

## Design of citizenship education model development through digital media in strengthening students' character

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### Abstract

This study focuses on designing and developing the Citizenship Education model to strengthen students' character. A continuous effort is needed to create several learning models that strengthen students' positive character. This research used development research. The analysis results are obtained from several stages: the first stage is an analysis by identifying problems and carrying out task analysis, the second stage is a design by concluding learning objectives, the third stage is a development by creating patterns and utilising digital media, the fourth stage is an implementation by applying learning pattern that has been designed, and the fifth stage is an evaluation by observing of whether the learning pattern made can be appropriate based on initial beliefs. Referring to the development of the ADDIE instructional model, the next stage is adapted to develop the Citizenship Education learning model called MPC (Modification of Project Citizen). This model is designed based on digital media and developed by considering the implementation of Citizenship Education in strengthening students' character. This study has a novelty in developing a Citizenship Education learning model based on interactive digital media that delivers material and systematically forms students' citizenship character in the context of the digital era.

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## Introduction

Citizenship Education plays an important role in shaping students' character based on national, social, and humanitarian values. One of the main challenges in civic education is how to integrate effective and relevant learning with the times, especially in the context of digitalisation (Prasetyo et al., 2024). In the face of the 4.0 industrial revolution and advances in information technology, a digital-based educational approach is key to addressing these needs.

The digital transformation of education demands models that not only impart civic knowledge but also cultivate ethical character, resilience, and critical engagement. Digital media, when thoughtfully integrated, can serve as a catalyst for these outcomes, provided that pedagogical frameworks and curricula are adapted to address the complexities of contemporary citizenship (Geboers et al., 2014; Webster, 2024). Therefore, the development of a model for civic education through digital media is a strategic solution for strengthening student character by promoting the values of Pancasila and the spirit of nationalism.

The development of citizenship education models through digital media aims to enhance students' character by integrating modern technological tools and innovative learning strategies (Prasetyo et al., 2024; Trisiana & Utami, 2022). Digital media-based civic education models not only optimise the use of technology to increase the appeal and effectiveness of learning, but also enable students to more easily access information, collaborate, and develop the critical thinking skills needed in the era of globalisation (Hsiang et al., 2024; McGillivray et al., 2016; Suing et al., 2024). By utilising applications, platforms, and digital resources, civic education can be adapted to contemporary needs and challenges (Prasetyo et al., 2024).

Higher education (campus) as a place for Citizenship Education is one of the essential environments, meaning that the campus is a place that provides excellent benefits and influences the strength of the character of students as a young generation. Students in this digital era must have a strong self-concept in managing themselves, their emotions, beliefs and actions or behaviour so that negative issues do not easily influence them. As stated by Rizal & Herlina (2014), the development of group counselling learning is believed to build the young generation's self-concept by creating characters that always respect others and have an optimistic character towards life and their environment. The national character education policy was implemented in 2010 to produce national education targets, developing opportunities for students to always believe in God Almighty, have noble morals and become healthy, capable, creative, polite, courteous, honest, intelligent, harsh, independent and responsible individuals.

Therefore, this character-building program provides a vital intensity to be planned, implemented, and evaluated. The program is expected to have a direct impact on strengthening student character. Character education activities integrated into the implementation of Citizenship Education learning are included in the compulsory and extracurricular curriculum, which are packaged harmoniously through educational policies in the university, so that they can be implemented.

Positive character education for students is one of the efforts to develop students' character (Lickona, 1992; Narvaez & Lapsley, 2008), which is then integrated into the course Citizenship Education. Therefore, lecturers and study programs need to integrate Citizenship Education by utilising digital media with innovative and fun learning models that are expected to encourage students to follow the lecture process so that they can complete it on time.

Several studies have explored different approaches to achieve this goal, focusing on various aspects such as digital literacy, character education, and interactive learning environments. Research by Trisiana & Utami (2022), integration with the project citizen learning model uses a computer program application to integrate the values of the nation's character based on the Minimum Competency Assessment (AKM) and the Character Survey. It focuses on non-cognitive learning aspects such as character assessment and attitudes. The goals of this research are to improve citizenship learning by fostering critical thinking,

creativity, collaboration, communication skills, and technological literacy (Trisiana & Utami, 2022).

