

Building Religious..

By Umi Chotimah

Building religious, honesty, discipline, and student curiosity character through HOTS-based online civic education learning

Umi Chotimah¹, Kurnisar¹, Ermanovida¹, Norma Juainah¹

¹ Pancasila and Civic Education Study Program, Universitas Sriwijaya, Indralaya, Indonesia

ABSTRACT

This article aims to describe the efforts to build religious, honesty, discipline, and curiosity of students through HOTS-based online Civics learning. This study used a qualitative approach with a case study method. The research was conducted at Indralaya Civics online learning class and three students were chosen based on purposive sampling. The data were collected through observation, interviews, and documentation, then were analyzed by using three stages of data analysis from Miles & Huberman, namely data reduction, data presentation, and data verification/conclusion. The result showed that building religious, honesty, discipline, and curiosity characters based on HOTS could be achieved, even when the learning process was conducted online. These characters development was carried out through various activities, starting from planning the lesson, implementing student-oriented learning method and materials, and comprehensive assessment activity. However, it did not mean that the learning process exclude the other characters apart from the four value during the online class.

Article History:

Submitted : 28-02-2021
Revised : 17-03-2021
Accepted : 25-03-2021

Keywords:

character, civic education, HOTS



Cite in APA 7th:

Chotimah, U., Kurnisar, K., Ermanovida, E., & Juainah, N. (2021). Building religious, honesty, discipline and student curiosity characters in online HOTS-based citizenship education learning. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(1) 118-126. <https://doi.org/10.21831/jc.v18i1.39088>

Introduction

Education carries out at least two roles: instructional and normative. The former is the process of facilitating learning. The latter is responsible for implementing practical aspects in adhering to certain norms. It aims to develop a good character of an individual that is not gifted but acquired through practical experiences in day-to-day life. On the other hand, family, friends, environment, and the people around also play essential roles to form ones' good character (Vodafone Foundation, 2017; Wilson et al., 2015).

At a university level, civic education is one of the compulsory subjects in higher education whose purpose is to enable students to (1) think critically about citizenship issues, (2) participate in social, national, and state life, (3) positively and democratically develop, (4) interact with other nations. Budimansyah (2008, pp. 15–16) state that "civic has the following objectives: a) think critically, rationally, and creatively in response to citizenship issues, b) participate actively and responsibly, and act intelligently in community activities, as a nation and state as well as anti-corruption, c) develop critically and democratically to shape oneself based on the characteristics of Indonesian society so that they can live together with other nations, d) interacting with other nations". Dirjen Dikti Decree NO. 43 / DIKTI / Kep / 2006 states that civics' vision is used as a source of values and guidelines in the development and implementation of study programs. The mission is to make civic education help students strengthen their personality or character to be consistent in realizing the values of Pancasila (Somantri & Winataputra, 2017; Wahab & Sapriya, 2011).

Correspondence: Umi Chotimah, umi.chotimah@unsri.ac.id, Pancasila and Civic Education Study Program, Universitas Sriwijaya, Indralaya, Indonesia

Copyright © 2021. Jurnal Civics: Media Kajian Kewarganegaraan

Objectives described above are to be achieved when the teaching and learning process is conducted offline. However, the corona virus has become a widespread outbreak throughout the world, including Indonesia, and the pandemic has impacted most aspects of human life, not to mention education sectors. Thus, all stakeholders must think of a solution to this matter. All efforts are attempted to keep students can learn. One of them is the shifting of regular studying, which usually done in a classroom to remote studying (synchronous or asynchronous). As it is mandated by Ministry of Education and Culture, to avoid the spread of the virus, students have to stay at home and lecture must be done online through synchronous or asynchronous method.

Synchronous or asynchronous referred to as blended learning is learning that is supported by an effective combination of delivery, different teaching methods and learning styles and is found in open communication between all parts involved in training (Brown & Mezieobi, 2017; Shivam & Singh, 2015; Yu & Du, 2019). As for the benefits of using blended learning as a combination of direct teaching and online teaching, it is more than that as an element of social interaction because of the interaction between teachers and students. The benefit of using e-learning and blended learning in education today is that e-learning provides flexibility in choosing the time and place to access lessons (Marquez & Jiménez-Rodrigo, 2014; Trujillo Maza et al., 2016). Students do not need to travel to where the lessons are delivered, e-learning can be done from anywhere, whether they have access to the Internet or not.

