



Development of Value-Based Citizens Education Textbook with Innovative Approach

Puspa Djuwita^(✉)

Faculty Teacher Training and Education, University of Bengkulu, Bengkulu, Indonesia
puspadjuwita@unib.ac.id

Abstract. One aspect that can't be ignored in educational and learning activities is the availability of learning resources in the form of teaching materials that are by the ac the needs of students and the demands of the development of science in the field of learning. The development of Citizenship Education Learning Textbook this Elementary (CEL) for Elementary School (ES) contains content that can equip teachers and prospective teachers, especially for Master of Basic Education students. The material in this textbook contains the concepts of value education, values education models with innovative learning approach, which is able to support basic skills in the industrial era 4.0; namely critical thinking, creativity, communication and collaboration. The goals of developing Civics learning textbooks based on values education with this innovative approach is to the availability of learning references Civics Education based on values education, which can be used as a reference in lectures, carrying out field practice assignments, and completing final assignments. This research was designed with a research and development approach. Data collection techniques used; interviews, documentation. The qualitative analysis was carried out on the data on student needs for the content of the Civics Elementary School learning textbooks. The results obtained; it is necessary to add material to the learning approach that supports the needs of learners in the 4.0 era. The conclusion of this research is the availability of textbooks that can be used as references.

Keywords: Development · Value-based citizen education textbook · Innovative approach

1 Introduction

Improving the quality of education in Indonesia is a very important concern. This condition is based on the rapid progress of science and technology with all its positive and negative values. Improving the quality of education as a citizen is always encouraged in order to present the next generation with competence according to the goals of national education. The expected future Indonesian citizens are citizens who are able to compete in facing the challenges and problems of their time. Therefore, they must be prepared to become a generation that is capable of critical thinking, creative, able to cooperate with others, and able to communicate well in accordance with the culture of their nation. In line with the opinion of Jalil [1], future Indonesian people are intelligent, skilled and

independent humans and are able to compete with other humans. For that future generations must be prepared through education. And the main role in the implementation of education is the educator; namely parents in the line of informal education, teachers in the line of formal education and community figures in the line of non-formal education.

In order to keep up with the rapid development of science and technology, and the need for educational outcomes that have the competencies mentioned above, educators in schools are required to have broad insight in their educational profession. The insights in question are pedagogical, social, personal and professional insights, which are interrelated and mutually supportive in the implementation of education.

One aspect that cannot be ignored in educational and learning activities is the availability of learning resources in the form of teaching materials that are in accordance with the needs of students and the demands of the development of science in the field of 21st century learning. Teaching material is very important in learning activities. Without the material, learning activities will not be carried out. The learning material should always be developed in accordance with the rapid development of science in the field of learning [2]. So far, there are no teaching materials for Civics Education (CE) education for Elementary Schools (ES) that contain learning concepts in the Civics field based on values education.

The importance of Civics Elementary School textbooks based on values education, because Civics learning focuses more on the growth of Pancasila values in students. Through Civics learning, academic abilities and basic human values will be presented. In line with the opinion of Katilmis [3] who said that, value education in schools is a top priority in nurturing individuals to achieve high academic achievement and fostering basic human values. Civics learning must focus on the affective shutter and attitudes of students, as it is known that these values are in the affective shutter area. The core of Civics learning is the cultivation of moral values in oneself. Civics is an education that includes citizens which in essence is closely related to values and morals according to the basis of the state [4].

The opinions above suggest that it is very important that the Civics Elementary School textbooks are developed so that they are based on values education with an innovative approach. To better accommodate the learning needs of the 21st century, conventional learning approaches must be replaced with the latest learning approaches such as scientific approaches, digital learning approaches or mixed digital and face-to-face learning approaches and others.

Based on experience in the field, almost all teachers teach Civics as well as teach science, social studies, mathematics, with the same approach and learning model, which emphasizes knowledge and reasoning abilities. While in Civics learning, it is mandatory to have a personality development process (as required by the formulation of core competencies) which is full of values to foster students to behave in accordance with the philosophy and culture of the nation. Civics learning characteristics have the task of developing students' personalities to become citizens who have a national identity, so Civics learning must be carried out according to its characteristics, namely educating the new generation of Indonesia to become human beings who have personalities and characters that reflect the national identity of their nation.