The role of formal educational institutions produces intellectual individuals; universities should be able to produce graduates who have character and are responsible for facing the challenges of globalisation. Universities as academic institutions educate and develop science, technology, and art. Therefore, education is not limited to the development of science but also includes the formation of personality, independence, social skills and character. Various programs are designed to realise these goals, especially in strengthening character to be applied in academic environments and society.

In addition, the main goal of Citizenship Education is to develop national insight, a sense of national awareness, and attitudes and behaviours that reflect a feeling of love for the nation and homeland based on national culture (Sumarsono, 2001). Hence, civic education is essential to fostering national awareness of Indonesian citizens, which includes rights and obligations that display participation in the development of national life.

The analysis of the implementation of Citizenship Education in lectures has not optimally shown a solid increase in students' character, so a design for developing a Citizenship Education model using digital media with innovative and fun models is needed. Several problems are still encountered when implementing Citizenship Education courses in the classroom. The learning models are monotonous and conventional, which do not support the character of students who have no motivation to learn, lack responsibility, independence, self-confidence, spirit and other negative characteristics that can hinder students in the learning process and cannot utilise digital media with cell phone technology as a learning resource well. Therefore, it is essential to make a breakthrough in the form of a design for developing an appropriate learning model to make Citizenship Education learning more meaningful. Because technology development in education today requires complex thinking, technology can simplify, enrich, and make learning more enjoyable (Cahyono et al., 2024)

This situation is reinforced by research conducted by Adha & Yanzi (2013), stating that Civic Education learning based on an approach with democratic and human rights values can be designed well; this learning design is received positively by students, so that students have high motivation in learning. Research from Izma & Kesuma (2019) states that Citizenship Education is one form of effort to build citizens' quality through the education process. Therefore, it is an effort to build citizens' quality through the education process. Research from Juliardi (2015) concludes that character education based on Pancasila values, including the values of piety, faith, honesty, social concern and ethical or politeness, meaning that Civic Education is a good vehicle for implementing student character values in the entire process of life, so that students become democratic and character citizens based on Pancasila values. Concluded that the application of the Project Citizen model in Citizenship Education learning is believed to be able to foster students' character as good human beings (Priyanto, 2019). The character values built are religious, responsible, creative, democratic, hard work, tolerance, sense of nationality, fighting for achievement, maintaining friendship and caring for the social environment. Thus, civic education courses are believed to strengthen the younger generation's character in this era and help them become good individuals who can be relied on in society.

This research emphasises the analysis of the preparation of the design of the development of the Citizenship Education model by utilising digital media to strengthen the students' character in taking the lecture process at PGRI University of Pontianak, so that they have a strong character and can complete the study period on time.

## Method

This research was conducted at PGRI University of Pontianak. This type of research emphasises development research. It is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

Research development is carried out through the following stages: (1) conducting studies and collecting information, (2) designing products, (3) compiling and perfecting initial product forms, (4) conducting initial field trials, (5) revising the main product, (6) testing the product in the field, (7) revising operational products, (8) conducting field tests, (9) perfecting the final product, and (10) implementing the material (Gall et al., 2007). The initial stages have been completed by making the necessary improvements to produce a Citizenship Education course module. The teaching materials formulated are lesson plans and student worksheets.

The data collected included primary and secondary data. Primary data is information about informants, locations and events. Informants are the tutors of the Citizenship Education course and students who actively attend Citizenship Education lectures in the even semester.

The data collection technique in this research used several methods: field observation by conducting participant observation, GFD (Focus Group Discussion), in-depth interviews, and documentary studies. Furthermore, the sampling technique applied was purposive sampling. Data analysis in this qualitative study referred to the interactive analysis model developed by Miles et al. (2014), where the data collection process is carried out by systematically reducing, presenting data, and drawing a conclusion.

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Furthermore, limited data analysis involves three main components, namely data reduction, data presentation, and drawing and verifying conclusions. Limited trials were conducted as initial trials to collect data on the effectiveness of the instrument, interviews with the following tests: 1) initial data collection, researchers conducted interviews, and discussions with sources, namely lecturers and students, 2) the data that has been collected is selected, focused, simplified, so that it can be re-arranged, 3) after the data from the data reduction is arranged in narrative and table form, the purpose of this presentation is to make it easier for researchers to find out the initial pattern or inconsistency in the instrument used, 4) then the researcher draws temporary conclusions about the effectiveness of the instrument and the feasibility of the Design Approach to Developing a Civic Education Model Through Digital Media in Strengthening Student Character, 5) based on the results of limited trials, researchers make revisions or improvements to the interview guidelines, documents and observation focus to facilitate general testing steps.