All university members, despite the obstacles faced, have been thinking of how to adjust to the situation. Thus, the collection of applications from the different platforms are being used to facilitate the remote studying processes. It is not easy though, since there are students who live in a suburb area and find it difficult to access the internet. However, learning outcomes must be achieved no matter how and there are some values that students need to control their self-regulated learning; religious, honesty, discipline, and curiosity which mostly are thought in civic education subject.

Civics studies let the students learn how to have critical thinking toward citizenship issues. Furthermore, Civics education must be able to strengthen students' consistency in realizing Pancasila values. Several studies have been done in character education through online learning (Mustofa et al., 2020; Santika, 2020), but specific research on developing students' religious character, discipline, and curiosity at tertiary level in remote studying has not been discussed yet. This article aims to provide an overview of how students can applied religious character, honesty, discipline, and be curiosity through online civic learning based on Higher Order Thinking Skills (HOTS). Those four aspects are commonly needed by individuals to act in daily routine and HOTS are require by tertiary students to process and to respond any information. Based on the problems described, this article reported how the students develop religiosity, discipline, curiosity in Civic as one of the compulsory subjects at the university level.

Method

The qualitative approach was chosen to analyze and examine the condition of natural objects. The participants were three Civics study program students (wh, sy, bc) of semester one out of 39 students who study at Indralaya class. The research data were taken during virtual class by using zoom platform and to avoid subjectivity, the lecturer and the students were from different study programs. Purposive sampling was chosen based on the uniqueness of the informants. The three participants chosen showed outstanding performance during the civics class. They behave naturally and hold religiosity, honesty, discipline, and curiosity value in every meeting. These three students were considered to possess unique characteristics among others. The data gathered were explained narratively.

8 Data collection was carried out using observation techniques, in-depth interviews, and documentation. Observations were made when the online Civic learning process took place, carried out by three lecturers, and assisted by three 7th semester students of the PPKn study program. The interview was conducted in-depth (depth interview) to three students who were selected by purposive sampling.

Result and Discussion

Education is the main instrument to develop ones' values. Values or characters are not gifted, it is shaped from the environment exposures and also the people around. Good characters possess by an individual are mostly gained through the long journey of education. It takes place at home, school, and neighborhood, thus, family, teacher, friends are people who build the values an individual adhere (Vodafone Foundation, 2017; Wilson et al., 2015).

Character building is an issue in Indonesian education. As it is ruled in Presidential decree no.87 of 2017 article 2, it will become the focus in national education. Having good characters which reflect Pancasila's spirit, Students will be prepared to be Golden Generation in 2045 and ready to face future changes. Regarding to the decree, character building is now becoming government main awareness in education; therefore, curriculum at all level must include this subject.

In education setting, character building is about how to make the school environment as supporting system to learn ethics, responsibility, and good characters through model from the people around and universal values (Althof & Berkowitz, 2006; Berkowitz & Bier, 2015). At the tertiary level, character building is because there are many defiant behaviors found in public setting such as values disorientation and disharmony. Besides, at the elite level, an in-constituent manner is often considered common and is considered something constituent; corruption, for example (Choli, 2020; Hasanah, 2013).

Hence, character building is considered very important for undergraduate students. As it is mentioned before, that character building is very important part of education to strengthen students moral and value for academic intelligent alone is insufficient. Academic accomplishment should come together with good characters so that the students will not miss using their knowledge. Outstanding performance in the academic areas, without possessing positive moral value will lead to in-constituent or inappropriate behavior. All stakeholders in the university are responsible for formulating policies to facilitate learning, not only cognitive but also affective as it is assumed that national education failed to produce human resources with prominent characters (Rahmah, 2018).

