

Analysis of Citizenship Education materials as an effort to strengthening the constitution in perspective character building

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ABSTRACT

This study aims to describe the analysis of civics education material as an effort to strengthen the constitution in a character education perspective. This type of research is descriptive qualitative. The research subjects were Lecturers and Students of PPKn at the Bangun Nusantara University, Sukoharjo, and the objects: Civics material, constitution and character education. Data collection methods: observation, interviews and documentation. Data validation uses source and material triangulation. Data analysis using interactive analysis techniques. The results of research based on field observations found: constitutional material is limited, lecturers are less able to develop constitutional material, lecturers do not relate constitutional material to actual cases, students are less enthusiastic about participating in lectures, and the presentation of material does not touch the amended constitution. The results of interviews with PPKn lecturers and students obtained information: constitutional material emphasized aspects of knowledge, students did not like rote material, needed a variety of real cases. Conclusion: from the results of observations and interviews it was concluded that it was necessary to update Civics material related to the constitution in a character education perspective.

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1. Introduction

The curriculum in tertiary institutions contains personality development courses in which there are subjects: religious education, Indonesian language and citizenship education. These three courses are mandatory for all college students. These three materials lead to the formation of the character of students who are religious, cultured and have the personality of the Indonesian people. The reality in the field is that students are generally less interested in these three courses, many of the reasons given are not directly related to the knowledge they are studying, the material is less interesting, and has nothing to do with future work.

This fact is shown by the indicators of the number of students who are late for lectures, many students skip classes and are not disciplined in submitting assignments, students do not focus on attending lectures and many students ignore the lecturers. With this phenomenon, a solution must be found because if it doesn't, it can be harmful to the community, nation and state.

This research is focused on citizenship education courses. With this focus, scientific studies can be in-depth so as to provide the right solution. The main problem in this study is formulated: How to analyze Civics material as an effort to strengthen the constitution in a

character education perspective. The purpose of the research: to describe the analysis of the material civic education as an effort to strengthen the constitution in the perspective of character education.

2. Theory Study

Civics according to Law Number 12 of 2012 concerning Higher Education article 35 paragraph 3 which reads: "Citizenship education is education that includes Pancasila, the 1945 Constitution of the Republic of Indonesia, the Unitary State of the Republic of Indonesia and Bhineka Tunggal Ika to form students into citizens who have a sense of nationality and love for the motherland". Another opinion of Achmad Kosasih Djahiri According to Achmad Kosasih Djahiri in a book entitled *The Essence of Education of Moral Values and Civics in the Globalization Era* (2006), Civics is learning that seeks to humanize and civilize and empower humans to become good citizens based on the country's constitution. Meanwhile, Noor Ms Bakry explained that the theoretical meaning of Civics was stated by Noor Ms Bakry in a book entitled *Pancasila Education* (2010). According to him, Citizenship Education theoretically is to educate students to become good and responsible citizens and to be able to participate actively in a democratic society. Also Winataputra and Budiman U. Winataputra and D. Budiman in *Civic Education: Context, Teaching Materials, and Classroom Culture* (2007) define education Citizenship is substantially and pedagogically designed to develop intelligent and good citizens for all channels and levels of education. Meanwhile Merphin Panjaitan According to Merphin Panjaitan, the notion of citizenship education is democratic education which aims to educate the younger generation so they can participate actively to become democratic citizens. Understood Cholisin The definition of citizenship education according to Cholisin in a book entitled *Citizenship Education* (2004) is an aspect of political education that focuses on the role of citizens in the life of the state so that they become reliable citizens in accordance with the provisions of the Pancasila and the 1945 Constitution. According to Numan Sumantri According to Numan Sumantri in the book *Social Science Education Renewal* (2001), citizenship education is education that has the core of political democracy expanded with other sources of knowledge to train students to think critically, analytically, and act democratically in preparing for life based on Pancasila and the 1945 Constitution. According to David Kerr David Kerr in his book *Citizen Education: An International Comparison* (1999) states that broadly civic education is a process that prepares youth for their roles and responsibilities as citizens. Also read: *The Role of Citizenship Education in State Defense* Kerr also defines Civics specifically as material that includes the process of education and teaching in the preparation process youth to become citizens.

