

# Design of Digital Book Media to Teach Citizenship Education with a Contextual Approach

*by Achmad Buchori*

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# Design of Digital Book Media to Teach Citizenship Education with a Contextual Approach

Muhdi<sup>a\*</sup>, Suwar<sup>b</sup>, Widodo<sup>b</sup>, Achmad Buchori<sup>c</sup>, Theodora Indriati Wardani<sup>d</sup>, <sup>a</sup>Post Graduate Educational Management Program, Universitas PGRI Semarang, Indonesia, <sup>b</sup>Citizenship Education Study Program, Universitas PGRI Semarang, Indonesia, <sup>c</sup>Mathematics Education Study Program Universitas PGRI Semarang, Indonesia, <sup>d</sup>Information Technology Education Study Program, Universitas PGRI Semarang, Indonesia, Email: <sup>a\*</sup>[muhdi@upgris.ac.id](mailto:muhdi@upgris.ac.id)

This study aims to determine the development process, practicality, validity level, and media effectiveness of a digital book with CTL (Contextual Teaching and Learning) approach to improve college students' citizenship education courses problem solving skills. For the purpose of data collection and to assess the data, the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation) was used as research design. The sample was selected from students of citizenship education at Universitas PGRI Semarang of the 2018/2019 academic year. Before testing the digital book, validation tests were conducted by media experts, material experts and media design experts. The design book was validated with a Very High score. This showed that the media was feasible to use, and also practical for students to improve their learning. The study concluded that the media digital book with the CTL learning model was better than the conventional methods to solve citizenship education problems of the students.

**Key words:** ADDIE, Design, Digital Book, Contextual Approach, Citizenship Education Courses.



## Introduction

Citizenship education is a domain that inculcates young citizens with the values of civic engagement, participation and creation of a civilised society. Globally, there is a great effort to promote citizenship education, to counter the increasing threats to values such as peace and equality and human rights. At this stage, it is important to understand what citizenship education actually is and how it is taught. Can it be developed through classroom teaching or do citizenship skills need to be developed outside the classroom? Are there any learning mechanisms or training required to acquire the knowledge of citizenship education? Several universities across the world have curriculum and content teaching on citizenship education where learning is contextualised.

<sup>1</sup> Contextual Teaching and Learning is a learning process that allows the teacher to link and contextualise the curriculum and the teaching content with the real life of students, encouraging them to connect knowledge they learn with their real lives by making an application of the learning in their daily lives (Johnson, 2002; Shamsid-Deen & Smith, 2006). Like the United States, where science education is contextualised, a few developing countries too have introduced technological education right from their primary levels. Education is so contextualised that teaching and learning processes need to be customised according to the school's agenda. Students after acquiring education with contextual learning model are more realistic, more effective and achieve higher grades. Such learning outcomes are accredited to contextualised teaching and learning processes (O'Sullivan, 2006; Russell, et.al, 2017).

ICT Education or improvising education to meet technological standards is both a social and personal exercise in Indonesian schools and colleges. It is an effort carried out by families, communities, and the government through teaching and learning, social guidance, or such activities that take place at school or outside school, helping students to become creative and independent individuals (Biesta, 2015). ICT education has made digital challenges of school and teacher education much easier. Moreover, when it comes to imparting contextualised citizenship education, it is designed and implemented under Pancasila principles and Civics Education (called PPKn) (Bjork, 2004). It is introduced from primary to higher education levels with a vision to formulate character and make good and intelligent citizens. Talking of digitalisation in education, the Indonesian education system wants to build intelligent and smart citizens, though PPKn faced several challenges and obstacles to achieving these objectives.

<sup>1</sup> Over the last few decades, the digital challenges within education in Indonesia were resolved by government measures, manipulating the digital revolution to create new possibilities for school and teacher education in Indonesian society. As a result, the PPKn has been able to receive a consensus among policy-makers, researchers, teacher educators and school



management regarding digital literacy and ICT implementation in Indonesian educational institutions (Krumsvik, 2006). Additionally, the development of information technology resources and use of ICT methods brought a variety of changes in the society, especially in the lifestyles created by utilising information. Information technology made access to information easier, more practical, effective and efficient. (Leidner & Jarvenpaa, 1995).