The higher education curriculum development by every university must refer to a national standard curriculum that covers intelligent, moral, and skill development. In civic education as its main purpose is to develop good citizenship who internalize and actualize Pancasila, it must take this responsibility in daily life. Thus, students who have learned Civics at university are hoped to be smart, skilled, faithful, and fully devoted to Indonesia as a nation. Those values should be reflected in thinking habits and acting according to needs (Budimansyah, 2008; Komara, 2017). As Kirschenbaum (1995, p. 6), that there are four methods to let the students build that positive characters: "values learning/acquisition, modelling, facilitation, and skill". Each method has various strategies for its implementation, therefore, Civic learning should be designed and implemented in a planned and directed manner.

The semester lesson planning must include learning outcome in which it has sub learning outcome, teaching materials, teaching method, learning activity, learning media, and HOTS based evaluation. This evaluation covers students' ability in problem solving, creative, and critical thinking, argument delivering, and decision making. Further King states that HOTS involves critical and logical, reflective, metacognitive, and creative thinking. In order to achieve the goal, all aspects in teaching learning of Civics process have to be based on HOTS. One of the models that support Higher Order Thinking Skill is a discovery learning and problem-based learning (Ministry of Education Republic Indonesia Regulation Number. 22, 2016 about Proses Standard). The paragraph below will describe the steps of the Teaching learning process.

The teaching-learning process were conducted online for eight meetings and direct observation were done in each meeting. The detail activities for each meeting will be illustrated below:

1. Lecturer elicited some ideas from students related to the lesson.
2. A student is asked to say prayer before starting the online class.
3. Lecturer told the students about the learning and sub learning outcomes to be achieved.
4. Lecturer explained the learning materials through power point slides or video related to the lesson.
5. Having listened the explanation or watched the video, students were asked to give any comments and teacher extended appreciation to students who participated actively in the discussion.
6. Lecturer gave a solution to problems asked by students related to the topic of the day then students were asked to discuss the materials.
7. At last students were asked to answer some questions at menti.com.
8. The class was closed by saying a prayer

The steps of applied learning model are adjustable. The students often showed four main values in each meeting: religious, honesty, discipline, and curiosity. However, it did not mean that the other characters were not built during the observation. Those four characters will be summarized below.

Religious Character

This value defines as the obedient attitude toward guidance of one's belief, having good tolerance when others are doing worship, and getting along well in daily life. This value was built in every meeting that is by asking the students to say a prayer based on their belief, since the majority of the students were Muslim, male students lead the prayer and continued to extend gratitude to Allah SWT and recited *solawat* to the prophet Muhammad. As an information, there was only one student who are not a muslim (Hindu). Furthermore, the lecturer also advised on the importance of increasing faith and devotion to God Almighty. One of the ways is by reminding students always to fulfill their obligations and carry out worship by their respective religions and beliefs. Whenever a student wanted to respond to any question, he was asked to say a greeting. Furthermore, finally, the class was always closed by another prayer led by a student.

The state of being religious was also formed by other activities such as telling the students to do the exam honestly and do no cheating. The lecturer also tried to convince students that every single activity done, was observed by Almighty God. Furthermore, the lecturer also advised the student to feel gratitude about the current situation or any other inconvenient things that have happened. There is always a blessing in everyday life. Even when pandemic crashes the world, online studying is still worth doing. It gave the lecturer an alternative chance to build the religious character. Having that religious attitude, students would feel at ease to face any difficulties during their hard time

In conclusion, building religious characters in Indonesia context is that ones have to be obedient to their religion and it must be a benchmark of what we say, do, how we behave, and how dutiful we concern to religion we adhere (Baginda, 2016). On the other hand, being religious means respecting, tolerating, and living in harmony with others.

Honesty

Honesty is an attitude reflecting the unity of knowledge, word, and action (knowing, telling, and doing what is true). Shaping student's honesty was done in civic education during the online lesson. It was conducted before, during, and at the midterm test.

Students were asked to do self-recording of their attendance through Learning Management System (LMS). There are four options: present, late, excused, and absent, and the lecturer could control the data when the virtual learning took place, that is, by noting who was present in the virtual class. ²⁰ During the lesson, students were asked to set the camera on. Nevertheless, the connection problem, students would try to get back ¹² and attended the virtual class again. This effort showed that the students avoided being dishonest. At the end of the class, ¹² students were asked to answer quizzes through menti.com or slido.com, and the answer could give information about the students attended as well. So, students' honesty about their presence could be checked through some activities. The honesty value of students also recorded in other class activity that was during the midterm test.

