Development of Learning Packages to Strengthening Character Education in Civic Education for Vocational Students

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Abstract: Research and development is intended to produce products such as reinforcement learning packages in PPKn character education that includes teaching materials, teacher guides, and guides students eligible to use and can improve the quality of learning in an effective, efficient, and attractive. This development model Dick & Carey on systemic and procedural. The procedure researched the development of these activities includes nine steps. Product validation test conducted by three experts. The experts of the course content, instructional design experts, and expert instructional media. The field trials in SMK Negeri PP Sembawa with the subjects involved are X class learners majoring second-semester plantation some 33 people and a teacher PPKn subjects. The results showed that the learning package is very feasible to use and very effective. Data were obtained: (1) the results of expert validation of the course content to the percentage of teaching materials (89%), teacher guides (90%), and guide students (90%), (2) the results of expert validation of instructional design for the percentage teaching materials (92%), teacher guides (97%), and guide students (92%), (3) the results of expert validation media the percentage of teaching materials (99%), teacher guides (98%), and guide students (98%), (4) the results of individual testing for the percentage of teaching materials (89%), guides the students (91%), (5) the small group trial percentage of teaching materials (96%), guides the students (97%), (6) the results of field trials the percentage of instructional materials (93%), guide students (95%), and teacher guidance (98%) and from the assessment of 33 students, the results were very effective, namely 100% of students reached the KKM with excellent attitudes and skills.

Keywords: Development, Learning Package, Strengthening Character Education, PPKn
1. Introduction

The world of the 21st century looks different from the previous century. Many challenges must be faced in this era of openness. The dynamics of global change and the increasingly rapid development of science and technology has marked a change in the world today. These changes are: (1) the ongoing digital revolution that changes the joints of life, (2) rapid changes in world civilization, (3) the more explicit phenomenon of the creative century. These three things have given rise to new arrangements, new measures, and new needs that are different from before. High competence and a strong national character will form a strong national identity into a vast country that can answer the challenges of the world today.

Various national problems that threaten wholeness and the future, such as radicalism, terrorism, intolerance, violence, crime, and promiscuity and drugs, are essential reasons that the nation's character education is immediately prioritized. A robust national character and a generation that is superior, skilled, and capable of competitiveness will be a strong foundation for the nation to reach Indonesia Gold in 2045.

The government launched a revolution in the character of the nation as set out in Nawacita. The Strengthening of Character Education (PPK) Movement is a way of realizing Nawacita and the National Mental Revolution Movement (GNRM) in the field of education. Educational institutions have a strategic role in strengthening the nation's character. The five principal values that become priorities in strengthening character education include (1) religious, (2) nationalist, (3) independent, (4) cooperation, and (5) integrity. The Strengthening Movement for Character Education is carried out through the harmonization of though the heart, the mind, if the taste, and sports. One of the implementations of strengthening character education can be integrated into the curriculum structure through strengthening learning material activities. The values of character education must strengthen the provision of learning infrastructure, such as learning packages. However, the reality in schools such as in SMK Negeri PP Sembawa is not yet available learning resources in the form of learning packages that support the strengthening of character education. One of them is in the Pancasila and Citizenship Education subjects in class X. PPKn learning that teaches Pancasila values to become one of the subjects as a leading sector in character building.

Learning Technology aims to facilitate learning and improve the quality of learning. Design in Learning Technology, one of which has a role in developing learning resources that are appropriate to the needs and characteristics of students. For this reason, it is necessary to develop learning resources in the form of learning packages that are strengthened by the values of character education following the conditions, characteristics, and needs of students.