The textbooks developed are also very much needed by postgraduate basic education students to prepare for the next semester's lecture activities, namely in choosing the concentration of learning skills in elementary school, as well as provision for when they teach in elementary school. For this reason, the study of teaching materials discusses how to teach Civics that is integrated with other subjects in thematic learning curriculum 13. For this reason, insight into Civics learning must be improved so that teachers are able to meet the needs of integrated thematic learning.

The ability to teach Civics that is integrated with other fields of study must be mastered by teachers and prospective teachers who are studying in postgraduate basic education study programs. As it is known that the expected content of learning material in Curriculum 13 prioritizes students having personality competence, social competence, knowledge, and skill competence. For this reason, teachers or prospective teachers must be provided with civics learning materials based on values education, which educates, fosters, and develops the personality of students. So that students have these competencies. Teachers are required to educate values through learning. Especially on the themes and sub-themes of learning that contain Civics subjects.

The progress of a nation's civilization cannot be separated from the important role of education for its citizens. The better the quality of education, the better the civilization of a nation, because it is supported by the quality of Human Resources (HR) as a guarantee of the high civilization of the nation. Increasing the competence of human resources involves the development of knowledge, skills, behavior and attitudes that contain the values of goodness and virtue as human beings. Through education and learning Civics, aspects of knowledge, skills and behavior will be developed [5]. Mastery of science and technology that upholds the values contained in Pancasila, namely basic human values related to values to God, democracy, and the value of justice. Developing good behavior will not be achieved when only the cognitive shutter is prioritized but also to develop an affective domain that sharpens conscience (conscience). Thus, it is necessary to develop a textbook for learning Civics in Elementary School so that teachers and prospective teachers as students understand how to develop the personality competencies of students through Civics learning. In addition to the importance of providing this textbook, empirically, in general, primary education masters students are teachers and prospective elementary school teachers. These teachers encounter difficulties in finding sources of material from various references because of their busyness in carrying out their teacher duties and also non-teaching tasks that become their workload. Therefore, they really need a complete open-teacher presenting material for elementary school learning in Civics in one book.

Elementary school teachers feel that so far the way of teaching Civics is still very far from the Civics learning path as a personality developer, as well as postgraduate students of the Basic Education Study Program also need Civics textbooks based on values education. From the phenomenon above, it is necessary to develop a teaching book for Civics Education for Elementary School.

The success of learning as a whole is highly dependent on the success of designing the content of learning materials. The development of Civics Education learning as a compulsory subject for basic education master students, through understanding and mastering the material in this course will enable teachers to develop democratic attitudes

that respect the rights of others in the life of the nation and state. In line with the opinion that values education as one of the subjects taught in basic education is intended to train active citizens for a democratic society that respects human rights, is responsible [3].

Theoretically, there are three components that must be mastered by students after studying the concepts in Civics education. The three competencies consist of knowledge, skills and attitudes; namely civic knowledge which concerns the theoretical aspects of Civics regarding unity and integrity, human rights, norms and laws [6]. Civic skills, which include intellectual skills and national and state participation. Civic dispositions, relating to the character or character of citizens who are seen as important in the development of components of civic knowledge and civic skills.

Civics learning programs as formal education have traditionally been assigned, to prepare citizens, in accordance with the expectations of the nation and state. Citizenship education has a mission and purpose in developing the personality and character of citizens based on the socio-cultural values of the Indonesian people. Besides that, it also has the task of educating citizens who are literate with knowledge of the life of the nation and state, knowledge of the natural environment in which they live, the history of the nation's struggle, and knowledge of cultural values and morality that apply in society and norms that live and apply in their daily life.

Citizenship Education (Civic Education) in any country, as well as in Indonesia, aims to form good citizens (to be good citizens). Good citizens are citizens who love their homeland and nation, behave in line with the values in the Pancasila formulation, are critical, intelligent, knowledgeable, and skilled in carrying out their roles responsibly. Intelligent citizens are meant to be not only intellectually intelligent but also emotionally, socially and even spiritually intelligent. The content and scope of Civic Education learning concerns the following aspects; national unity and integrity, legal norms and regulations, human rights, constitution, Pancasila and national identity.