A new wave of learning style was seen with the help of information technology products such as e-books or electronic books. The use of such learning media updated the learning process in the classroom; for example, Flash Flipbook media increased students' learning motivation resulting in higher learning outcomes (Ramdania, 2013). The use of Flipbooks also increased understanding and improved learning achievement (Sugianto et al, 2013).

Learning media has two components, namely hardware and software and has forms in text, audio, visual, images, and animation so that it can stimulate thoughts, feelings, attention, and students' interests and concerns for the learning process to occur. To develop learning media, it is necessary to pay attention to the visuals principle, which can be described as an abbreviation of the words: Visible: easy to see, Interesting: interesting, Simple: simple, Useful: useful content, Accurate: True (responsible), Legitimate: resourceful, Structured: well structured. (Nurseto, 2011). The development of e-book technology encourages the integration of print technology with computer technology in the activities of learning, one of which is the module. Modules can be transformed into electronic form so that they are termed electronic modules, virtual modules or digital books.

An electronic book or digital book offers independent learning and a systematic arrangement of learning units to achieve learning objectives. It makes use of animations, audio, navigation etc. that make learning more interactive. The interactive electronic module in a learning process – when it involves audio-visual, sound, movie and others tools – makes it easier to understand, proving that such tools act as good learning media (Gunawan, 2010). Such electronic modules can also be used anywhere, making them more practical to carry; besides, amalgamation of print and computer media and electronic modules presents information in a structured, attractive manner with a high level of interactivity. In addition, the learning process no longer depends on the instructor as the only source of information (Gunadharma, 2011). Such electronic modules can also be used to improve conceptual understanding of the material delivered by educators (Kala, Isaramalai, & Pohthong, 2010).

### **Problem statement**

In the wake of an ICT revolution and the excessive use of technological aids in learning and teaching, the big challenge is for the teacher to keep up with the technological development. Adequate training and support into contextualised teaching is required, therefore, it is



important to redefine the role of PPKn in such a manner that it not only indoctrinates citizens with socio-cultural as well as political information, but also prepares its citizens to face any kind of civic crises, whether resulting from authoritarian and non-democratic behaviour of the government or due to such political and social issues like decentralisation of educational institutions, human rights issues, anti-corruption laws, freedom of speech in media, in political parties, and religious groups..

Indonesia is growing into a democratic nation after a long period of non-democratic rule. Hence, academicians, educational policy-makers and curriculum developers must be trained in effective Civic or Citizenship Education (CE) pedagogy. Specifically, there is a need in the new Indonesia to prepare individuals who are not only good citizens, politically aware of pre-requisites of good citizenship but are also willing to participate in disseminating civic activities. For this purpose, a fundamental prerequisite is to prepare the younger generation into contextualised citizenship education through a means that they are comfortable with, namely the digital modes.

Despite the effective use of ICT and other technological media, there are two kinds of issues: first, some educationalists argue about approaches to citizenship education. According to them, the ICT and digital approaches develop specific dispositions in students; such dispositions that may be good for developing civic participation and socio-political solidarity, but at the same time they fail to develop autonomy, personal identity and individuality. It is because their personalities are shadowed under the digital means of education (Van der Ploeg, & Guérin, 2016). Secondly, other academicians argue that merely teaching children about the theory of citizenship is ineffective, unless schools themselves practise those principles and values by giving children the opportunity to participate in decision making. According to them, this makes schools undemocratic institutions and therefore in such a setting, children fail to develop commitment and belief in democratic values, on which the citizenship education aims to make an impact (Greenberg, 1992).