Furthermore, extensive trials are conducted to collect primary research data from more sources, namely; 1) data is collected from sources through in-depth interviews, documents, and observations based on a refined instrument approach, 2) then the researcher carries out a more systematic and in-depth data reduction process, by coding the data, categorising it, and analysing it to find consistent themes and patterns, 3) the data that has been coded, categorised, and analysed is then arranged and displayed systematically to show the relationship between categories and themes, 4) then conclusions are drawn and their validity is verified through data triangulation, discussions with sources (member checking), and consistency tests between data sources, 5) then the researcher links the results with the theory used, and explores the implications of the findings for the context, namely; Designing a Civic Education Development Model Through Digital Media in Strengthening Student Character. This interactive analysis model is carried out continuously throughout the research to ensure the accuracy of the data in the research findings.

## Results and Discussion

The research results were analysed and processed from observations, interviews, and documentation related to the design of Developing Citizenship Education to strengthen the students' character by utilising digital media. The interview and observations revealed that developing a Citizenship Education model to strengthen students' character has never been



designed in the Citizenship Education course at PGRI University of Pontianak. Implementing the design has not been carried out on students. Based on the results of interviews and observations obtained from several sources, it was stated that the learning methods used by lecturers are monotonous and conventional, which do not support the character of students who have no motivation to learn, lack responsibility, independence, self-confidence, spirit and other negative characteristics that can hinder students in the learning process and cannot utilise digital media with cell phone technology as a learning resource well.

Several factors found in the field have caused students not to have a strong character themselves, including not being enthusiastic about learning, tending to follow friends, not motivated to go to college (lazy), not being interested in becoming a teacher (due to parental wishes), not being able to build work time with study time optimally, these factors cause students not to be responsible and independent with all their lecture activities, both in attendance and active activities in class. In addition, the students are also not on time in doing assignments given by lecturers, causing some students to fail courses and not finish lectures on time.

Seeing such a situation, it is essential to strengthen the students' character in learning Citizenship Education at PGRI University of Pontianak by developing an innovative and enjoyable learning model, aiming to develop students into quality individuals. Learning is a system and process in which students and educators are assessed systematically to achieve effective and efficient learning goals (Komalasari, 2013). It combines two learning and teaching activities. Thus, learning is an interaction and effort prepared and designed by educators and students using learning principles to strengthen students' character (Susanto, 2016).

Strengthening character aims to build a superior nation with a noble, moral, tolerant society with a good attitude. According to the Ministry of National, character education intends to develop the character of the nation based on Pancasila values, which consist of aspects: (a) to form the ability of students to become people with good hearts, minds and behaviours, (b) to foster a nation with character based on Pancasila values, (c) to have self-confident children of the nation, an attitude of pride in their country and nation, and can develop potential abilities that love humanity. Learning objectives are goals that show knowledge, abilities, skills, and attitudes that students should possess, resulting from learning displayed in behaviour that can be observed and measured (Daryanto, 2013). Therefore, an educator must have methods and strategies for formulating learning materials to encourage students to be more interested and motivated. Learning materials will be delivered in the teaching and learning process; they will not run without learning materials (Djamarah & Zain, 2010). Therefore, Citizenship Education is a compulsory curriculum course taken by all students, teaching students about Indonesianness, how to become valuable human beings, how to build a sense of nationality, and how to love one's homeland. The students are expected to become good and educated people or citizens. in society, nation and state life. This directs the Citizenship Education course as a course for developing students' personalities to motivate them to learn independently and complete the study period.