The development of this learning package uses the design model Dick, Carey & Carey (2009). This model is systematic and procedural. Several previous studies are using the Dick, Carey & Carey model that are relevant and become practical experience, namely: (1) Irma Yurni (2009), in her research on the Development of Citizenship...
Education Subjects Learning Package at Malikussaleh Lhokseumawe University Nanggroe Aceh Darussalam with increasing learning outcomes from the difference in the pretest and posttest score of 17, (2) Wahyu Hadi Trigutomo (2017), in his research on the Development of Pancasila and Citizenship Education Teaching Materials (PPKn) for Class X Students in SMK PP Kupang State with the teaching material products developed the results are very feasible used with a percentage of 93.15% and 100% effective in achieving KKM (Minimum completeness criteria), (3) Angga Tri Aditia Permana (2018), in his research on the Development of Inquiry-Based Learning Packages in Biology Subjects in Class X Semester II at SMK -PP Banjarbaru State with very decent results with a percentage of 90% and 100% effective in achieving KKM. Based on the above studies using the Dick, Carey & Carey model in the development of learning packages, the results can be used appropriately, persuasively, and attractively and can motivate learning and improve student learning outcomes.

This development is a practical application in learning technology. The purpose of developing this learning package is to produce teaching material products that are integrated with the values of character education, teacher guides, and student guides that are appropriate to be used and can lead to an effective, efficient and attractive learning process to improve the quality of learning and overcome learning problems faced by students, especially in learning the Class X PPN in the Sembawa Agricultural Vocational School.

2. Method

Product Development and Test Models

The product development in the form of this learning package uses the design model Dick, Carey & Carey (2009). This model is systematic and procedural. The development of the Dick, Carey & Carey model fulfills the characteristics in the development of teaching materials namely: (1) referring to the objectives, (2) there is harmony with the objectives, (3) systemic, (4) based on evaluation (Miarso in Harijanto, 2007). The research procedure carried out in this development includes nine steps of activities namely: (1) identifying general learning objectives, (2) analyzing learning objectives, (3) identifying student characteristics, (4) formulating specific learning objectives, (5) developing assessment instruments, (6) developing learning strategies, (7) developing learning materials, (8) designing and conducting formative evaluations, (9) revising learning package products.

This product trial is designed in several forms of trials, namely individual trials, small group trials, and field trials. To determine the validity of this product trial involving experts, namely the product validation test conducted by three experts consisting of subject matter experts, instructional design experts, and instructional media experts, each of whom is an expert lecturer according to their fields from Malang State University. Field trials were conducted at the Sembawa State Vocational School.
Vocational School with the subjects involved, namely: class X students in the even semester of the plantation majors with 33 students and a class X PPKn teacher.

**Data Instruments and Analysis**

Instruments or data collection tools used in this research development include a questionnaire as the main instrument used to capture information data from the review of content experts, design experts, and media experts. Besides, the questionnaire assessment of the quality of teaching material products is also given to students and teachers to assess the level of effectiveness, efficiency, and attractiveness of teaching material products in individual trials, small group trials, and field trials. Other instruments to support include observation, documentation, interview guidelines, and tests.

Analysis of quantitative descriptive data is used to process quantitative data from validation/questionnaire sheets provided to respondents. The data analysis technique used to process quantitative data in the form of numbers by using descriptive statistics and serving as a percentage. The results of expert assessments of teaching materials, teacher guides, and student guides are calculated using the formula in Winarsunu (2010), as follows:

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$ (1)

Explanation:
P = percentage
\(\sum X\) = total respondent's answer in one item
\(\sum Xi\) = total ideal answer in one the item
100 = constant

Furthermore, in categorizing and making decisions so that accuracy can be used according to a scale of 5 (Likert) with qualifications that are very feasible, feasible, decent enough, less feasible, and decidedly less feasible (Riduwan, 2010).

| Level of Achievement | Qualification   | Remarks        |
|----------------------|-----------------|----------------|
| 81 – 100 %           | Very decent     | No need to revise |
| 61 – 80 %            | Worthy          | Needs revision  |
| 41 – 60 %            | Decent enough   | Revised         |
| 21 – 40 %            | Inadequate      | Revised         |
| 0 – 20 %             | Very Inadequate | Revised         |
To see the effectiveness of learning can be seen through the results of learning achievement. Learning achievement is determined based on the minimum completeness criteria (KKM) so that the analysis of learning outcomes can be used to assess the effectiveness of the product being developed. To determine the effectiveness of learning outcomes by calculating the percentage of students who meet the KKM with the following formula.