According to J. J. Cogan According to J. J. Cogan in the book *Citizen Education* (1998), civics education is formal and informal learning that takes place in families, religious organizations, community organizations, the media, and so on which helps shape the totality of citizens. And according to Henry Randall Waite Henry Randall Waite in 1790 defined the notion of pkn theoretically as the science of citizenship, relations between humans both individually and in groups, or human relations with their country

Based on some of the views on Civics above, it can be concluded that civics education is education that reminds us of the importance of the values of rights and obligations of a citizen so that everything that is done is in accordance with the goals and ideals of the nation and does not deviate from what is expected.

The legal basis for Civics courses in tertiary institutions includes: 1. Decree of the Director General of Higher Education No: 267/DIKTI/Kep/2000 concerning Completion of the GBPP Educational Personality Development Course Citizenship, Decree of the Director General of Higher Education No. 38/DIKTI/Kep/2002 concerning Signs for Implementing

Personality Development Courses in Higher Education, 2. Law No. 20 of 2003 concerning the national education system, 3. Law No. 12 of 2012 concerning higher education in article 35 paragraph 3, namely that the higher education curriculum must contain subjects on Religion, Pancasila, Citizenship, Indonesian Language.

The vision of the Citizenship Education course in tertiary institutions is a source of values and guidelines in the development and implementation of study programs, in order to lead students to establish their personality as whole human beings. This is based on a reality faced, that students as a generation of the nation must have an intellectual, religious, civilized, humane and love for the motherland and nation vision, while the Mission of the Citizenship Education Course in Higher Education is to help students strengthen their personality, so that they are consistently able to realize the basic values of Pancasila, a sense of nationality and love for the motherland in mastering, applying and developing science, technology and art with a sense of responsibility and morality. competence of Civics courses in Higher Education

Competence is briefly defined as a set of intelligent actions that have the authority to determine something with full sense of responsibility that must be owned by someone to be able to carry out tasks in a particular field. The competence of civic education graduates is a set of intelligent actions, full of responsibility from a citizen in relation to the state and solving various problems of living in society and nation. and state by applying the philosophy of Pancasila, applying the Constitution of the State in daily life as well as Indonesian Geopolitics and Indonesian Geostrategy. Successful citizenship education will produce an intelligent mental attitude, full of responsibility from students. This attitude is accompanied by behavior that:

- a. Have faith and piety to God Almighty and live the values of the philosophy of life of the nation and state.
- b. Having noble human character and being disciplined in society, nation and state.
- c. Have a strong spirit of nationalism, prioritizing unity and integrity over groups and individuals.
- d. Be professional, imbued with awareness of defending the country and aware of the rights and obligations as citizens.
- e. Actively utilize science and technology as well as art for the benefit of humanity, nation and state.

On the basis of the five behaviors above, imbued with the noble values of Pancasila which are applied to civics education, it is intended to broaden the horizons of thinking of students as Indonesian citizens as well as national fighters in an effort to create and improve national welfare and security. Based on this vision and mission, the purpose of citizenship education in general is to foster awareness of defending the country and integral comprehensive thinking among students in the context of National Resilience. as Indonesian Geostrategy. Indonesia's geostrategy is based on:

- a. Love for the motherland.
- b. National and state awareness.
- c. Fostering a sense of unity and oneness.
- d. Belief in the toughness of Pancasila.
- e. Willing to sacrifice for the nation and state.

According to Edy Haranto, 2020, The Purpose of Citizenship Education Civic education aims to provide the following competencies: a. Think critically, rationally and creatively in responding to citizenship issues. b. Participate in a quality and responsible manner, and act intelligently in community, national and state activities. c. Develop positively and democratically to shape themselves based on the character of the Indonesian people so that they can live together with other nations. d. Interact with other nations in the world arena

directly or indirectly by utilizing information and communication technology (Curriculum Center, 2003:3). Citizenship Education aims to build the character (character building) of the Indonesian nation which includes: a. forming participatory skills of quality and responsible citizens in the life of the nation and state, b. to make Indonesian citizens intelligent, active, critical and democratic, but still committed to maintaining the unity and integrity of the nation; c. developing a culture of civilized democracy, namely freedom, equality, tolerance, and responsibility (A. Ubaedillah 2011: 9).