Citizenship Education also aims to foster a sense of nationalism and national moral values in students early on. This educational process is a milestone in implementing the obligation to achieve rights as citizens for the sake of the existence and glory of the nation and state. Citizenship Education is a character education developed systematically and systematically to be inseparable from national development and character policies (Pahlevi, 2017). Thus, it is very relevant to the focus of this research, which focuses on the design of the development of the Citizenship Education model in strengthening students' character by utilising digital media, by observing cases that occur in community life, with the hope that students can analyse and learn from the observed cases for self-improvement in the future. In addition, the Citizenship Education course can also function as a vehicle and means of developing the positive character of students and can encourage the awakening of student awareness in fostering self-confidence, responsibility, independence and other positive characteristics to facilitate and accelerate the process during lectures. Character education in Citizenship Education needs to be implemented

with a learning model development design (Trisiana, 2019). In this way, Citizenship Education learning can strengthen the character of Indonesian citizens in the digital age and technological revolution.

Referring to the results of research conducted by Trisiana (2019), the researcher tried to adopt project modifications in the implementation of character education in Citizenship Education learning by designing a project-based learning model that has been readjusted to be more relevant to the challenges of the digital age and the technological revolution. The goal is to foster strong and resilient student character values in the context of life in the digital era. The new project modifications in the research and what distinguishes it from the study conducted by Trisiana (2019), namely: 1) focus on aspects of strengthening character in modifications to digital challenges in the form of digital ethics, information literacy, media responsibility, 2) the project approach uses interactive digital media as a priority product, 3) then in the student aspect in this project modification, students as agents of social change who actively design solutions to issues of national and state life, 4) in this study there is an integration of Citizenship Learning and Technology by combining technology as a medium and object of character learning, 5) and modifications in this Project-based learning prioritise a learning approach that makes students the centre of learning.

Innovative education and meaningful Citizenship Education model development design are needed for students using digital media such as YouTube, TikTok, IG, and Twitter. This innovation in the form of a model development design can provide positive benefits for student learning in the early semester. Namely, students can be more motivated and enthusiastic in following the lecture process to finish their studies on time. This concept is supported by Yuniarto & Yudha (2021) research, stating that learning in the era of Society 5.0 prioritises technology, whereas learning media utilises social media as a relevant learning medium in educating the current generation, because the use of social media is very familiar among students. Furthermore, the researcher revealed that students must have good digital literacy skills to support and develop their academic, personal and professional achievements and collaborate with the broader community. Good digital literacy skills can improve the character education of intelligent and critical students in welcoming the era of Society 5.0.

The purpose of this study is the same as previous researchers, that students must have the skills to utilise digital media to improve their social skills, so that students have civic skills in strengthening their character, so that they do not easily give up and are not eroded by negative issues that can hinder learning motivation in completing the study period. In line with that, Basariah et al. (2024) state in the results of their research that learning Citizenship Education with a project-based approach can also make a significant contribution to students' understanding and skills. This approach is relevant to the local context and contributes a strong foundation for students to participate actively in the global community. In addition, the implementation of digital citizenship learning among students is believed to be able to help them strengthen their character of responsibility and ethics in utilising and selecting digital content that is suitable to be used as a learning resource, which includes developing social and moral awareness and can take advantage of positive things to create ethical and moral sensitivity in utilising technology to develop good digital citizens (Setyawan et al., 2023).

Based on the strengthening of previous research results, the researcher developed a design for creating a Citizenship Education model that utilises digital media at PGRI University of Pontianak. This model aims to enhance the development of students' character by incorporating contemporary digital tools, ensuring the integration of critical values such as civic responsibility, nationalism, and social awareness. The adoption of digital media in the model is designed to provide students with more accessible, interactive, and engaging platforms for learning, while simultaneously preparing them to navigate the challenges and opportunities of an increasingly digitalized world. The design for creating a Citizenship Education model by utilising digital media to enhance the students' character using the ADDIE model is as follows:

**Table 1.**

*Design of Development of Citizenship Education Model Through Digital Media in Strengthening Student Character by Using ADDIE Model*

| Digital Media  | Learning  | Students' Character   |
|--|---|---|
| Searching for information with social media (hand phone) | <ol style="list-style-type: none"> <li>1. Mapping the main material/topic of the lecturer.</li> <li>2. Reading the main material.</li> <li>3. Listening and paying attention to the main material.</li> <li>4. Seeing with or without tools (source: TikTok, YouTube, Twitter, Instagram)</li> </ol>  | <ol style="list-style-type: none"> <li>1. Training students to have character: seriousness, patience, willingness, thoroughness and the ability to distinguish between negative and positive information on social media.</li> <li>2. Training students' critical, analytical, deductive and comprehensive abilities</li> </ol> |
| Identifying issues/problems in the topic/material        | <ol style="list-style-type: none"> <li>1. Students are given the opportunity to ask questions about information if they do not understand the lecturer's explanation.</li> <li>2. If students understand, they can identify the problem and make a summary of the problems found in the topic.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Developing creativity,</li> <li>2. Curiosity,</li> <li>3. Compiling a list of questions to get used to thinking critically and intelligently.</li> </ol>  |
| Simulating on social media                               | <ol style="list-style-type: none"> <li>1. Students conduct experiments on social media utilised.</li> <li>2. Students read other sources besides books and analyse the objects or activities occurring through social media.</li> <li>3. Students discuss with the group team.</li> <li>4. Students can conduct interviews with sources that are in accordance with the main issues discussed.</li> </ol> | Developing character, meticulousness, self-confidence, and politeness, communicating, and gathering information from other sources.   |
| Managing digital information data                        | <ol style="list-style-type: none"> <li>1. Students manage information obtained from various sources, experiments, and observing activities from social media and the environment.</li> <li>2. Students manage information data collected from knowledge and interview results. Then, trying to find solutions from the data that have the same or different opinions</li> </ol>                           | Developing the students' character, meticulousness, honesty, hard work, responsibility, self-confidence, and ability to analyse and apply procedures with analytical, inductive, and deductive thinking skills in making conclusions.   |
| Compiling analysis of digital media development results  | <ol style="list-style-type: none"> <li>1. Students present the results of their observations and convey interesting things to discuss further.</li> <li>2. Students conclude based on the results of the analysis orally, in writing or using other media: making field notes from interviews.</li> </ol>   | <ol style="list-style-type: none"> <li>1. Developing the students' character, honesty, meticulousness, responsibility, and self-confidence</li> <li>2. Thinking systematically.</li> <li>3. Expressing opinions clearly.</li> <li>4. Learning how to communicate well and correctly.</li> </ol>                                 |
| Delivering digital media analysis results                | Delivering the results of analysis, field notes, and new findings that are considered interesting from the studied problem.   | Developing students' character, analytics, creativity, and confidence in presenting analysis results.   |

| Digital Media   | Learning   | Students' Character   |
|---|--|---|
| Reflecting on experience from learning to analyse issues/problems using digital media | Lecturers and students evaluate and reflect on the learning outcomes that have been achieved | There is a transformation of good practices from identifying problems and finding solutions to avoiding and resolving the issues faced. |

*Source: Research Data, 2025.*

The use of digital media in Civic Education learning plays a very important role in developing not only students' knowledge but also their character. Based on the table presented, there are a series of activities that students can do to utilise digital media, such as searching for information through social media, identifying issues or problems in learning materials, and conducting simulations or experiments using social media platforms. Each of these activities has a significant impact on student learning and character development. One of the first activities carried out is searching for information through social media using mobile devices. Students can map the main material from the lecturer, read the material, listen, and pay attention to information through platforms such as TikTok, YouTube, Twitter, and Instagram.

Through this method, students are trained to have a serious, patient, and thorough character in selecting positive and negative information on social media. Moreover, they also learn to think critically and analytically, as well as hone their deductive skills in analysing various sources of information. After that, students are given the opportunity to identify issues or problems in the material they are studying. They can ask questions if there is something they do not understand or summarise the problems they find. This activity trains students' creativity and curiosity and accustoms them to formulating questions that will hone their critical and intelligent thinking skills. Thus, students not only learn the material but also actively engage in the learning process.

Next, students can conduct simulations or experiments using social media, where they read various sources other than books, analyse phenomena occurring through social media, and discuss with their group mates. They can also conduct interviews to dig deeper into the issues being studied. These activities develop students' character, such as accuracy, confidence, manners, and effective communication skills. Students learn to gather information from various sources, analyse it, and apply it in group discussions.

In addition, students are also asked to manage the information data they collect from various sources. They organise data from experiments, observation of activities, and interviews, then try to find solutions based on that data. This process not only develops students' character in terms of accuracy, honesty, and responsibility, but also trains them in analytical, inductive, and deductive thinking. Thus, students are trained to be able to draw logical and applicable conclusions based on the available information.