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\text{Percentage} = \frac{\text{The number of students who meet the KKM}}{\text{Total number of students}} \times 100 \%
\]  

(2)

Then the percentage of the number of students who meet the results according to the minimum completeness criteria (KKM) is matched with the effectiveness level criteria in table 2. below:

| Percentage mastery level | Score | Value of letters | Qualification          |
|--------------------------|-------|------------------|------------------------|
| 91% – 100%               | 4     | A                | Very effective         |
| 81% – 90%                | 3     | B                | Effective              |
| 71% – 80%                | 2     | C                | Effective enough       |
| 61% – 70%                | 1     | D                | Less effective         |
| < 60 %                   | 0     | E                | Ineffective            |

(from Wiyono dan Sunarni, 2009)

3. Result

Expert Subject Validation Results

Based on the results of the expert content assessment of the developed learning package shows the percentage of assessment results are as follows: teaching material 89%, teacher's guide 90%, and student's guide 90%. Results with these percentages, when matched with a pre-determined feasibility table (table 1.) regarding validity assessments, teaching materials, teacher guides, and student guides, show very decent criteria and do not need revision. Related to the improvement of the draft of teaching materials, the teacher's guide and student's guide expert responses stated that it was excellent and appropriate to use so it was not revised. The development of direct learning packages can be followed up at a later stage in the field test.

Learning Design Expert Validation Results

Based on the assessment results of the learning design expert on the learning package developed, the percentage of assessment results is as follows: 92% teaching materials, 97% teacher guidance, and 92% student guidance. Results with these percentages, when judged based on a pre-determined feasibility table (table 1.)
regarding validity assessments, teaching materials, teacher guides, and student guides, show very decent criteria and do not need to be revised. However, there are several things relating to general suggestions and input given by learning design experts to improve learning packages, namely a) the cover section related to the layout of the illustrations arranged proportionally, b) the epitome part is clarified about the arrows made between orientation and hierarchical, and c) the formulation of one of the learning objectives to be adjusted to the appropriate operational verbs.

**Learning Media Expert Validation Results**

The following data are the results of expert learning media assessment of learning packages consisting of teaching materials, teacher guides, and student guides presented in the table below.

**Table 3. Data on the results of instructional media expert evaluations of teaching materials**

| Assessment Aspects                             | Indicator                  | Rating Items                                                                 | Rating Score |
|-----------------------------------------------|----------------------------|------------------------------------------------------------------------------|--------------|
| 1. Feasibility of Graphic Design and Visual   | 1.1 Standard Size          | 1.1.1 Book size is in conformity with ISO standards namely A4 (210x297 mm), A5 (148x210 mm), B5 (176x250 mm) | 4            |
| Design                                        |                            | 1.1.2 Appropriate size with the contents of the book                        | 4            |
| Design                                        |                            | 1.1.3 Quality and appropriateness of binding sizes                          | 4            |
| 1.2 Cover Parts                               | 1.2.1                      | The appearance of layout elements on the front back and back covers in harmony has harmony and unity | 4            |
|                                              |                            | 1.2.2 Showing a good center point of view                                  | 4            |
|                                              |                            | 1.2.3 The color elements of the harmonious layout and clarify the function  | 4            |
|                                              |                            | 1.2.4 The letters used are attractive and comfortable to read               | 4            |
|                                              |                            | 1.2.5 The size of the letters in the title is more dominant and proportionate to the size of the book and the name of the author | 4            |
|                                              |                            | 1.2.6 The color of the title contrasts with the color on the background     | 3            |
|                                              |                            | 1.2.7 Do not use too many letter combinations                              | 4            |
|                                              |                            | 1.2.8 The cover illustration illustrates the content/teaching material and | 4            |
| 1.3 | Section of Book Content | 1.3.1 | Layout elements are consistently based on patterns | 4 |
|     |                        | 1.3.2 | The separation between paragraphs is clear | 4 |
|     |                        | 1.3.3 | In the layout of the print area and proportional margins are appropriate | 4 |
|     |                        | 1.3.4 | Conformity in space between text and illustrations | 4 |
|     |                        | 1.3.5 | The layout of the title, subtitles, and steps is appropriate | 4 |
|     |                        | 1.3.6 | Placement of decoration/illustration as a background does not interfere with the title, text, and page numbers | 4 |
|     |                        | 1.3.7 | Placement of titles, subtitles, illustrations, and image captions is correct and does not interfere with understanding | 4 |
|     |                        | 1.3.8 | In typography, the contents do not use too many types of letters | 4 |
|     |                        | 1.3.9 | The use of letter variations (bold, italic, all capital, small capital) is not excessive | 4 |
|     |                        | 1.4.0 | Normal text layout width | 4 |
|     |                        | 1.4.1 | Spacing between lines in text order accordingly | 4 |
|     |                        | 1.4.2 | Spacing between letters accordingly | 4 |
|     |                        | 1.4.3 | Levels/hierarchy of titles clear, consistent, and proportional | 4 |
|     |                        | 1.4.4 | Hyphenation marks are appropriate | 4 |
|     |                        | 1.4.5 | In illustrations/pictures, the contents of the book can express the meaning/meaning of the object image | 4 |
|     |                        | 1.4.6 | The form of illustrations/drawings is accurate and proportional to reality | 4 |
|     |                        | 1.4.7 | Accuracy in the use of styles, sizes, spaces, colors, and capital letters in the text | 4 |
|     |                        | 1.4.8 | Ease of reading writing | 4 |
1.4.9 Creative and dynamic 4