According to Lasiyo, Reno Wikandaru, and Hastangka, the scope of Citizenship Education includes: 1. Introduction to Citizenship Education, including background, competence, scope, essence, and foundation of Citizenship Education. 2. Insight into the Archipelago as Indonesia's geopolitics, including the understanding of the nature of the elements as well the position and function of the Archipelagic Outlook, National Resilience and Indonesia's Geostrategy. 3. National Resilience and Indonesia's Geostrategy, including a discussion of the foundations, understanding, principles and characteristics of Indonesian National Defense, as well as the Asta Gatra approach to embodiment of National Defense. National Integration, including discussions on the meaning of National Integration, issues of globalization, multiculturalism, Unity in Diversity, and the integrity of the Unitary State of the Republic of Indonesia. 5. Indonesian National Identity, including discussion of the meaning of National Identity, national character, and forms of National Identity, the content of the meaning of the Pancasila precepts and the position of Pancasila as the way of life of the Indonesian nation. 6. The rights and obligations of citizens, including discussions on the meaning of rights and obligations, the philosophical basis of human rights, the various rights of citizens, and the harmony of the rights and obligations of citizens. 7. Democracy in Indonesia, including discussions on the meaning of democracy, general principles of democracy, basic philosophical principles and aspects of the Pancasila democracy mechanism, as well as the main points of implementing democracy in Indonesia. 8. The concept of the state and the constitution, including discussions on the legal and constitutional instruments of the Republic of Indonesia. 9. Regional Autonomy and Good and Clean Governance, including discussions on understanding, implementation of the principles of good governance, barriers to preventing corruption, and achieving national goals and aspirations.

According to Lasiyo, Reno Wikandaru, and Hastangka, the object of the civics education course is divided into 2, namely: 1) the material object of the Citizenship Education course is the existence of citizens and their dynamics in the life of society, nation, and Indonesian state. This material object becomes an important part and is integrated with the values of Pancasila. The formal object of Citizenship Education relates to the dimensions of the state administration system which emphasizes the relationship between citizens and the state. This functional relationship can give rise to rights and obligations, both the rights and obligations of the state and the rights and obligations of citizens. 2). This formal object can be seen from the study material on the rights and obligations of the state and citizens, Archipelagic Outlook, National Resilience, National Identity, National Integration, and Democracy.

In the context of a written constitution, namely the 1945 Constitution, it has undergone four amendments since 1999. Quoted from the book 'The 1945 Constitution & Its Amendments for Students and the Public' by the Grasindo Team, the Amendments to the 1945 Constitution are intended to improve the Constitution, and not to replace it. Amendments to the 1945 Constitution were carried out with basic rules or agreements in making changes to the 1945 Constitution, namely not changing the Preamble to the 1945 Constitution, retaining the Unitary State of the Republic of Indonesia, strengthening the presidential system of government, as well as an explanation of the 1945 Constitution which contains normative matters which will be included in the articles or body.

Amendments or changes to the 1945 Constitution were carried out in stages because they prioritized the articles agreed upon by all factions in the MPR. The amendment process was then followed by changes to articles that were more difficult to obtain agreement on. Amendments to the 1945 Constitution have been held by the MPR since 1999 four times. The results of the Amendments to the 1945 Constitution are as follows:

1. The first amendment to the 1945 Constitution The first amendment to the 1945 Constitution was carried out at a meeting General Assembly of the 1999 MPR dated 14-21 October 1999. The results of the first Amendment to the 1945 Constitution included 9 articles and 16 paragraphs as follows:

- a. Article 5 Paragraph 1: Right of the president to propose a bill to the DPR
- b. Article 7: Limitation of the term of office of the president and vice president
- c. Article 9 Paragraphs 1 and 2: The oath of the president and vice president
- d. Article 13 Paragraphs 2 and 3: Appointment and placement of ambassadors
- e. Article 14 Paragraph 1: Granting clemency and rehabilitation
- f. Article 14 Paragraph 2: Granting amnesty and abolition
- g. Article 15: Granting titles, awards and other honors
- h. Article 17 Paragraphs 2 and 3: Appointment of ministers
- i. Article 20 Paragraph 1-4: The People's Representative Council (DPR)
- j. Article 21: The Right of the DPR to submit a Draft Law (RUU)

2. The second amendment to the 1945 Constitution The second amendment to the 1945 Constitution was carried out at the 2000 MPR Annual Session on 7-18 August 2000. The second amendment to the 1945 Constitution was enacted on 18 August 2000.