Reminding the students to answer all the questions honestly at the midterm test was one of the lecturer's efforts. The pandemic situation makes remote studying offered a solution to conduct the learning process, but to some people, it was hard to develop students' honesty value for lecturer could not control their students directly. Honesty is closely related to religious values. When the value was instilled, students will have control of themselves about doing what is true and not. In the Muslim context, we are observed and recorded by two guardians, so there was no way that they could cheat.

On the other hand, honesty is not merely about the absence of lying but also about telling people who act like you need it. Honesty has positive attributes such as integrity, which means having strong moral principles. Moral principle is an action where honesty is based. The antonym is dishonesty. In an academic setting, it relates to cheating, plagiarism, complicity, and fabrication. Students probably cheat or deceive their lecturer during the exam, or they perhaps do plagiarism in completing their assignment. Hence, in this case, the university, which frequently interacts with the students, has an essential role in building positive characters such as honesty. It is stated that education must build students' honesty to build civic culture honesty (Mulyadi et al., 2019).

Discipline

⁶ Discipline comes from the Greek "discipline," which denotes teaching and learning activities. In English, the term "disciple" means following people learning under a leader's supervision (Karim & Mustadi, 2018). Students of being disciplined are necessary for their education, especially during the compulsory education period. The purpose of discipline is to help someone behave and adapt well, happily, and be beneficial in their social lives. Holding discipline values will make instill good knowledge so that the community in their environment will accept them. In online learning, the character of discipline determines the success of students, considering that the teaching materials, learning videos, activities, assignments, etc. have been prepared and posted in the learning management system (LMS) e-learning system, and those who were discipline would obey and follow the instruction given whether they were asked to read, to watch or to do the assignment. They have a self-awareness that controls their habit of studying.

In this research, the lecturer designed activities that would lead the students to build their discipline habits, and the instructions were conveyed throughout the class session. Preceding the class, the lecturer explained Civic online class rules, such as being in time for the class, being aware of filling in the attendance in LMS, and being appropriately dressed as it was offline class. As for female Muslim, they were required to dress in Muslim way, and male students were not allowed to wear a T-shirt, and their hair should be neat. All those rules have been stated and posted in LMS e-learning system which was called lecturing commitment. The commitment consisted of learning topics for the whole semester, learning activities, rules, and regulations etc.

Furthermore, saying prayer before starting and after the class, and who was led by a male student, indicated discipline. Students must join the class in time (five minutes late was the tolerated time). Unless the students were experiencing technical problems to access the internet, they were given an excuse to keep trying to join the virtual class. Surprisingly, students did fill in their attendance in time. Religious and honest characters will automatically stimulate discipline. Students realized that there was a system in this universe that observed whatever they have been doing. In Muslim context, it is Almighty God. Students were also required to value discipline through impromptu quizzes through [menti.com](#) and [slido.com](#). These activities were meant to control student presence and kept motivating them to focus on the lesson.

At last, students' success during the semester also depends upon their discipline. For example, the LMS e-learning systems came up with a menu to set up the due date, date, hour, and minute. Overdue meant they could not submit the assignment, and it would influence the final score. Other activities are timer set up during the midterm test, and it also stimulates the students to have discipline value.

In brief, discipline is the activities to train students to obey rules which they accept as part of their responsibilities. Attitude indicates discipline is line with honesty value which is the basic of self-regulated learning. Discipline is an important element to gain success academically, and it will be a good branding for the schools in preparing students for the future ([Njoroge & Nyabuto, 2014](#)).

Curiosity

Curiosity is the beginning of human knowledge. Students supposed to be curious about something new and find more information about it. Seeking an answer for one who does not know is what we call learning ([Silmi & Kusmarni, 2017](#)). Curiosity is a natural feeling within humans that is marked by the desire to investigate and find out more about something they have not learned. Thus, a person will get a lot of information and knowledge to enrich their insight.