Total Score 123

Percentage $P = \frac{\sum x \times 100}{\sum x_i}$ $= \frac{123 \times 100}{124}$ $= 99\%$

Table 4. Data on Learning Media Expert Assessment Results on Teacher's Guide

| Assessment Aspects                  | Indicator                  | Rating Items                                                                 | Rating Score |
|------------------------------------|----------------------------|-------------------------------------------------------------------------------|---------------|
| 1. Graphic Worthiness (Visual)     | 1.1 Visual elements, text, and appeal | 1.1.1 Book sizes are under ISO standards namely A4 (210x297 mm), A5 (148x210 mm), B5 (176x250 mm) | 4             |
|                                    |                            | 1.1.2 The binding quality is appropriate                                     | 4             |
|                                    |                            | 1.1.3 The appearance is generally appropriate and attractive                 | 4             |
|                                    |                            | 1.1.4 Suitability in selection, writing, and cover layout                    | 4             |
|                                    |                            | 1.1.5 Layout in accordance and interesting                                   | 3             |
|                                    |                            | 1.1.6 Layout, typing layout is appropriate                                   | 4             |
|                                    |                            | 1.1.7 The accuracy of the title page layout                                  | 4             |
|                                    |                            | 1.1.8 Suitability of color arrangement on the cover/cover                    | 4             |
|                                    |                            | 1.1.9 The appropriateness and attractiveness of the layout of the writing design on the title, subtitles | 4             |
|                                    |                            | 1.2.0 The choice of colors, styles, sizes, spaces in the text is appropriate and interesting | 4             |
|                                    |                            | 1.2.1 The accuracy and attractiveness in the arrangement and selection of colors | 4             |
|                                    |                            | 1.2.2 Accuracy of style, size, spacing used in writing                       | 4             |
|                                    |                            | 1.2.3 Uppercase use is appropriate                                           | 4             |
|                                    |                            | 1.2.4 The color combination used is harmonious                               | 4             |
|                                    |                            | 1.2.5 Ease of reading written text                                           | 4             |
## Tabel 5. Data Hasil Penilaian Ahli Media Pembelajaran terhadap Panduan Siswa