Based on these issues, therefore, it was necessary to devise a methodology or a model that would address these problems and help develop a digital-based learning media to assist in teaching citizenship education courses in Indonesian schools

### **Methodology**

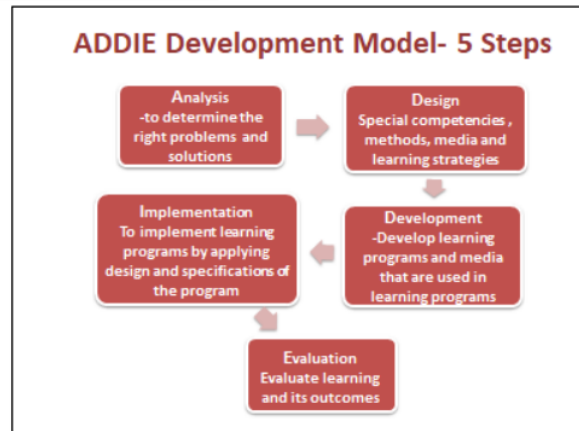
This study adopted the R&D (Research and Development) approach, which required to build certain products and test their effectiveness through experimentation (Sugiyono, P. Dr., 2010.). Hence, a research model known as the ADDIE learning design model was used for this study to produce a learning style conducive to teaching citizenship education. This model consists of five main phases or stages, namely (A) analysis, (D) Design, (D) Development, (I)



Implementation, and (E) Evaluation. The five phases or stages in the ADDIE model need to be carried out systematically (Setyosari, 2010). The sample was taken from among the students pursuing the citizenship education course at PKN Study Program of PGN Semarang University.

The following ADDIE model was designed to carry out this study:

**Figure 1.** ADDIE Development Model



The significance of the ADDIE model is that each step has an outcome that leads the learner into the subsequent step (Analysis > Design > Development > Implementation > Evaluation).

Data analysis was carried out and quantitatively performed and normalised gain averages were calculated between two groups of samples using the t-tests. One group was taught citizenship education using the conventional learning methods and the other group was taught with a contextual approach, using the newly designed Digital book based on the ADDIE model. The objective was to examine whether there was any significant change in comprehension and problem-solving skills among the two groups: one group who was taught citizenship education through contextualised methods and the other group was taught with conventional learning methods. In this whole exercise, the ADDIE model was used with the android based digital tool that helped in making the ICT media and other technological tools.

By using the ADDIE model, the researchers planned to conduct an evaluation of the learning program and implement it in the sampled institution. The evaluation would take place of both the quality of teaching material as well as of the media experts, material experts, field experts and students who participate in the teaching and learning. With the help of post test questions, it was easier to evaluate the impact of the digital book designed for the instructors and to determine whether android-based learning media for producing digital books could be useful in teaching and learning.





## Literature review

Citizenship education is a compulsory subject in most educational institutions across Europe, North America and the Pacific (Crick, 2000; Ostler & Starkey, 2005; Print, 2007; Kiwan, 2008). Studies have evidenced that citizenship education in western democracies has resulted in protection of democratic and political institutions, as well as awareness of citizens' rights and responsibilities (Thornberg, 2008). It is relevant to mention the International Civil and Citizenship Education Survey of the International Association for the Evaluation of Educational Achievement (ICCS/IEA) (Schultz et al., 2010). The survey covered about 140,000 students and 62,000 teachers in 38 countries. The survey dealt with contextualised citizens' higher education, covering topics such as civic and human rights, understanding different cultures and ethnic groups, the civic environment and like. One of the findings of the survey was a significant fall in the civic and content knowledge during 1999 and 2009, a decade that was supposed to be ahead in providing contextualised citizenship education. The reason for this fall was analysed to be due to less participation of students in civic activities, both internally and externally.

Several academics and educationists and policy makers have continued to question the motive behind teaching citizenship education. Hahn (1998) and Print (2007) believe that its main objective is to prepare students as effective democratic citizens; Kerr and Cleaver (2004) relate citizenship education with political behaviour; Rooney (2007) views citizenship education as a tool for behaviour modification, helpful in resolving political and social problems. Other authors (Crister et al., 2001; Whiteley, 2005; Kiwan 2008) however refuse to see any empirical relationship between citizenship education and formal political education of students. Whiteley (2005) particularly reiterates that in spite of inculcating civic behaviour through citizenship education, it is not possible to eradicate corruption from society.