Broadly speaking, a textbook contains instructional materials, which consist of; (1) knowledge, which relates to facts, concepts, principles, and procedures; (2) attitudes or values that must be mastered by students in order to achieve predetermined competencies, and (3) skills. The content of learning materials should be chosen as completely as possible to help students achieve learning objectives. Things that need to be considered regarding the determination of the content of this learning material, namely; type, scope, sequence, and treatment of the learning material. The principles that become the reference in determining the content of the course material are; suitability, consistency, and adequacy [7].

2 Method

Textbook development research, designed using a Research and Development approach, with the following work procedures; [a] carry out a need assessment, [b] formulate graduate competencies, [c] draft civics teaching materials based on values education with an innovative approach, points a to c have been carried out in 2020, for this 2021 activity starting from; [d] expert validation, [e] revision based on expert validation results, [f] limited trial, [g] revision based on trial, and [h] broad trial, [i] revision based on extensive testing, [j] print teaching materials in the form of books. The steps taken in this study

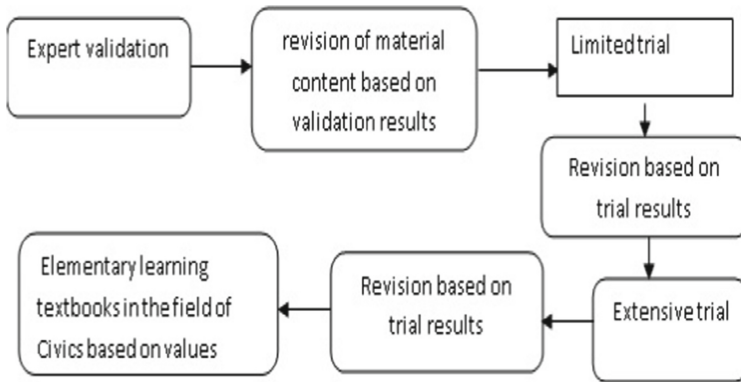


Fig. 1. Research Activities

Table 1. Textbook Eligibility Validation Guidelines

No	Aspect Contents	Grid
1.	Readability	1. Using standard language 2. The sentence structure is easy to understand 3. Systematic writing style
2	Completeness of material	1. Conformity with competency achievement 2. Compliance with the needs of textbooks 3. Contains the concept of value education 4. Contains the concepts and principles of innovative learning approaches
3	The breadth of the material and the depth of the material	1. According to the needs of students 2. Benefits for adding insight 3. The accuracy of the substance of the material
4	Conformity with the development of science and technology	1. Contains the latest concepts and facts 2. Meeting 21st century learning needs

were modified from the steps proposed by Borg and Gall [8] which as illustrated in Fig. 1.

The object of the research is the development of teaching materials for primary education in the field of Civics based on values education with an innovative approach. The research subjects were students, elementary school teachers, lecturers (experts) in the field of Civics with expertise in value education.

Data collection techniques using, interviews and documentation. Data collection instruments in the form of interview guidelines, and documentation. Interviews were conducted to obtain input from students on the content of teaching materials for elementary education in the field of Civics based on values education. Documentation is carried

out to add data on matters relating to Civics and values education teaching materials and innovative learning approaches, such as references that have existed so far (Table 1).

Research analysis using qualitative data analysis includes; data reduction, data display, verification and conclusion. The analysis was carried out on input data from experts and students, as well as elementary school teachers and lecturers who support elementary learning courses in Civics for the content of teaching materials, and an analysis of references that can support the content of teaching materials produced. Also carried out on any content and what will be developed.

3 Result and Discussion

3.1 Result

Need assessment of Civics Learning Textbooks. The results of interviews with respondents of S2 Elementary Education students who have been and are currently attending the Civics Education Primary School Learning Development course, obtained information on the need for Civics Primary Education learning materials, the following information was obtained; (a) the lecture material is still partial, (b) the content of the material emphasizes the knowledge aspect only, while for education the value is very minimal; (c) the learning approach is more of a cognitive domain approach, there is no approach to learning typical of the affective domain, (d) in the content there are no various educational models that are typical of value education, (e) the textbook has not touched on the concepts of Civics learning as a personality developer.