Curiosity in higher education is something ¹⁴ that needs to be developed. Activities throughout the learning process must trigger their HOTS by implementing discovery learning, inquiry learning, or problem-based learning. HOTS will surely be directing students to different ideas clearly, conveying arguments wisely in solving problems, formulating, and organizing explanations and hypotheses, and perceiving complex things clearly ([Newmann & Wehlage, 1993](#)). Further, [Kurniati et al., \(2016\)](#) explains that HOTS will occur when an individual relates what he ¹⁵ as known to the existing information, then reorganize or develop it into a solution of problems. The main purpose of HOTS is how to elevate students' way of critical and thinking to accept and process any information. Students with HOTS level of thinking should ¹⁰ have a creative way to use their knowledge to cope with a complex situation. As it is explained that HOTS is the ability to combine, manipulate, and change the existing knowledge and experience critically and creatively to find the solution ([Dinni, 2018](#); [Saputra, 2016](#)).

As mentioned above, curiosity is developed through discovery, inquiry, or problem-based learning, which is integrated into the learning system such as video and problem-based learning materials. Before the synchronous class, students were given cases relevant to the lesson's topic and

it was posted in Universitas Srywijaya LMS e-learning application. It was demanded that the students explore some resources beforehand; thus, students carried out a flipped-learning and explored the lesson in an asynchronous way. This way of learning proves to be effective in building students' curiosity. Those activities encourage students to ask their friends or lecturer about things they do not know related to the lesson.

Curiosity is the attitude to seek in-depth information of what is learned, seen and heard. It is natural emotion of exploring, investigating, and studying (Mustari, 2017). Curiosity lies in humans and animals to show the concern of something new, and it just like the fuel of a vehicle. To sum up, curiosity is the natural value of students learning new things and organizing them to cope with new situations.

Conclusion

Based on the explanation above, character building in Civics based on HOTS education consists of religiosity, honesty, discipline, and curiosity. Developing those characters is possible, though the learning process is virtual. The character building was designed through some steps; planning, student-centered learning, and conducting a comprehensive evaluation. The planning process started with organizing lesson plans, providing learning outcomes and sub-sign outcomes, and designing learning materials based on HOTS (making good use of innovative and interactive learning videos related to the topics). Besides, the values could also be transferred through modeling by the lecturer. The lecturer should expose the students to the values they wish their students to acquire continuously. Those four characters urgently needed to be built because the four characters needed in every meeting during online classes, for the situation required the students to have a high awareness of controlling their study.

If it was planned and designed well, virtual learning could positively affect the higher education student's character. This way of learning lets students have alternative chances to study more effectively and be more independent. As for the lecturer, online learning was able to change the lecturer's working pattern and professionalism. Finally, it does not mean that the other characters out of those four values are ignored. It is also thought related to learning outcomes in every meeting.

Acknowledgement

Thank you to A University of Sriwijaya for funding this research through the 2020 Competit⁵ Leading Scheme with the DIPA Budget of the A University Public Service Agency for the 20⁵ Fiscal Year SP DIPA-023.17.2.677515 / 2020, the 01st Revision dated 16 March 2020 by the Chancellor's Decree Number: 0685 / UN9 /SK.BUK.KP/2020 July 15, 2020. We also thank the lecturers of Civics Class I Class Odd Semester 2020/2021, students in semesters 5 and 7 of the PPKn study program who were involved in this research, as well as students who were key informants in this research.

References

- Althof, W., & Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of Moral Education*, 35(4), 495–518. <https://doi.org/10.1080/03057240601012204>
- Baginda, M. (2016). Nilai-nilai pendidikan berbasis karakter pada pendidikan dasar dan menengah. *Jurnal Ilmiah Iqra'*, 10(2), 1–12. <https://doi.org/10.30984/jii.v10i2.593>
- Berkowitz, M. W., & Bier, M. C. (2015). *What works in character education: A research-driven guide for educators*. Character Education Partnership.