The results of the second amendment to the 1945 Constitution include 27 articles in 7 chapters as follows:

- a. Chapter VI regarding Regional Government
- b. Chapter VII regarding the Regional Representative Council
- c. Chapter IXA concerning State Territories
- d. Chapter X concerning Citizens and Residents
- e. Chapter XA on Human Rights
- f. Chapter XII regarding Defense and Security
- g. Chapter XV regarding Flags, Languages, National Emblems, and National anthem

The third amendment to the 1945 Constitution The third amendment to the 1945 Constitution was implemented at the 2001 MPR Annual Session on 1-9 November 2001. The third amendment to the 1945 Constitution was enacted on 9 November 2001.

The results of the third amendment to the 1945 Constitution include 23 articles in 7 chapters as follows:

- a. Chapter I regarding Form and Sovereignty
- b. Chapter II regarding the MPR
- c. Chapter III regarding the Power of the State Government
- d. Chapter V on State Ministries
- e. Chapter VIIA regarding the DPR
- f. Chapter VIIB concerning General Elections
- g. Chapter VIIIA regarding BPK

The Fourth Amendment to the 1945 Constitution The Fourth Amendment to the 1945 Constitution was implemented at the 2001 MPR Annual Session on 1-11 August 2002.

The results of the second amendment to the 1945 Constitution include 19 articles consisting of 31 provisions and 1 item that was deleted. The results of the fourth Amendment to the 1945 Constitution stipulate:

- a. The 1945 Constitution as amended by the first, second, third and fourth amendments is the 1945 Constitution which was re-enforced on August 18, 1945 by Presidential Decree July 5, 1959.
- b. The amendment was decided at the 9th MPR RI plenary meeting on 18 August 2000 the Annual Session of the MPR RI and came into force on the date it was stipulated.
- c. Chapter IV concerning "Supreme Advisory Council" is abolished and changes to the substance of article 16 and its placement into Chapter III concerning "State Government Powers"

Basically the implementation of the amendment is good because the existence of the 1945 Constitution is adjusted to the demands of the times, so that the dynamic 1945 Constitution can accommodate various dynamics in the constitution. The problem is that there are still many handbooks for both lecturers and students who have not experienced changes, especially in the material for the 1945 Constitution, so that it often happens that lecturers and students still use the 1945 Constitution which has not been amended. This is a contributing factor to the weakness of constitutional material, which is why a solution must be found so that in the future both lecturers and students use the amended 1945 Constitution, so that there is compatibility in discussing constitutional dynamics at this time. By conducting an analysis like this, it can be seen from which side the material of the 1945 Constitution is weak is understood by both lecturers and students correctly. Because the existence of the 1945 constitution / UUD is the basis for building the character of the nation's children.

In the National Education System Law Number 20 of 2003, it was finally explained that character education is: "moral or character education is still combined in religion and left entirely to religious teachers". Because character education is fully charged to religious teachers only, character education itself has not reached optimal limits. This is evident from social phenomena that show behavior that is not characterized, such as the rampant occurrence of brawls between students, promiscuity, social, economic and political inequalities in society, legal injustice, violence and riots, and corruption which is endemic and has penetrated all sectors of society's life, anarchic acts or social conflicts.