Then, students are asked to compile an analysis of the results of their digital media development. They must present their observations and convey interesting points that can be discussed further. This presentation can be done orally, in writing, or using other media such as field notes from interviews. This activity develops students' character, such as honesty, responsibility, and confidence, as well as improving their ability to think systematically and express their opinions clearly. In addition, students also learn to communicate in a good and proper manner.

In the final stage, students are asked to present their analysis results. They must present their analysis results, field notes, and new findings that are considered interesting for further discussion. This activity not only hones students' analytical and creative skills but also helps them develop confidence in presenting their analysis results in public.

The process of reflecting on the experiences gained during this learning process is also a very important part. In joint evaluation and reflection between lecturers and students, they can assess the learning outcomes that have been achieved. This process allows students to



experience a transformation in the way they identify problems and seek solutions, as well as providing a deeper understanding of how to avoid and solve problems encountered in the future.

Overall, the use of digital media in Civic Education learning is not only intended to enrich students' knowledge, but also plays an important role in shaping their character. Through these activities, students are trained to become individuals who are not only academically intelligent, but also have strong character traits, such as honesty, responsibility, thoroughness, and the ability to think critically and analytically. Thus, they are prepared to become responsible citizens who are open-minded and able to face the increasingly complex challenges of the times.

Based on the results of the research and discussion regarding the design of the development of the Citizenship Education model in strengthening students' character through digital media described above, it can be seen that the development of the Citizenship Education model in enhancing students' character in the current era of globalisation is something urgent because it can lead the young generation of Indonesia in producing students with a good character to realise a good democratic process, governance, a state of law, and civil society. It is strengthened by Alam & Permana (2022), stating that understanding is fundamental and influential in forming the nation's character, so students should be responsible for themselves and society. Suhaida & Syarifah (2019) confirm that creating the character of capable, intelligent, skilled students requires continuous efforts in learning Citizenship Education, and one way to do this is to develop an innovative and fun learning model. The development of this learning has a significant role in increasing the effectiveness and attractiveness of the learning process. The importance of developing Citizenship Education learning is also stated in Rube'i & Suhaida (2021) that Citizenship Education is one of the solutions to instil democratic values in students so that students have the courage and freedom to strengthen their character in expressing opinions, respecting the views of others, taking responsibility and being tolerant. Maulidah et al. (2023) in her research, emphasised that lecturers must expand the practice of using creative pedagogical design by utilising digital technology to increase students' creative thinking skills.

Students' understanding and awareness of the importance of strengthening character through digital media in Citizenship Education lectures has a crucial function. This is because it teaches about positive character values that help students become responsible citizens for themselves, their parents, and society. Therefore, the role of Citizenship Education lecturers in designing the model development to strengthen students' character by utilising digital media at PGRI University of Pontianak is vital. Thus, it is necessary to develop innovative and enjoyable model designs so that students are more motivated to continue learning, broaden their knowledge, and build strong characters, so that they are encouraged to complete their studies on time.

## Conclusion

The design of developing a Citizenship Education model in strengthening students' character is essential to be developed through the use of digital media, TikTok, YouTube, Twitter, and IG as a supporter of the implementation of innovative and enjoyable learning processes developed with Analyse, Design, Develop, Implement, and Evaluation or (ADDIE) and structured as followings, the first is identifying needs, issues, and problems from the primary material of discussion, the second is designing the objectives of innovative and enjoyable Citizenship Education learning, the third is developing the process of compiling a blueprint (a design or framework used as a reference in compiling a product, the fourth is implementing the learning systems and steps created, the fifth is evaluating the process whether the learning system compiled is successful and appropriate according to the initial goals and expectations and the sixth is the final stage of the ADDIE learning system design model, which is to be further adopted and developed in the stages of developing Citizenship Education learning model, namely, Citizen Project Evaluation (PC) or Modification of Project (MPC).

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### Ethics Approval

No ethics approval was required because this study used classroom experiments, observations, and light interviews without involving medical intervention or actions that could harm the subjects. Student and faculty participation was voluntary, with the confidentiality of respondents' identities maintained.

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