstorms the students, and then the lecturer asks one of the students to lead a prayer to start online civic education learning activities today. The lecturer conveyed the learning objectives and continued with the delivery of material through PPT. After delivering the material, the lecturer asked students to provide feedback regarding the material that was posted on the student's LMS page. The lecturer and the students watched a video presentation related to the material at each meeting, then continued with the lecturer asking students to give comments regarding the video that had been broadcast. Lecturers give appreciation to students who have given their opinions. The lecturer provides information in solving a problem proposed by one of the students, and then the lecturer asks students to discuss today's material. Before the learning process ends, the lecturer asks students to answer the questions provided on menti.com. Today's learning activity ended with the lecturer asking one of the students to read a closing prayer.

In the implementation of learning at four meetings, from the beginning of the lecture, the character values that emerged were religious, honest, tolerance, discipline, democratic, curiosity, love of the country, love to read. Then with the increase in lecture meetings and the more intense two-way communication from lecturers and students, at the meeting, the four-character values that appear to increase are religious, honest, tolerance, discipline, democratic, curiosity, love of the country, love to read, responsibility, peace-loving, hard-working, creative, independent and friendly/communicative.

The value of religious character in the form of student activities starting learning begins with prayer led by student representatives, and then when they

want to ask students to say greetings first, students also say greetings first when they want to answer questions asked by lecturers or other students, and the indicator closes learning by prayer.

The character value of honesty that can be proven by the physical presence of students in the virtual class is the Zoom Meeting, even though it is constrained by signal interference during learning, which causes them to be expelled indirectly from the virtual class, but students try to re-enter the Zoom Meeting virtual class. Then there are indicators of expressing opinions according to actual conditions, which can be proven by the opinions of students regarding the two videos that were delivered by linking to the reality that happened.

Tolerance character values such as respecting friends of different religions in the lecture process, respecting friends of different ethnicity or races where students come from many areas which can be from various ethnicity but still respect and respect each other and treat others equally regardless of religion or differences which exists. Then comes the discipline character value where students enter the virtual classroom not too late even though there are some that are constrained by suddenly missing signals or wrong signals. Orderly indicators follow the rules and obey the rules that have been set.

The value of democratic character, which is marked by not imposing the will on others, can be seen from not imposing their will or opinion on others, students respecting the opinions and rights of other friends when friends express opinions, respect these and also try to respect the opinions of their friends who are different from themselves. A friend's opinion that is different from himself is respected without feeling his opinion is the most correct.

Curiosity character values also appear, such as students' ability to trace information sources first, then the indicator focuses on statements such as that made by a student who asks why demographics can be a factor causing disintegration. Students have also read the material that has been sent on LMS, namely elearning unsri.co.id. Overall, students are enthusiastic about participating in learning, then ask

lecturers or friends about what is not known about learning, such as a student who asked the lecturer about the material he did not understand.

The value of the character of love for the country, such as students who use excellent and correct Indonesian during the learning process, shows a sense of unity and unity within one another by respecting one another, then the character Appreciates Achievement, namely saying and acting correctly and well as evidenced by words and right student action.

Character values like reading are marked by reading the material first before lectures begin, and a character of responsibility appears, which is marked by doing the assigned task well and following the lecture until it is finished.

The value of the Peaceful Love character also appeared, which was marked by the ability of students to process data obtained from various sources in analyzing the comparison of the two videos about disintegration that were shown.

The students' enthusiasm can prove the value of the hard work character of the indicators of competing fairly in learning in answering the questions given by waving the code or pointing their hands. The student indicator appears, showing the ability to analyze the problem, which is proven by the student's answer linking the fact or fact that has become a problem with the learning video shown.

The value of a creative character is completing tasks with critical thinking and the latest information, in this case, namely, students looking for various additional information to help analyze a case that is displayed. Then there is an independent character value, namely students looking for additional information related to learning material outside the material that has been distributed, then indicators appear to manage time well, as evidenced by going to class on time.

Then also appears the value of friendly or communicative character, namely not discriminating in communication, which is proven by a suitable communication process between students and lecturers or to fellow students in an interactive manner. Moreover, an indicator appears to do permission to leave in polite languages, such as

students conveying reasons for learning via zoom meetings that cannot be followed optimally due to signal constraints.

Based on this explanation, the learning process used can be said to be optimal because this learning process has been planned as well as possible by having prepared media and other learning tools such as RPS, SAP, PPT, videos, and scenarios. Lecturers also help for students to carry out learning activities systematically, optimally it is also influenced by several factors, namely the learning methods/techniques used such as discovery learning methods, problem-based learning, and other activities that involve students in the learning process, tools or media that can be used. Make learning fun so that the results of this learning process can improve the character of students at each meeting by optimizing the learning process. Optimization efforts in the HOTS-based civics education learning can be made in a number of ways, including solid team teaching, several lecturers involved, with a clear division of tasks. Upper semester students are also actively involved in the preparation and implementation of the learning process. So that more and more student character values appear.

4. CONCLUSION

Efforts to optimize HOTS-based civics learning can be done in various ways, including solid team teaching, which involves several lectures with a clear division of tasks which will be more effective in the learning process. The division of duties is as follows: there are lectures whose duties are to teach, check absences, and monitor students. Upper semester students are also actively involved in the preparation and implementation of the learning process. That is, upper semester students also have a role to participate in the process. With so that more and more student character values appear. Based on the this explanation is one way to optimize the learning process.

ACKNOWLEDGMENTS

Thank you to the PNPB Universitas Sriwijaya who have funded the implementation of this research.

REFERENCES

- [1] Kaelan & Zubedi. *Pendidikan Kewarganegaraan Untuk Perguruan Tinggi*. Yogyakarta: Paradigma, 2007.
- [2] Wibowo, Agus. *Pendidikan Karakter (Strategi Membangun Karakter Bangsa Peradaban)*. Yogyakarta: Pustaka belajar, 2012.
- [3] Depdikbud. *Kamus Besar Bahasa Indonesia*. Jakarta : Balai Pustaka, 1995.
- [4] Winardi. *Pengantar Management Penjualan*. Bandung: PT Citra Aditya Bakti, 1999.
- [5] Sudjana, Nana. *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algerindo, 2005.
- [6] Anderson, L.W & Krathrowl, D.R. *Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen (revisi Taksonomi Pendidikan Bloom)*. Yogyakarta: Pustaka Pelajar, 2010.
- [7] Simarmata, janner.dkk. *Pembelajaran Stem Berbasis HOTS Dan Penerapannya*: Yayasan Kita Menulis, 2020.
- [8] Zubedi. *Desain Pendidikan Karakter (Konsepsi Dan Aplikasinya Dalam Lembaga Pendidikan)*. Jakarta: kencana, 2012.
- [9] Budimansyah, D. *Pendidikan Kesadaran Kewarganegaraan Multidimensional*. Bandung: Genesindo, 2008.
- [10] Endang, M. *Metodologi Penelitian Terapan*. Yogyakarta: Alfabeta, 2012.
- [11] Priyanto, A.T Sugeng dkk. *Pendidikan Kewarganegaraan*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008.