Character education is a system of inculcating character values for school members which includes components of knowledge, awareness or will, and actions to implement these values, both towards God Almighty (YME), oneself, others, the environment, and nationality so that they become human beings. In character education in schools, all components (stakeholders) must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relations, handling or management of subjects, school management, implementation of co-curricular activities or activities, and extra-curricular empowerment of facilities, infrastructure and, financing, and, the work ethic of all residents and the school environment. "Complete and comprehensive character education does not only shape young people into smart and good individuals, but also forms them into good actors for changes in their own lives, which in turn will contribute to changes in the social order to become more just, good and humane." (Doni Koesoema A.Ed) In Fadlillah's opinion, character education is "a form of direction and guidance so that a person has good behavior in accordance with the values of morality and diversity." According to Thomas Lickona, the notion of character education is a deliberate effort to help someone so that he can understand, pay attention to, and carry out core ethical values. So it can be concluded that character education is an education system that aims to instill certain character values in students in which there are components of knowledge, awareness or will, as well as actions to carry out these values.

Fadlilla said that "the purpose of character education is to prepare children to have good character, which will become a habit for adult children in their daily lives". In addition, the

purpose of character education is more intensive in terms of values that can be embedded in the daily lives of students. The Ministry of National Education states that the goals of character education are: a. Develop the potential of students to become human beings who have a good heart, think well, and have good behavior. b. Strengthen and build the behavior of a multicultural nation. c. Improving competitive nation civilization in world association. Basically the main goal of character education is to build a strong nation, where people have noble, moral, tolerant, and worked together. To achieve this goal, students must instill character-forming values originating from Religion, Pancasila, and Culture.

Based on the above opinions about the purpose of character education, it can be concluded that the purpose of character education is to instill and develop positive values to form morals that are in line with expectations, also to base and facilitate good and positive forms of education so that students grow into superior, dignified, and broad-minded individuals. Benefits of Character Education Instilling character education since childhood is so important so that students can become better, superior, and dignified people. The government through the Ministry of Education and Culture provides recommendations to include a teaching on character building in every teaching and learning activity taking place, so that it can reduce the moral downturn that is rife at this time and also build the character of students to be more positive. The benefits of character education according to Fadillah are "to make humans return to their nature, which is to always decorate their lives with the virtues that have been outlined"¹. Character education carried out at an early age is a concrete manifestation in preparing a generation with character for the progress and prosperity of the nation. According to the Ministry of National Education, the function of character education namely: a. Building a multicultural national life b. Building a nation that is smart, has a noble culture, and is able to contribute to the development of human life. c. Build basic potential to have a good heart, good thinking, and good behavior and good example. d. Building the attitude of citizens who love peace, are creative, independent, and are able to live side by side with other nations in harmony.

In general, the function of this education is to shape the character of a learner so that he becomes a moral, noble, tolerant, tough, and well-behaved person. The several functions of character education are as follows; 1. To develop the basic potential in humans so that they become individuals who think well, have a good heart, and behave well, 2. To build and strengthen the behavior of a multicultural society, 3. To build and enhance a competitive nation's civilization in international relations.

According to Thomas Lickona, there are at least six reasons why character education should be given to citizens from an early age, namely; 1. This is the best way to ensure students have good personalities and characters in their lives, 2. This education can help improve students' academic achievements. Some children cannot shape strong characters for themselves, 3. Can form individuals who respect and respect others and can live in a pluralistic society, 4. As an effort to overcome the roots of moral-social problems, such as dishonesty, impartiality, violence, low work ethic, and others, 5. Is the best way to shape individual behavior before entering the world of work/ business. 6. As a way to teach cultural values that are part of the work of a civilization.

From this explanation it is realized that character education is very important for everyone. That way, teachers, lecturers and parents should always instill good character values in their students.

3. Method

This type of research is descriptive qualitative. According to John W. Creswell in the book *Research Design*, qualitative research is: "The qualitative research method is a type of

method for describing, exploring and understanding the meaning that a number of individuals or groups of people ascribe to social or humanitarian issues. According to Sugiyono (2008: 15) that descriptive qualitative research is a research method based on the philosophy of postpositivism which is usually used to research under natural objective conditions where the researcher acts as a key instrument. According to Nana Syaodih Sukmadinata (2011: 73), qualitative descriptive research is aimed at describing and illustrating existing phenomena, both natural and human engineering, which pay more attention to characteristics, quality, interrelationships between activities. In this research, qualitative descriptive research means that this research seeks to provide a unified picture of the situation and condition of the research before and after conducted research. The research subjects were Civic Education Lecturers and Students at Veterans University Semarang, and the objects: Civics material, constitution and character education. Data collection methods: observation, interviews and documentation. Data validation uses source and material triangulation. Data analysis used interactive analysis techniques which consisted of 3 steps, namely data reduction, data display and data verification. Miles and Huberman (1984), argued that activities in qualitative data analysis are carried out interactively and continuously until completion, so that the data is saturated. The measure of data saturation is indicated by the absence of new data or information. Data analysis can be described in the following chart