| Assessment Aspects | Indicator | Rating Items | Rating Score |
|--------------------|-----------|--------------|--------------|
| 1. Graphic Worthiness (Visual) | 1.1 | Visual elements, text, and appeal | 1.1.1 Book sizes are under ISO standards namely A4 (210x297 mm), A5 (148x210 mm), B5 (176x250 mm) | 4 |
|                     |           |              | 1.1.2 The binding quality is appropriate | 4 |
|                     |           |              | 1.1.3 The appearance is generally appropriate and attractive | 3 |
|                     |           |              | 1.1.4 Suitability in selection, writing, and cover layout | 4 |
|                     |           |              | 1.1.5 Layout in accordance and interesting | 4 |
|                     |           |              | 1.1.6 Layout, typing layout is appropriate | 4 |
|                     |           |              | 1.1.7 The accuracy of the title page layout | 4 |
|                     |           |              | 1.1.8 Suitability of color arrangement on the cover/cover | 4 |
|                     |           |              | 1.1.9 The appropriateness and attractiveness of the layout of the writing design on the title, subtitles | 4 |
|                     |           |              | 1.2.0 The choice of colors, styles, sizes, spaces in the text is appropriate and interesting | 4 |
|                     |           |              | 1.2.1 The accuracy and attractiveness in the arrangement and selection of colors | 4 |
|                     |           |              | 1.2.2 Accuracy of style, size, spacing used in writing | 4 |
|                     |           |              | 1.2.3 Uppercase use is appropriate | 4 |
|                     |           |              | 1.2.4 The color combination used is harmonious | 4 |
|                     |           |              | 1.2.5 Ease of reading written text | 4 |

Total Skor 59

\[
P = \frac{\sum x \times 100}{\sum xi} = \frac{59 \times 100}{60} = 98\% \]
Persentase: \[ \sum xi = \frac{59 \times 100\%}{60} = 98\% \]

Based on the results of the learning media expert assessment of the learning packages developed, the percentage of assessment results is as follows: teaching material 99%, teacher's guide, and student's guide 98%. Results with these percentages when judged based on a pre-determined feasibility table (table 1.) regarding the validity assessment, teaching materials, teacher guides and student guides, show very decent criteria and do not need revision. However, there are several things related to general suggestions and input given by instructional media experts as a small note for further improvement of the learning package as follows: a) the cover section related to the text in the title and illustration should not be given a thick border thereby reducing the clarity of the writing and images, b) shadows or shadows in the illustrations/images should be removed so as not to disturb the text and make it difficult for readers, c) page numbering should be made in contrast with the background to be read clearly.

**Individual Trial Results**

The trial was conducted at SMK Negeri PP Sembawa by giving an assessment questionnaire to the trial subjects of class X students majoring in plantations with a total of 3 people. Based on the results of individual trials on teaching materials and student guides the average percentage of results obtained are as follows: teaching materials 89% and student guides 91%. The average percentage of these results shows that teaching materials and teacher guidelines have very appropriate criteria for use and do not need revision. Related to the improvement of the draft of teaching materials and student guides based on the questionnaire data provided, there are some responses and comments related to the teaching material, namely a) very good, exciting books complete with guidelines as a guide to learn them, b) books are very clear, exciting, and following the needs for learning in class, and c) teaching materials already meet the values of strengthening character education that can be implemented in daily life in the school, family, and community environment.

**Small-Group Trial Results**

The results of a small group trial conducted on seven students of class X majoring in plantations in Negeri Sembawa Vocational School as their subjects. The results of calculating percentages in small group trials on teaching materials and student guides show the average percentage of results obtained as follows: teaching materials 96% and 97% student guides. The average percentage of these results shows that teaching materials and student guides have very decent meanings and do not need revision. Related to the responses and comments on teaching materials and the teacher's guide
that the book is good, exciting, and is needed for learning in the classroom, especially related to the strengthening of character education that can be internalized to each student and subsequently can be implemented in daily life in the environment school, family and community.

Field Trial Results

This field trial involved a class of 33 students and a teacher in the PPKn subject. The students involved were students of SMK X-Negeri Sembawa class X in the study program/competency of plantation agribusiness expertise. In the field trial activities, in addition to testing the learning package also carried out the stages of assessment to determine the effectiveness of learning achievement. This assessment includes a cognitive assessment of formative test activities namely pretest and posttest, and attitude assessment to measure the achievement of strengthening character education in subjects, as well as an assessment of skills derived from the assessment of individual tasks, groups and the results of discussion presentations from each student. Based on data from the field trial results on teaching materials and student guides that were assessed showed an average percentage of assessment results were as follows: teaching materials 93% and student guides 95%. Results with these average percentages when matched with the pre-determined feasibility tables (table 1.) regarding validity assessments, teaching materials and student guides indicate the criteria are very feasible to use and do not need revision. Related to suggestions for improvement and responses given by students to the book, namely: a) there are writing/typing errors in teaching materials to reduce the clarity of meaning, b) the quota should be adjusted to the needs of students, and c) increase the examples of pictures/illustrations that are strengthen the values of character education.