However, applying pedagogy with digital means to impart citizenship education has received a lot of attention. Digital and ICT means have given opportunities for self-regulating learning and learner-centred pedagogical perspectives. It has also given impetus to the concept of global citizenship (Maitles, 2005). Studies on International Civic and Citizenship Education Study (Osler, A. & Starkey, 2005) reveal how learners earn wisdom through media and other technological tools, enabling to think and act as responsible citizens. These studies also show that such learners are more interested in social and political subjects, focussing on autonomy and psychological and moral responsibilities towards communities. Print (2007) however, studied learners' views on citizenship and found that they were not interested in participating in democratic practices as they never used the technological resources such as social media or digital resources.



## ADDIE Model

Several studies have dealt with the ADDIE model as an instructional design model (Kurt, 2017; Molenda, 2003). Its five phases—Analysis, Design, Development, Implementation, and Evaluation—have already proved themselves as dynamic training and performance support tools. The significance of this model is that each step of it has an outcome that leads the learner into the subsequent step.

### 1. Analysis

The first phase, the Analysis phase, is the “goal-setting” stage. The learners focus on the level of skill and intelligence that they should demonstrate. Their focus is on topics and lessons that they must explore and master. In this stage, the digital book instructors determine what the learners already know and what they should know after completing the course. Hence, this step consists of two stages: Performance Analysis Stage and Need Analysis Stage. The first stage, namely the Performance Analysis, is carried out to find out what performance problems are encountered and whether learners require a solution. In the second stage of Needs Analysis, the instructors determine the abilities or competencies that need to be learned by students in order to improve learning achievement (Setyosari, 2010).

### 2. Design

This step requires clarification of the learning program designed so the digital book that is so designed can achieve the learning objectives as analysed in the previous stage (Setyosari, 2010). This stage is called the design stage only because it needs to design and determine goals and tools to gauge performance. During this stage, the focus is on designing learning objectives, content, lesson planning and designing of assessment instruments. During this stage, both the teachers and the learners assess different types of media such as audio, video and graphics to be utilised in learning. The digital book thus is designed having all resources that are required to accomplish the learning objectives and prepare learners for all activities that are to be generated – collaborative, interactive or participative.

### 3. Development

The development stage requires developers to create, build and procure the content of the digital book planned in the previous design phase. Programmers develop and integrate technologies, while other experts perform debugging procedures. Hence, in this stage, designers utilise the data collected from two previous stages to create a program to achieve predetermined learning goals. In other words, this phase includes the activity of selecting and determining the appropriate methods, media and learning strategies used in delivering the material through the





digital book (Setyosari, 2010). Last, but not the least, during this stage, the framework designed gets realised in order to implement the production.

#### 4. Implementation

In the next stage, the Implementation stage, the learning program so designed and developed in previous phases finally gets implemented as per its design or specifications. During this phase, the focus is on realisation of learning goals and to ensure solutions to overcome any learning outcomes gap faced by students. This phase also ensures that at the end students need to be proficient in knowledge, skills, and attitude (Setyosari, P., 2010). This phase also requires learners to use android-based learning media for the digital book and other material. Both teachers and learners are provided training on new tools (software or hardware) of the digital book to use as innovative media.

#### 5. Evaluation

The final stage of the ADDIE model is to evaluate the learning program and the learning outcomes. During this stage, there are two types of evaluation: formative and summative. The formative evaluation takes place during the study phase while the summative evaluation occurs at the end of the program. The evaluation phase enables achievement of learning outcomes by students as per the learning objectives formulated and designed in the previously stages (Setyosari, P., 2010). Once the evaluation is complete, the effectiveness of the citizenship education program with the android-based digital book can be determined (Setyosari, 2010).

### Results and Discussion

During the course of this study at the PKN Study Program of PGN Semarang University, it was observed that the citizenship education course was not structured appropriately; this was due to the lack of learning media used by instructors, which primarily bored learners in the class. There is a general viewpoint that teaching and learning interactions in a classroom should be inseparable, so that the influence of the media used by instructors in delivering teaching material could be observed. In other words, the learning material used in the classroom should be related to daily life according to contextual learning. (Hasibuan, 2015).

By applying the ADDIE model, the researcher observed a few facts about the sampled students.