Picture 1 Research Methods



4. Result and Discussion

Based on the results of the analysis of the civics education curriculum at tertiary institutions, it was observed that the civics education curriculum at tertiary institutions consisted of the following materials: introduction to citizenship education, Pancasila philosophy, national identity, Citizen Rights and Obligations, State and the Constitution, Indonesian Democracy, Human Rights and the Rule of Law, Indonesian Geopolitics, namely territory as a living space and Regional Autonomy, Indonesian Geostrategy. The material specifically discusses only 1 chapter entitled the state and the constitution, while the other material discusses the constitution implicitly. Limited constitutional material is only studied theoretically so that it only puts forward cognitive aspects that are less applicable.

Observation results in the field of analysis of Civics material in Higher Education in the Perspective of Character Education

Table 1 Observation result

No	Indicators	Findings
1	The Scope of Materials for PKn	Civics material in PT: includes 7 materials namely: introduction, Pancasila Philosophy, National Identity, Rule of Law and Human Rights, State and Constitution, Indonesian Democracy, National Integrity, Indonesian Geopolitics and Indonesian Geosrategy
2	Material containing the Constitution	Namely the State and the Constitution
3	Material mastery	Lecturers do not master the material, and students are also less able to understand it
4	Material development	Lecturers are less able to develop material with actual things, students find the material boring
5	Student grasp	The comprehension power of students is low and students are less innovative
6	Required reference book used	Namely publications from the Ministry of Education and Culture and Kaelan's book
7	The supplementary reference book used	Suyahman's 2020 book, entitled Introduction to Civics at PT Inability to control clearly
8	Lecturer when teaching material on the constitution	Suyahman's 2020 book, entitled Introduction to Civics at PT Inability to control clearly
9	Students receiving constitutional material	Many students are not clear because many students ask questions
10	Constitutional material has to do with strengthening constitutional material	n real terms the constitutional material which includes the amended Constitution because it is presented is less attractive and challenging, it is less able to strengthen the constitutional material

While the results of interviews with Civics lecturers and PPKn Univet Semarang students which were conducted on March 3 to 5 2023 obtained information as in the table below

Table 2 results of interviews with PKn lecturers and PPKn students at Univet Semarang about Civics Material Analysis in strengthening Constitutional material in a character education perspective.

Table 2 results of interviews

No.	Indicators	answer	
		Lecture	Student
1	Civics material	Dari 8 dosen semuanya mengetahui materi PKn	Civics material Of the 60 students who know Internships material only 90% while 10% don't
2	Constitutional Material	Of the 8 lecturers, they knew that constitutional material was not in one separate chapter, but united with state material,	so that one chapter was the subject matter State and constitution. Of the 60 students, 95% knew that constitutional material was put together in one chapter entitled State and Constitution.
3	Adequacy of	Of the 8 lecturers, 6 lecturers	Of the 60 students, 55 students