Analysis of Assessment Results

The following data on the results of the assessment in the field trials are presented in the table below.

Table 6. Data from the pre-test and post-test assessment results in the field test

| No. | Name    | Pre-test | Post-Test | KKM | Status   |
|-----|---------|----------|-----------|-----|----------|
| 1.  | Abdul   | 50       | 80        | 75  | Complete |
| 2.  | Adli    | 80       | 85        | 75  | Complete |
| 3.  | Fazri   | 65       | 90        | 75  | Complete |
| 4.  | Agung   | 50       | 85        | 75  | Complete |
| 5.  | Ahmad   | 75       | 80        | 75  | Complete |
| 6.  | Angga   | 65       | 95        | 75  | Complete |
| 7.  | Anisa   | 75       | 90        | 75  | Complete |
| 8.  | Anugerah| 75       | 90        | 75  | Complete |
| 9.  | Devan   | 55       | 85        | 75  | Complete |
|   |   |   |   |   |
|---|---|---|---|---|
| 10. | Devi | 80 | 85 | 75 | Complete |
| 11. | Dhea | 80 | 95 | 75 | Complete |
| 12. | Dodi | 55 | 90 | 75 | Complete |
| 13. | Farhan | 65 | 95 | 75 | Complete |
| 14. | Hendri | 65 | 90 | 75 | Complete |
| 15. | Ira | 75 | 95 | 75 | Complete |
| 16. | Lucky | 75 | 80 | 75 | Complete |
| 17. | Iqbal | 50 | 80 | 75 | Complete |
| 18. | Nurhidayat | 60 | 90 | 75 | Complete |
| 19. | Mahi | 80 | 90 | 75 | Complete |
| 20. | Meydi | 40 | 85 | 75 | Complete |
| 21. | Ilham | 65 | 85 | 75 | Complete |
| 22. | Rizki | 55 | 85 | 75 | Complete |
| 23. | Syafei | 45 | 85 | 75 | Complete |
| 24. | Natasya | 75 | 95 | 75 | Complete |
| 25. | Novita | 55 | 95 | 75 | Complete |
| 26. | Nurul | 75 | 95 | 75 | Complete |
| 27. | Rachma | 80 | 85 | 75 | Complete |
| 28. | Riccy | 70 | 85 | 75 | Complete |
| 29. | Rika | 75 | 85 | 75 | Complete |
| 30. | Siti | 75 | 95 | 75 | Complete |
| 31. | Sony | 75 | 85 | 75 | Complete |
| 32. | Suci | 80 | 90 | 75 | Complete |
| 33. | Vitri | 70 | 90 | 75 | Complete |
**Table 7.** Data on Results of Spiritual and Social Attitude Assessment in Field Tests

| Sample | Religious | Tolerant | Discipline | Confidence | Mutual cooperation | Responsible | Honest | Polite / humble | Total Score |
|--------|-----------|----------|------------|------------|-------------------|-------------|--------|----------------|-------------|
| 1      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 2      | 4         | 4        | 4          | 3          | 4                 | 4           | 4      | 3              | 30          |
| 3      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 4      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 5      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 6      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 7      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 8      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 9      | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 10     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 11     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 12     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 13     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 14     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 15     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 16     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 17     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 18     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 19     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 20     | 3         | 3        | 3          | 3          | 3                 | 4           | 3      | 4              | 26          |
| 21     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 22     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 23     | 3         | 3        | 3          | 3          | 3                 | 4           | 3      | 4              | 26          |
| 24     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 25     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 26     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 27     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 28     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 29     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 30     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 31     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| 32     | 4         | 4        | 4          | 4          | 4                 | 4           | 4      | 4              | 32          |
| 33     | 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 26          |
| Average| 3         | 3        | 4          | 3          | 4                 | 3           | 3      | 3              | 27          |
The average value on a scale of 4 = 3.2 means the result of attaining the attitude value if converted to letter is B (Good) so that the attitude value of the result is 100% Good so the results are very effective.