#### Analysis stage

As mentioned earlier this stage involved two phases, namely needs analysis and performance analysis. The needs analysis was done by collecting data about the needs of students. It was



observed that: learning resources used for citizenship education comprised a few printed books and the module provided by the University, or by the subject teachers. There were no learning innovations such as audio-visual media that could be used to make learning interesting. Hence, it was concluded that college students need teaching media that can help in the learning process and students can improve their ability to solve problem related to citizenship education. During the second phase of performance analysis, observations helped the researcher determine the use of learning media as a learning model and its application in classrooms. The results of interviews showed that the instructors used only the prescribed module and the conventional teaching methods.

Based on the results of this stage, researchers felt the need to develop learning media by applying such interesting learning models that can improve students' citizenship education problem solving abilities. This learning media could be in the form of a digital book with CTL learning models for citizenship education. The researcher also decided to conduct further research on the development of such digital book media This was consistent with the finding of Setiawati (2010) who also discovered that students who have a low interest in reading and learning can improve their knowledge by using digital book media. Such media can use concepts or material such as storylines and images to make learning more interesting to students.

### **Design Stage**

During the Design stage, there was the need to design teaching materials based on data obtained from the analysis stage. Hence, the researcher designed a lesson plan in accordance with the standards of competence and basic competencies required in the learning syllabus. This phase also required the designing of learning media in accordance with the lesson plan of citizenship education curriculum, keeping in mind the CTL learning model.

This learning media which was a digital book, was to be based on problems of daily life, answering questions in the form of stimulus so that students get more active in the process of learning. Hence, the media was interactive, with a lot of practice questions included. Since this media was to be attractive and interesting also, the researcher designed this digital book using a combination of several applications including Corel Draw and FlipBook Maker.

After completing the design using the Corel Draw application, it was downloaded in the form of a jpg file. Then this digital book was cut into tidy frames using the FlipBook Maker program and was arranged in a series of illustrated stories about citizenship education. In addition, the packaging of material was also made simple in order to help students understand through examples of application from daily life. This is reinforced in the study (Bamrara; 2018), which also suggested that teachers should adopt the use of systematic design procedures in order to

make education more useful, well-organised, and using an appropriate approach of education planning. Figure 2 illustrates the Digital book media in the flipbook form:

**Figure 2.** Digital Book on Citizenship Education in Flipbook form



### Development Stage

In the third stage of Development, the Digital Book designed was first tested and validated by media experts to find whether the FlipBook Maker program was suitable for designing a learning media for the subject of Citizenship Education. These media experts were the instructional media design experts from the University of PGRI Semarang and Semarang State University. Based on their validation, the extent to which the media was to be developed was decided. The values were obtained from several aspects including General Aspects, Aspects of Learning Presentation, Aspects of Language Feasibility, Aspects of Feasibility Integrity, and overall percentages obtained was 93.33%, which is regarded as very good because it was in the range of 76% –100%. Table 1 depicts the results of validation of media experts.



**Table 1:** Results of Validation Evaluation by Media Experts

No	Aspects	Observation Scores			Scores Expected	Feasibility
		I	II	III		
1	Aspects General	19	17	20	69	93.33%
2	Aspects of Learning Presentation	24	21	22	72	93.06%
3	Aspects of Feasibility Language	10	10	12	36	88.89%
4	Aspects of Feasibility Integrity	22	23	24	72	96%
Total Score		224			240	371.11%
Percentage						93.33%

This shows that the digital book media with CTL learning models was found validated and capable of solving the citizenship education problem of college students.

The media experts validated the digital book on several aspects including Concept, Content Feasibility, Presentation and Competency, with overall percentages obtained of 80.88%, which was very good criteria because it was in the range of 76% - 100%. Table 2 shows the range of material validation by media experts

**Table 2:** Results of Material Validation Evaluation

No	Aspects	Observation Scores			Scores Expected	Feasibility
		I	II	III		
1	concept (material)	27	28	28	96	86.46%
2	Content Feasibility (Use of words and language)	12	12	12	48	75%
3	Presentation	9	9	9	36	75%
4	Competency (Practicality and Flexibility)	6	6	7	24	79.17%
Total Score		165			204	315.63%
Percentage						80.88%

The results and the validation score thus proved that the digital book media with CTL learning model was appropriate and capable of improving students' mathematical problem-solving abilities.