Collecting data to design textbook drafts; (1) formulating graduate competencies, namely; students; "Able to analyze contextual problems of Civics, implement it, develop positive attitudes and display behaviors that support the spirit of nationalism, love the homeland, support civilized democracy, support legal awareness and diversity". While the purpose of civics learning lectures for elementary school is to increase the depth of insight into civics as a personality developer, insight in determining which actions and attitudes are the most appropriate and appropriate to overcome problems in civics learning. The data that has been collected for drafting textbooks are in the form of basic concepts of Civics, value education, and innovative approaches that can be integrated into textbook materials. After that, an outline draft of the textbook was compiled which consisted of four chapters, namely; Chapter I the development of Civics learning in Indonesia, which contains civic education with its development; the development of Civics education in the curriculum in Indonesia. Chapter II; civics learning in the digital era, includes; paradigm of holistic education and learning, character education of cultural values. Chapter III; approaches, strategies, and models of value education, including; values education approach, consisting of eight values education approaches, namely (a) evocation, (b) inculcation, (b) awareness, (e) moral reasoning, (d) analysis, (e) value clarification, (f) commitment, (g) the union approach. Value education models consist of three model families, namely; caring, judging and acting. Caring/caring in this group there is a model of consideration. Judging/consideration, consists of a value clarity model (values clarification), rational formation (The Rational-building model), value analysis (Values analysis) and acting, in this group there are models and social actions. Civics learning strategies and methods based on values education. Chapter IV is Evaluation of

Civics learning based on values education, which includes; Civics assessment techniques, assessment principles, practical steps for developing attitude assessment along with examples of observation and self-assessment instruments instrument.

Expert validation; after the draft of the textbook is compiled, it is then submitted to the experts in the Civics learning field for validation. The results obtained; a) for legibility validation, the validator agrees that the textbook uses standard language, the sentence structure is easy to understand, and the writing style is systematic the content of the textbooks is in accordance with the achievement of the competencies that have been formulated, the content of the textbooks fully meets the systematic needs of textbooks, the concepts of value education have also been listed in the textbooks. Likewise, the concepts and principles of innovative learning approaches. c) Breadth of material and depth, the validator reveals that; the textbook material is in accordance with the needs of basic education master students, very useful for increasing student insight as teachers and prospective elementary school teachers, while the accuracy of the substance of the material is also very accurate. c) In accordance with the development of science and technology, the validator reveals that the material in the textbook contains the latest concepts and pacts and meets the needs of 21st century learning.

Revision of textbooks is carried out based on validator input, namely there is a writing system that is lacking letters, and the addition of an innovative approach, namely a digital learning approach to be included in the textbook material.

Limited test; After the next revision, a limited test was carried out among basic education master students by distributing draft textbooks to basic education master students as many as 5 basic education postgraduate students. They said that the material in the textbook was very much awaited and they added insight and was useful for concentration lectures and field practice.

Revision of the limited trial is no longer carried out. After that, a broad trial was conducted to all 27 students of class A and B, and students who were preparing their final project. From this extensive test, textbooks have been produced that have met the needs, so there is no need to revise the draft textbook.

3.2 Discussions

3.2.1 Drafting of Civics Elementary School Teaching Materials

Based on the results of students' needs for Civics learning textbooks, it can be understood that they need material that can be a provision in carrying out learning and need Civics learning references with values education nuances. In the subject matter of Civics as a field that develops the personality of students to become good citizens, it is hoped that the concepts of value education can be implemented in Civics learning. The need for knowledge about what, why and how to teach values to students is the goal of national education as enshrined in the National Education System Law number 20 of 2003 article 3, which expects the personal development of students who are devoted to God Almighty, have good character noble become a democratic and responsible citizen. In order for the mandate of the National Education System Law to be realized, it is absolutely necessary that educators must be equipped with concepts, principles and procedures or how to conduct Civics learning value-based education. Developing a

personality that is in accordance with the goals outlined in the national education goals requires adequate knowledge and insight into value education, as well as knowledge of various strategies and appropriate approaches according to the needs of learners, and is carried out in stages, continuously and of course must be programmed, as stated by Hasan [9], the development of the younger generation can be pursued in various ways, and through education which is carried out in a programmed, gradual, and continuous manner.