- Brown, T., & Mezieobi, S. (2017). Cooperative learning method and junior secondary students' attitude towards citizenship education in social studies in rivers state, Nigeria. *British Journal of Education*, 5(4), 1–8. <https://www.eajournals.org/journals/british-journal-of-education-bje/vol-5-issue-4-april-2017/cooperative-learning-method-junior-secondary-students-attitude-towards-citizenship-education-social-studies-rivers-state-nigeria/>
- Budimansyah, D. (2008). *Pendidikan kesadaran kewarganegaraan multimensi*. Granesindo.
- Choli, I. (2020). Problematika pendidikan karakter pendidikan tinggi. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 3(1), 55–66. <https://doi.org/10.34005/tahdzib.v3i1.831>
- Dinni, H. N. (2018). HOTS (High Order Thinking Skills) dan kaitannya dengan kemampuan literasi matematika. *PRISMA, Prosiding Seminar Nasional Matematika*, 170–176. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/19597>
- Hasanah, H. (2013). Implementasi nilai-nilai karakter inti di perguruan tinggi. *Jurnal Pendidikan Karakter*, 11(2), 186–195. <https://doi.org/10.21831/jpk.v2i2.1439>
- Karim, I. M., & Mustadi, A. (2018). Training discipline and responsibility: The implementation of values clarification model. *Jurnal Pena Sains*, 5(1), 37–48. <https://doi.org/10.21107/jps.v5i1.3883>
- Kirschenbaum, H. (1995). *100 ways to enhance values and morality in schools and youth settings*. Allyn & Bacon.
- Komara, E. (2017). Curriculum and civic education teaching in Indonesia. *EDUCARE: International Journal for Educational Studies*, 10(1), 23–32. <https://doi.org/10.2121/EDU-IJES.V10I1.929>
- Kurniati, D., Harimukti, R., & Jamil, N. A. (2016). Kemampuan berpikir tingkat tinggi siswa SMP di Kabupaten Jember dalam menyelesaikan soal berstandar PISA. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 20(2), 142–155. <https://doi.org/10.21831/pep.v20i2.8058>
- Márquez, E., & Jiménez-Rodrigo, M. L. (2014). Project-based learning in virtual environments: a case study of a university teaching experience. *Revista de Universidad y Sociedad Del Conocimiento (RUSC)*, 11(1), 76–90. <https://doi.org/http://dx.doi.org/10.7238/rusc.v11i1.1762>
- Mulyadi, D., Sapriya, S., & Rahmat, R. (2019). Kajian tentang penumbuhan karakter jujur peserta didik sebagai upaya pengembangan dimensi budaya kewarganegaraan (civic culture) di SMA Alfa Centauri Bandung. *MODELING: Jurnal Program Studi PGMI*, 6(2), 220–232. <https://doi.org/10.36835/modeling.v6i2.471>
- Mustari, M. (2017). *Nilai karakter refleksi untuk pendidikan*. Raja Grafindo Persada.
- Mustofa, M., Ahmadi, R., & Karimullah, I. W. (2020). Islamic Character Education in E-Learning Model: How Should It be Implemented? *Jurnal Sains Sosio Humaniora*, 4(1), 89–93. <https://doi.org/10.22437/jssh.v4i1.9771>
- Newmann, F. M., & Wehlage, G. G. (1993). Five standards of authentic instruction. *Educational Leadership*, 50, 8–12.
- Njoroge, P. M., & Nyabuto, A. N. (2014). Discipline as a factor in academic performance in Kenya. *Journal of Educational and Social Research*, 4(1), 289–307. <https://doi.org/10.5901/jesr.2014.v4n1p289>
- Rahmah, N. (2018). Peranan lembaga pendidikan dalam membentuk karakter mahasiswa matematika. *Al-Khwarizmi: Jurnal Pendidikan Matematika Dan Ilmu Pengetahuan Alam*, 3(2), 1–8. <https://doi.org/10.24256/jpmipa.v3i2.226>