	Constitutional Materials	answered that the constitutional material was very lacking, while 2 lecturers answered that the constitutional material was sufficient	answered that the constitutional material was very lacking, while 5 students answered that the constitutional material was sufficient.
4	Up to date Constitution material	Of the 8 lecturers who answered that the constitutional material was not updated.	Of the 60 students, 56 students answered that the constitutional material was not updated, while 4 students answered that the constitutional material was quite updated.
5	development of Constitutional materials	Of the 8 lecturers, 5 answered that they had tried to develop constitutional material, while 3 answered that they were not able to develop constitutional material	Of the 60 students, 58 students answered that the lecturers were not able to develop the material, while 2 students answered that the lecturers had sufficiently developed the material.
6	Linkage of Constitutional material with current cases	Of the 8 lecturers, 4 lecturers answered that they had tried to relate the constitutional material to the current case,	while 7 students answered that the lecturer had made a connection.
7	Understanding the amendments to the 1945 Constitution	8 lecturers answered that they understood the reasons for the amendments.	Out of 60 students, 58 students did not understand the amendments to the 1945 Constitution, while 2 students quite understood
8	Understanding the substance of the amendments to the 1945 Constitution in amendment 1	Of the 8 lecturers, 7 lecturers answered that they knew the substance of the results of the 1st amendment, while 1 lecturer did not understand enough.	Of the 60 students, 54 answered they did not know the substance of the results of the 1st amendment, while 6 students quite understood
9	Understanding of the substance of the amendments to the 1945 Constitution in amendment 2	Of the 8 lecturers, 5 lecturers answered that they knew the substance of the results of the 2nd amendment, while 3 lecturers did not understand enough	Of the 60 students, 50 answered that they did not know the substance of the 2nd amendment, while 10 students quite understood
10	Understanding the substance of the amendments to the 1945 Constitution in amendment 3	Of the 8 lecturers, 6 lecturers answered that they knew the substance of the 3rd amendment results, while 2 lecturers did not understand enough	Of the 60 students, 53 answered that they did not know the substance of the 3rd amendment results, while 7 students quite understood
11	Understanding the substance of the amendments to the 1945	4 Out of 8 lecturers 4 lecturers answered that they knew the substance of the 4th amendment results, while 4	of 60 students 57 answered they did not know the substance of the 4th amendment results, while 3 students quite understood

	Constitution in the 4th amendment	lecturers did not understand enough	Out
12	Mastery of Constitutional material as a result of amendments by lecturers and students	Of the 8 lecturers, only 6 lecturers mastered the material on the amendments to the constitution, while 2 lecturers did not understand enough	Out of 60 students, only 55 students mastered the material on the amendments to the constitution, while 2 students did not understand
13	The ability of students to receive constitutional material	-	Of the 60 students, 45 students were able to accept constitutional material, while 15 students did not understand
14	Student difficulties in understanding the constitution	-	Of the 60 students, 56 stated that it was difficult to understand and memorize the articles in the amended constitutional material, while 4 students were able to master
15	Student difficulties in understanding the constitution	Of the 8 lecturers, all answered that constitutional material contains many character values so that constitutional material can be used as a means of character education	Of the 60 students, 50 students mentioned character values in constitutional material, namely; discipline, obedience, order, mutual respect and respect while 10 students answered that there was a clear character value

Based on the results of field observations and the results of interviews with lecturers and students that the analysis of PKN course material in tertiary institutions as an effort to strengthen constitutional material in a character education perspective can be given the following explanation.

1. After analyzing the material for Civics courses in tertiary institutions, they contain constitutional material. However, the constitutional material is not a separate chapter but is integrated in one chapter entitled The constitutional state. The study on this material is less extensive and less related to up-to-date events.
2. This material is not fully integrated with the essence, substance and urgency of amendments to the 1945 Constitution in amendments 1,2,3 and 4 so that in the lecture process students are less able to follow it optimally. This is evidenced by the lack of understanding of students about the constitution.
3. In lectures, lecturers are less able to develop constitutional material as well as lecturers who feel less able to master constitutional material so that the lecture process becomes less interesting, enjoyable and challenging.
4. With this phenomenon, it indicates a weakness in constitutional material, therefore it is necessary to strengthen constitutional material by collaborating on existing constitutional material with various actual phenomena related to the constitution.

5. Lecturers integrate existing constitutional materials with the essence, substance, and urgency of amendments to the 1945 Constitution.
6. Lecturers in order to know the level of mastery of constitutional material for students are obliged to provide assignments both independently and in groups in relation to the implementation of the constitution in the nation and state
7. By strengthening constitutional material, it can be used as a vehicle for character education, especially the character of discipline, obedience to law and order, cooperation and other characters.

5. Conclusion

Based on the description of the results of the research and discussion above, it can be concluded that strengthening constitutional material properly can be used as a means of character education, especially the character values of discipline, obedience, order, cohesiveness, mutual respect and others.

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