The drafting of textbooks is based on the need for insight and knowledge on how to carry out Civics learning based on values education. So far, teachers who have attended lectures at S2 Basic Education have implemented Civics learning more to convey civic knowledge. This means that new learning activities are more about mastering the cognitive shutter, not yet touching the affective domain mastery. Even if the teacher tries to foster the affective domain, it is done without being based on the right and correct knowledge and concepts of value education. Actually, the author as a lecturer in teaching development courses for Elementary Education in the Civics field so far, when making lecture designs every semester, he has developed teaching materials that contain concepts related to the implementation of value education in Civics learning, by integrating some material from various sources available. However, it is not yet in the form of a more complete textbook. To meet the needs of students for a complete reference on the development of Civics learning in elementary school, a draft of teaching materials which is an integration of various existing Civics materials has been prepared. The preparation of textbooks that the author did refers to the principles of textbook development, namely, by taking into account the suitability [relevance], constancy [consistency], and adequacy [of adequacy] of the material as a textbook that meets the standards and provisions of a textbook.

3.2.2 Expert Validation

Fulfilling the need for teaching materials for Elementary Learning Development in Civics based on values education with an innovative approach, to be more complete, was carried out because of the thirst of teachers for knowledge and understanding of civic education based on values education with a contemporary approach. Besides that, it is more because students who have become teachers have not received solid knowledge about value education and the development of learning approaches that are growing rapidly.

Readability of textbooks in the use of standard language, easy-to-understand sentence structure, systematic writing style b) Completeness of materials related to the suitability of textbook content with competency achievements that have been formulated, systematic content of textbooks, content of value education concepts, concepts and principles principles of innovative learning approaches. c) breadth of material and depth to the needs of basic education master students, usefulness for increasing student insight as teachers and prospective elementary school teachers, accuracy of material substance d) compatibility with the development of science and technology in order to meet 21st century learning needs. Considerations in compiling the textbook, according to the results of the validation all have been met. This is because since the beginning the researcher has collected many references related to the concepts that will become the content of the textbook. In addition, the researcher's experience while being a tutor is a

supporting factor in presenting textbooks that meet the criteria as textbooks. That who have become teachers have not gained solid knowledge about value education and the development of learning approaches that are growing rapidly.

3.2.3 Revision of Validator Results and Limited Trials

The results of expert validation have little input, namely the need to add a digital learning approach to the innovation approach material. These inputs/suggestions make researchers review existing references to complete the contents of textbooks in order to meet the competency needs of graduates. In carrying out development, researchers do so by adopting some of the existing materials and adapting them to their scientific needs. As for how to develop teaching materials according to Prastomo [10], broadly speaking, the ways that can be used to develop material content are carried out in three ways, namely adoption, adaptation, and self-writing.

The teaching materials that have been revised based on the results of expert validation are then carried out with limited trials by asking several students who are also teachers, to provide feedback and suggestions according to their needs. The purpose of this limited trial is so that the textbooks that have been developed are relevant to the needs, demands, environment/conditions of students and the goals to be achieved.

3.2.4 Extensive Trial

The final stage of the research activity on the development of teaching materials was carried out by conducting extensive trials, of course after revising the teaching materials from the input and suggestions of the limited trial results. Teaching materials that have been developed for learning activities should really support the achievement of lecture goals. Therefore, the success of learning as a whole is very dependent on the success of designing the content of learning materials. Broadly speaking, the content of instructional materials consists of; knowledge, skills, and attitudes that must be mastered by students in order to achieve predetermined competencies. The content of the learning material is chosen as completely as possible so that students are assisted in achieving the learning objectives. The things that need to be considered regarding the determination of the content of learning materials are; the type, scope, sequence, and treatment [treatment] of the learning material as stated by Prastomo [10].