Furthermore, the media experts also carried out validation of the instructional design in order to find out whether the design of the learning media was appropriate. For such validation, the values consisted of several aspects like General Aspects, Accuracy in Drawing Arrangement, Making Drawings, Simplicity of Learning Media, Integration of Visual Aspects, and Clarity Aspects of Flow of Stories. The validation assessment result obtained was 87.3%, which was very good because it was in the range of 76% –100%. Table 3 illustrates the assessment results in a tabular form.

**Table 3:** Validation assessment result of learning Media design expert

No	Aspects	Observation Scores			Scores Expected	Feasibility
		I	II	III		
1	General Aspects	14	16	11	48	85.42%
2	Accuracy in Drawing Arrangement	14	15	13	48	87.50%
3	Making Drawings	11	11	12	36	94.44%
4	Aspects of Simplicity of Learning Media	10	9	9	36	77.78%
5	Integration of Visual Aspects	15	16	12	48	89.58%
6	Clarity Aspects of Flow of Stories	11	11	10	36	88.89%
Total Score		220			252	523.61%
Percentage						87.3%

The media validator experts found the digital book an interesting creative product and easy to use. Further, this digital book media as a teaching and learning device could create interest in college students for learning. The most interesting aspect of the digital book media were its sound effects. However, the experts observed a few lapses and gave a few suggestions for its improvement. They suggested that the material should be presented as virtual images and advised them to position as 'Zoom in' or 'Zoom out'. Further, these images should also match the Indonesian characters and all irreverent images should be removed. They suggested adapting these images according to the curriculum of citizenship education. Further, they also insisted on making use of the standard Indonesian language in the text for sake of clarity and removed the typos and instances of broken text and unambiguous language. The font size should also be carefully chosen and be consistent. They agreed that the digital book would facilitate the CTL model and help students learn the subject matter.





### Implementation Stage

The next stage of implementation was used as a stage of trial and experimentation. A small group trial was carried out to determine the readability of the digital book media. After the demonstration, the group was asked to fill out a questionnaire about their experience regarding the readability of the digital book media. Interestingly, the response of the teacher as well as students was very good in terms of its readability and ease of access of the material. It was also clearly stated that the digital book media with CTL learning model was appropriate in improving students' mathematical problem solving skills; moreover, it was also feasible to use for its making use of the e-Comic media. All these responses suggested that the learning media was good and could assist in acquiring learning of the mathematical concepts.

Having found a positive response in this pilot round and after revising the digital media as per the experts' suggestions, the digital book media was successfully used for the experimental group of students.

### Evaluation Stage

The last stage was evaluation phase during which the impact of e-Comic media development was evaluated. It was important to find out whether the digital book media improved students' problems related to citizenship education. A post-test was carried out on the experimental class as well as the control class. Before the post-test questions were given, they were tested for validity, reliability, level of difficulty, and distinguishing power. There was a total of 12 questions in the post-test, dealing with citizenship education problem-solving abilities. The objective was to find out whether there was any difference between the two groups, viz., the control group and the experimental group. The control group was taught the citizenship education course with conventional material whereas the experimental group was taught using the digital book media. The experimental class which used the newly designed learning digital book media as well as the CTL learning model was found to be having learning outcomes better than that of the control group that used the conventional learning methods.

These findings are consistent with those of Sari, & Ikhsan (2014) and Muhdi, Achmad Buchori, Arif Wibisono (2019), which also advocated the use of Whiteboard Animation media for Android Design using the Think Talk Write Model to improve students' understanding of their course material.



## **Conclusion**

The current study has the following conclusions:

1. It was observed that a digital book media with the CTL learning model improved students' citizenship education problem solving abilities. It was a suitable media for the use in learning activities according to the assessment of media and design experts, who validated it to be very good. This made this digital book media with CTL learning model designed to improve students' citizenship education problem solving skills as feasible and valid.
2. It was also found that learning by using a digital book media with CTL learning model was more practical and effective in problem solving skills of students related to citizenship education. The responses of teachers and students are evidence of its practical nature and also its feasibility and ease of access.
3. Based on field trials and experimentation, it was found out that the digital book media improved students' citizenship education problem solving abilities more effectively than would happen in the conventional learning



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