Table 8. Data on Skills Assessment Results in Field Tests

| Sample | Asking and Answering | Communicative | Creativity | Cooperation | Presentation | Total Score |
|--------|----------------------|---------------|------------|-------------|--------------|-------------|
| 1      | 3                    | 3             | 3          | 4           | 3            | 16          |
| 2      | 4                    | 3             | 4          | 4           | 3            | 18          |
| 3      | 3                    | 3             | 3          | 4           | 4            | 17          |
| 4      | 3                    | 3             | 3          | 4           | 3            | 16          |
| 5      | 3                    | 3             | 3          | 4           | 3            | 16          |
| 6      | 3                    | 3             | 3          | 4           | 4            | 17          |
| 7      | 3                    | 3             | 3          | 4           | 4            | 17          |
| 8      | 3                    | 3             | 3          | 4           | 4            | 17          |
| 9      | 3                    | 3             | 3          | 4           | 3            | 16          |
| 10     | 4                    | 3             | 4          | 4           | 3            | 18          |
| 11     | 4                    | 4             | 4          | 4           | 4            | 20          |
| 12     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 13     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 14     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 15     | 4                    | 4             | 4          | 4           | 4            | 20          |
| 16     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 17     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 18     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 19     | 4                    | 3             | 4          | 4           | 4            | 19          |
| 20     | 2                    | 3             | 3          | 3           | 3            | 14          |
| 21     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 22     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 23     | 3                    | 3             | 3          | 3           | 3            | 15          |
| 24     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 25     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 26     | 4                    | 4             | 4          | 4           | 4            | 20          |
| 27     | 4                    | 3             | 4          | 4           | 3            | 18          |
| 28     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 29     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 30     | 3                    | 3             | 3          | 4           | 4            | 17          |
| 31     | 3                    | 3             | 3          | 4           | 3            | 16          |
| 32     | 4                    | 4             | 4          | 4           | 4            | 20          |
| 33     | 3                    | 3             | 3          | 4           | 4            | 17          |
| Average| 3                    | 3             | 3          | 4           | 4            | 17          |
The average value on a scale of 4 is 3.4 when it is changed on a scale of 100 to 85, and converted in letters is very good so that 100% of the results are very good, so the results are very effective.

Based on the results of the pre-test scores that can be seen in table 6. 17 students or 52% of the total of 33 students have not yet reached the KKM (75). Furthermore, based on the results of the post-test conducted in the field trials, there were a total of 33 students, all of whom had completed the results, with excellent attitude and skill values.

With the results of 100% of students achieving KKM, if judged based on the information in table 2. about the criteria for evaluating the effectiveness of learning outcomes indicate that the product in the form of a very effective learning package is evident from the results of the posttest obtained that 100% of students reach KKM with an average score of 88, 6 and the assessment of attitudes and skills with the predicate is excellent. Based on these data shows that the product in the form of a learning package can improve learning outcomes and develop the character attitude of class X students in SMK-PP Negeri Sembawa.

4. Conclusion

The product development in the form of Learning Package for Strengthening Educational Character in PPKn for class X is based on the needs of students in schools for infrastructure that supports learning. Currently, at school students still use textbooks in learning so that it is still relevant if the product being developed is in the form of a learning package. This learning package in the form of printed teaching materials was developed and adapted to the development of current conditions which include various matters relating to the characteristics of the subjects, the characteristics of students, the curriculum used, and the reinforcement of the values of character education. The central values instilled in the formation of these characters include Religious, Nationalist, Independent, Mutual Cooperation, and Integrity. These values are integrated into the strengthening of learning materials, learning methods or curriculum structures that are used and developed in the form of learning packages.

The teaching materials used today do not meet the desired criteria, so that appropriate learning resources need to be used in learning by compiling based on theory, models, attractiveness, strengthening the values of character education, strategies and organizing the content or subject matter. For maximum utilization, students need to read and understand the entire contents of the learning package. This learning package is still limited as a print media for further improvement there needs to be evaluation, improvement and subsequent development of various parties according to the needs, conditions and dynamics of the changes.
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