The results of this broad trial indicate that the overall content of the teaching materials is adequate for a lecture material in the basic education master's study program. From this stage the researcher considers this textbook to be able to meet the eligibility criteria of a textbook, both in terms of concepts, and in terms of readability. According to the researcher, this textbook can be used. Thus, the textbook that has been produced is worthy of printing into a textbook that will add variations to civic education references/teaching resources.

Textbook materials are prepared based on the needs of teachers who are taking lectures in post-graduate Basic Education, with the existence of learning development materials for primary education in the field of Civics based on values education, this is needed by teachers so that they are skilled in teaching Civics while at the same time building students' personalities that cultural values of the nation and the country. in

addition to the concept of value education, teachers also need to add insight into learning approaches that support the needs of 21st century competency learning. Through such learning, students will become individuals who have critical, creative, collaborative, and communicative thinking competencies.

The draft that has been prepared based on an analysis of the needs of teachers, then validated by experts in the field of Civics learning and value education, from the results of the validation there is additional material on the learning approach by incorporating a digital learning approach, on the grounds of observing the current global phenomenon of life where progress in the IT field can be used in learning activities. In addition, considering the current living conditions that are being hit by the Covid-19 pandemic, where learning is more emphasized using digital by utilizing the internet network.

The presence of the textbook for the development of Civics learning based on values education with this innovative approach adds references to teachers and prospective teachers who are currently studying at the Master Program of Basic Education, Faculty of Teacher Training and Education, Bengkulu University. In addition, the knowledge contained in this textbook can also be used as a reference for them in carrying out practical lectures in the field and when they prepare their final project which concentrates on Citizenship Education.

4 Conclusion

The conclusion of this research is the availability of textbooks that can be used as references. The implication of the arrangement of this textbook can add insight and can be utilized by teachers as well as by student teacher candidates when carrying out lectures that take Civics concentration. Can also be used in completing the final project (thesis) for those who choose Civics learning studies.

Acknowledgments. This textbook will not materialize where the researcher does not get assistance in the form of grant funds from the faculty with the support of the Master of Basic Education study program. Likewise, the assistance and support of other parties involved such as experts, lecturers, students and study program staff who have provided a lot of support, both material and non-material. For this reason, I would like to say thank you profusely for everything that has been done so that the preparation of this textbook can be completed.

References

1. Jalil, A.: Karakter pendidikan untuk membentuk ppendidikan karakter. *Jurnal Pendidikan Islam*, Nadwa 6(2), (2012).
2. Djuwita, P.: Pembelajaran pendidikan kewarganegaraan berbasis technological pedagogical conten knowledge. UPP FKIP UNIB, Universitas Bengkulu (2020).
3. Katılmış, A.: Values education as perceived by social studies teachers in objective and practice dimensions. *Jurnal Kuram Ve Uygulamada Eğitim Bilimleri Educational Sciences: Theory & Practice* (2017).
4. Astawa, I.W.W., Made, P., Abadi, I.B.G.S.: Pembelajaran PPKn dengan model VCT bermuatan nilai karakter meningkatkan kompetensi pengetahuan siswa. *Jurnal Pedagogi dan Pembelajaran (JP2)* 3(2), (2020).

5. Rahmadhaniar: Harmoni pengetahuan dan sikap toleransi pada pembelajaran PKn di SDI Saroja Surabaya. *Jurnal Bina Gogik* 7(2), (2020).
6. Aziz, W., Sapriya: Teori dan landasan pendidikan kewarganegaraan. Alfabeta, Bandung (2013).
7. Djuwita, P.: Pembelajaran pendidikan kewarganegaraan berbasis pendidikan nilai. *Jurnal Pembelajaran dan Pengajaran Pendidikan Dasar* 3(2), (2020).
8. Borg, W.R., Gall, M.D., Joyce, P.: Educational research an introduction. Pearson Education, Inc. (2003).
9. Hasan: Pengembangan pendidikan budaya dan karakter bangsa. Litbang Puskur, Jakarta (2010).
10. Prastomo, A.: Panduan kreatif membuat bahan ajar inovatif. Diva Press, Jakarta (2013).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