- Santika, I. W. E. (2020). Pendidikan karakter pada pembelajaran daring. *IVCEJ*, 3(1), 8–19. <https://doi.org/10.23887/ivcej.v3i1.27830>
- Saputra, H. (2016). *Pengembangan mutu pendidikan menuju era global: Penguatan mutu pembelajaran dengan penerapan hots (high order thinking skills)*. Smile's.
- Shivam, R., & Singh, S. (2015). Implementation of blended learning in a classroom: A review paper. *International Journal of Scientific and Research Publications*, 5(11), 369–372. <http://www.ijsrp.org/research-paper-1115.php?rp=P474802>
- Silmi, M., & Kusmarni, Y. (2017). Menumbuhkan karakter rasa ingin tahu siswa dalam pembelajaran sejarah melalui media puzzle. *FACTUM: Jurnal Sejarah Dan Pendidikan Sejarah*, 6(2), 230–142. <https://doi.org/10.17509/factum.v6i2.9980>
- Somantri, M. N., & Winataputra, U. S. (2017). *Disiplin pendidikan kewarganegaraan: Kultur akademis dan pedagogis* (Sapriya & R. Machfiroh (Eds.); Edisi pert). Laboratorium Pendidikan Kewarganegaraan Universitas Pendidikan Indonesia.
- Trujillo Maza, E. M., Gómez Lozano, M. T., Cardozo Alarcón, A. C., Moreno Zuluaga, L., & Gamba Fadul, M. (2016). Blended learning supported by digital technology and competency-based medical education: a case study of the social medicine course at the Universidad de los Andes, Colombia. *International Journal of Educational Technology in Higher Education*, 13(1), 1–13. <https://doi.org/10.1186/s41239-016-0027-9>
- Vodafone Foundation. (2017). *Instant network schools: A connected education programme* (Issue May). https://www.vodafone.com/content/dam/vodcom/files/vodafone_connected_education.pdf
- Wahab, A. A., & Sapriya. (2011). *Teori dan landasan pendidikan kewarganegaraan*. Alfabeta.
- Wilson, S., Lydiah, N., & Pachomius, W. (2015). School's preparedness in information communication Technology integration in teaching and learning in public secondary schools. A case of Kieni East subcounty nyeri county kenya. *IOSR Journal Of Humanities And Social Science Ver. II*, 20(2), 90–99. <https://doi.org/10.9790/0837-20229099>
- Yu, W., & Du, X. (2019). Implementation of a blended learning model in content- based EFL curriculum. *International Journal of Emerging Technologies in Learning*, 14(5), 188–199. <https://doi.org/10.3991/ijet.v14i05.8546>

Building Religious..

ORIGINALITY REPORT

11%

SIMILARITY INDEX

PRIMARY SOURCES

1	journal.uny.ac.id Internet	123 words — 3%
2	I Wijaya, R Sefriani, Menrisal. "Validity testing of blended learning based on android smartphones in computer device maintenance course", Journal of Physics: Conference Series, 2021 Crossref	86 words — 2%
3	eprints.umk.ac.id Internet	53 words — 1%
4	tp.pps.uny.ac.id Internet	26 words — 1%
5	www.atlantis-press.com Internet	22 words — 1%
6	journal.trunojoyo.ac.id Internet	19 words — < 1%
7	irep.iium.edu.my Internet	17 words — < 1%
8	humanities.utm.my Internet	16 words — < 1%
9	ijicc.net Internet	

10 words — < 1%

10 www.ijern.com
Internet

10 words — < 1%

11 journal.uad.ac.id
Internet

9 words — < 1%

12 mafiadoc.com
Internet

9 words — < 1%

13 "Citizenship Pedagogies in Asia and the Pacific",
Springer Science and Business Media LLC, 2011
Crossref

8 words — < 1%

14 "The Curiosity of Education Faculty Students in
Learning", International Journal of Engineering and
Advanced Technology, 2019
Crossref

8 words — < 1%

15 N Selvia, Y Hartono, Indaryanti, Scristia, M Yusup.
"Students' high-level thinking skills in creative
problem solving learning model", Journal of Physics:
Conference Series, 2020
Crossref

8 words — < 1%

16 eprints.uad.ac.id
Internet

8 words — < 1%

17 jeltl.org
Internet

8 words — < 1%

18 moam.info
Internet

8 words — < 1%

19 repository.iainpekalongan.ac.id
Internet

8 words — < 1%

EXCLUDE QUOTES ON

EXCLUDE SOURCES OFF

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF