The development of the national character grand design through the "Smart Mobile Civic" application as an evaluation of civic education learning

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Abstract: The digital learning revolution can be implemented through various models and media, one of which is the development of the Project Citizen model, realised in an application called "SMART MOBILE CIVIC". It can be stated, addressing the challenge of shaping a comprehensive grand design for national character requires ensuring that character education in higher education adapts to and remains relevant within the evolving landscape of digital era learning transformations. In this context, the present research seeks to formulate a policy framework for strengthening national character by employing the "SMART MOBILE CIVIC" application as an evaluative medium for the Civic Education learning process. The novelty of the socio-cultural science and technology product lies in the 'SMART MOBILE CIVIC' application, a computer/Android-based program designed to integrate national character values and measure digital literacy skills through the 'Character Survey' within the non-cognitive learning aspects of Civic Education. Data collection was conducted using several methods, including field observation (participant observation), focus group discussions (FGD), in-depth interviews, documentary studies, and questionnaires. Data analysis used in qualitative research is based on the Interactive Analysis Model. According to this model, in data collection, researchers continuously reduce and present data until a conclusion is drawn. The results of the study show that, first, the implementation of national character integration through the "Smart Mobile Civic" application serves as a conceptual and operational reference for the development, implementation, and assessment of grand design at every educational path and level. The character configuration, in the context of the totality of psychological and socio-cultural processes, is grouped into Spiritual and Emotional Development, Intellectual Development, Physical and Kinesthetic Development, and Affective and Creative Development. Second, the development and implementation of character education need to be carried out by referring to the grand design used as an evaluation of civic education learning through 7 (seven) systematic steps that refer to the measurement of global citizenship competencies.

Keywords: smart mobile civic; learning evaluation; civic education; national character grand design.

Introduction

The digital revolution has greatly facilitated the replication of information, yet verifying its accuracy remains a challenge. Similarly, in the post-pandemic era, this revolution continues to enable the storage and tracking of facts, articles, and statistics to this day. In the Indonesian context, the education system has predominantly prioritised the enhancement of competencies and knowledge acquisition, while giving comparatively less attention to cultivating virtuous character and reinforcing national identity among learners. To date, Indonesian education appears to focus heavily on intellectual development, with limited emphasis on moral and ethical formation. In this case, it can be stated that integrating digital literacy into educational and academic settings is essential for supporting effective learning processes. The implementation of digital literacy skills can help individuals engage with and utilise technology more judiciously. In the field of technology, particularly in information and communication, digital literacy is closely tied to the user's abilities (Battistich et al., 2004). The ability to use technology as wisely as possible to create positive interactions and communication, even in the pandemic era.

One alternative model applied in citizenship education is the Project Citizen approach. This model is designed to provide learners with practical experiences in understanding the stages and methods involved in political processes (Flammia, 2014; Owen & Irion-Groth, 2020; Rafzan et al., 2024). The conceptual foundation of Project Citizen is rooted in critical and reflective thinking, a perspective first introduced by Dewey (1910) through his framework, *How We Think*. This approach was later developed into the Reflective Inquiry model by Barr et al. (1978) and further refined by Arthur (2005). Through a variety of learning activities, the model aims to equip students with competencies aligned with 21st-century educational standards and the demands of digital media literacy. Such competencies are particularly relevant during the pandemic era and support the implementation of the independent learning curriculum in higher education (Gall et al., 2007).

Today, creativity and innovation are crucial to achieving sustainable development in Indonesia. Students who are currently taking the learning process at universities must be prepared to become true learners who are skilled (agile), diligent and have a high fighting spirit. Independent Learning (*Merdeka Belajar*) activities will leave a more meaningful impression on students if they are accompanied by the spirit of Independent Learning from lecturers. The introduction of the Independent Campus (*Kampus Merdeka*) initiative positions teaching practices as a key indicator for evaluating the effectiveness of educational programs in today's technology-driven digital era. Nonetheless, advancements in technology should not lead to a deterioration of students' ethical and moral values. Lecturers are expected to exercise independent judgment when interpreting each competency within the material delivered to students. Furthermore, they are encouraged to create stimuli that foster collaboration, inspire creative outputs, and cultivate awareness that the present era demands students become innovators rather than merely adhering to established norms. By holding the Independent Campus program, ultimately, the university can produce superior, pious, civilised, knowledgeable, professional, and competitive Indonesians, as well as contribute positively to the development of national character (Center for Indonesian Civic Education, 1999; Ellis, 2009).

Given that character education can be tailored to each individual, it has the potential to focus on personal strengths and capacities. Character education grounded in individual potential, as described by Hass (2001), is an approach that not only nurtures and develops students' intellectual abilities, technical skills, productivity, and innovation but also fosters their overall character formation. Character education that emphasises individual potential aims to transform attitudes from counterproductive tendencies toward creative and constructive behaviours (Kirschenbaum, 1995). The

envisioned relevance of character education for the Indonesian nation can be achieved through the application of the Project Citizen learning model, which has been adapted as an approach to optimise Civic Education by integrating national character values within the SMART MOBILE CIVIC platform. This is due to the fact that all learning activities within this model are integrated with technology, encompassing both technological processes and hardware and software components. Technology, as a process, encompasses various aspects, including organising instructional content and selecting appropriate learning strategies. In applying the blended learning approach, educators must possess proficiency in operating technological tools for various instructional activities, including material delivery, discussions, independent practice, and student assessment, whether conducted in person or through online platforms.

A notable innovation within the Project Citizen framework is the integration of technology aligned with policy paper guidelines. Policy papers with a focus on nationalism serve as organised and systematic references, utilising specific policy frameworks or models as their basis (Bonney et al., 2009; Feldman et al., 2007; Owen & Irion-Groth, 2020). Good character represents a fundamental quality desired in shaping future generations. According to the Greek philosopher Aristotle, good character entails living in a way that upholds what is right for both oneself and others. Aristotle emphasised that a virtuous life encompasses personal virtues—such as self-control and moderation—as well as social virtues, including generosity and compassion. Therefore, we need to control ourselves, regulate our desires, and channel our energies into doing good for others. In the context of higher education, the relevance of character education is evident through learning outcomes such as critical thinking skills (civic knowledge), collaborative skills (civic disposition), perseverance (civic virtue), leadership (civic responsibility), and creativity (civic skills).

Character education can be implemented through humanitarian projects by preparing exemplary students who uphold humanitarian values and carry out their responsibilities in line with religious, moral, and ethical principles, while also fostering social awareness so they are able to identify, analyse, and address problems according to their interests and areas of expertise. At this point, the university aimed to design and implement character education models through a blended learning approach, ensuring their alignment with the intended learning outcomes. The development of strong character is a key foundation for shaping Indonesia's Golden Generation 2045, alongside proficiency in fundamental literacy and the mastery of 21st-century skills.

Findings from a preliminary study held on November 20, 2024, during the AP3KnI Central Java Seminar and Focus Group Discussion (FGD) at Unimus Semarang, revealed the presentation of the Independent Learning Curriculum implementation—developed as a continuation of the MBKM preparation—to Civics lecturers affiliated with the Pancasila and Citizenship Education Lecturers Association (AP3KnI) in the Central Java region. The percentage results from this activity are summarized in the following description: Lecture methods and conventional learning models are used more often than innovative learning at 70%; Lack of learning resources used in class at 60%; Learning tends to focus on the cognitive domain at 75%; There is no digital learning media produced and used for development as evaluation material for character surveys (minimum competency assessment) at 80%.

This makes the Project Citizen innovative learning model a viable alternative for lecturers to offer students greater autonomy in their learning. By using Project Citizen, which incorporates national character values and is enhanced by digital skills through the SMART MOBILE CIVIC application, students can learn either offline in the classroom or independently online. In this case, the students are granted the freedom to explore information sources to accomplish their tasks and to employ technological devices as tools and resources for learning (Nobre & Moura, 2017; Sherman & De La Paz, 2013; Sibayan et al., 2019). Standard operating procedures can be used as a reference

framework for paper policies, ensuring alignment with the objectives of Independent Learning in universities. This approach encourages the creation of autonomous, flexible, and student-centred learning, while maintaining national values and character building. Thus, strengthening learning during and after the pandemic can support the implementation of the *Merdeka Belajar* curriculum (Nursjanti et al., 2021; Sudrajat et al., 2023). Therefore, it is expected that comprehensive learning outcomes will cultivate graduates with strong character, capable of actively and responsibly engaging with national issues, while also contributing to the social sciences, humanities, arts, culture, and education. Based on this background, the research problem formulation is formulated as follows: (1) In what ways is national character integration implemented through the Smart Mobile Civic application as an evaluation tool for Citizenship Education learning in higher education? (2) What is the grand design for integrating national character through the Smart Mobile Civic application?

Method

This research is crucial due to the ongoing challenges in empowerment, the low quality of human resources in Indonesia, and the moral crisis that necessitates social engineering to reinforce the social system. In addition, there is also a need for an effective model to integrate the strengthening of national character in public and private universities (PTN/PTS), which would influence the utilisation of digitalisation in Civic Education learning. Overall, this research benefits stakeholders by highlighting that Civic Education learning and the strengthening of national character, including the Pancasila student profile, need to be implemented on a large scale, both through policy frameworks and the evaluation of the *Merdeka Belajar* curriculum in higher education.

This study is categorized as research and development (R&D), following the R&D stages outlined by Gall et al. (2007), in which the process including, The stages include researching and collecting information related to the needs of the product to be developed, planning the product preparation, creating the product design or draft, conducting initial field trials with expert evaluations, revising the initial design, carrying out further field trials, revising based on field test results, performing operational trials, finalizing revisions of the product, and finally disseminating and implementing it (Sukmadinata, 2005).

In this study, the primary data were gathered from information on informants, locations, and events obtained through on-site inspections. Participants in the study included students, lecturers, and other stakeholders associated with the implementation of character education. Secondary data were obtained from various relevant documents issued by institutions associated with the implementation of character education in higher education, encompassing both public and private universities in Central Java across three clusters. The data collection process employed multiple methods, including participant observation, focus group discussions, in-depth interviews, and documentary analysis. The qualitative data were analysed using Miles et al. (2014) interactive analysis model, in which data reduction and presentation were conducted continuously until the final conclusions were reached.

After completing the first phase of the Preliminary Study, the second phase, the Educational Product Development Trial, consisted of two steps: the first, a limited trial, and the second, a broader trial. The first field trial was conducted after the initial product draft, consisting of the smart mobile civic application guidebook, received validation from experts. This process assessed whether the product design, in this case the new teaching method, would be rationally more effective than the old one. It was termed rational because the validation here was still an assessment based on national thinking, not field evidence. This second field trial used a quasi-experimental design. In this design, there were two groups: the experimental group, which received treatment using the SMC product, and the control group, which used conventional methods.

Results and Discussion

Results

The Smart Mobile Civic (SMC) application is a mobile-based platform developed to facilitate students' learning of the Pancasila and Citizenship Education course, particularly emphasising character education content. This application can be downloaded and installed on students' smartphones, making learning more practical. The use of Project Citizen-based SMC requires software in the form of an SMC application and hardware in the form of an Android smartphone with a minimum RAM capacity of 2 GB. The main menu display consists of four options, namely User Guide, Project Citizen-based SMC Steps, Character-Based Smart Project, and Profile. Each menu will display the appropriate page when selected by the user (Trisiana et al., 2024). The integration of national character through the SMC application is designed as an alternative to overcome national crises, particularly character crises. Character itself is relatively defined as a permanent behaviour, whether good or bad. The generation of 2045 is expected to be a "golden generation with character". The grand design of national character is a strategic plan to shape a generation of Indonesians with character, dignity, and progress through education (Astuti et al., 2019; Harmanto et al., 2018; Rokhman et al., 2014; Yuliana et al., 2021). Some educators consider character education to be a new subject that adds to the curriculum load, a perception that is not entirely wrong. However, character education is not really about adding subjects, but rather about improving the existing learning process to include the development of a citizen's character. In addition, character building is not a separate topic, but is integrated into courses, self-development programs, and the culture of educational units.

Character development cannot be formed instantly; rather, it requires a long, careful, and systematic process (Shields, 2011; Singh, 2019). Based on the history of human thought, character education must be adapted to the developmental stages of children from early childhood to adulthood. In addition, Lickona (2013) defined the important stages of character education, The stages include habituation as the initial step in character formation, understanding and reasoning about values, attitudes, behaviors, and character, the application of these behaviors in daily life, and reflection, where students consider the effects and benefits of their actions for themselves and others (Ololube, 2011). At this stage, character education can have a lasting impact.

Based on these principles, character education programs need to be designed with the following foundations,

a. Sustainable – Character development occurs from the time students enter the educational unit until they graduate, spanning from elementary school to high school. Character education in high school is a continuation of a process that has been going on for the previous nine years.

b. Through all subjects, self-development, and the culture of the educational unit, Character values are developed through curricular, co-curricular, and extracurricular activities. From this statement, it can be inferred that the subjects of Citizenship Education and Religious Education are expected to produce both instructional impacts and accompanying impacts (nurturant effects), while other subjects are expected to produce at least accompanying impacts.

c. Values are not taught, but developed (value is neither caught nor taught, it is learned) – Character values are not just teaching materials, but must be internalised through the learning process, not taught like concepts or theories.

d. Active and enjoyable process – Character education is carried out by students actively, while teachers play a supporting role (*tut wuri handayani*) in a learning atmosphere that is enjoyable and free from indoctrination.

e. Implementation in all learning processes – Character education must be integrated inclusively into all learning activities, both in-class and outside class, as well as in educational units, families, and communities, so that it does not become an exclusive program for only certain subjects.

Restating the terminology used by Kerr (1999), when explaining the content and mode of Citizenship Education, the character education learning process should be carried out inclusively across all subjects in class, outside class, educational units, families, and communities. The purpose of developing this learning process is to avoid making character education exclusive, where character-building efforts are limited to certain courses, while other subjects and educational programs—both on and off campus, including within families and the community—do not address it at all. The following will provide a detailed explanation of the implementation of character education in higher education.

Discussion
Character Education Activities in the Classroom

The implementation of character education in the classroom can be done through Citizenship Education courses or other courses. Theoretically, Civics is structured as a subject that integrates cognitive, affective, and psychomotor dimensions through the study of ideas, values, concepts, and morals. Consequently, Civics is expected to generate two simultaneous effects: instructional impact and accompanying impact. Instructional impact can be defined as the direct influence of the learning process, commonly formulated in learning objectives. For example, after studying the topic of democracy, students are expected to be able to identifying the basics of democracy that apply universally and are accepted by all countries in the world (cognitive domain); differentiating democratic practices in various countries based on their respective histories, ideologies, and national goals (cognitive domain); believing in the superiority of a democratic system of government compared to authoritarianism and communism (affective domain); and implementing a democratic lifestyle in the decision-making process (psychomotor domain).

The accompanying impact refers to the subsequent effects that emerge after students experience certain learning activities, such as increased sensitivity to surrounding issues, greater tolerance of differing perspectives, and enhanced creativity and innovation. This impact can only be realised if students obtain optimal learning experiences and can activate all cognitive, affective, and psychomotor potential. Based on this view, the conventional learning process, vesselwhich positions students as empty bottles that must be filled with knowledge, with educators as the sole source of learning, and limits the learning process to the classroom, cannot provide an adequate learning experience. Therefore, to foster a companion impact, an innovative learning model is needed that utilizes a variety of learning resources, both inside and outside the classroom.

Character Education Activities Outside the Classroom

The development of student character is not confined to classroom activities during lectures; it also needs to be reinforced outside the classroom through programs that promote the habituation of character-based behaviours. The inclusion program implemented in all subjects in the classroom should be extended outside the classroom by dividing the responsibility for behavioural coaching among each subject.

Next, the variables for developing national character integration through SMC are described based on 10 questions. Question validity was assessed using the one-shot method, which involved comparing the Corrected Item-Total Correlation values with those in the R table. The results of the test will be presented in Table 1.

The Discussion Item	r$_{item}$	r$_{tabel}$	Description
c. 3_1	0,733	0,361	Valid
c. 3_2	0,847	0,361	Valid
c.3_3	0,798	0,361	Valid
c.3_4	0,716	0,361	Valid
c.3_5	0,719	0,361	Valid
c.3_6	0,709	0,361	Valid
c.3_7	0,893	0,361	Valid
c.3_8	0,828	0,361	Valid
c.3_9	0,862	0,361	Valid
c.3_10	0,745	0,361	Valid

Table 1. Table of Development of National Character Integration Through SMC

Source: Data processed, 2025**.**

Items with a Corrected Item-Total Correlation value exceeding the r-table threshold are considered valid in representing the measured variables. Based on Table 1, all 10 question items meet these criteria; therefore, it can be defined that they are all declared valid.

The Grand Design for Integrating the National Character through Smart Mobile Civic Application

Citizenship is a subject designed to shape diverse personalities in terms of their religious beliefs, socio-cultural background, language, ethics, and character, in accordance with the principles of Pancasila and the 1945 Indonesian Constitution. From this definition, Citizenship Education aims to develop intelligent, responsive, and responsible characterful citizens, with assessments that take into account religious and socio-cultural aspects. The ultimate goal is to cultivate and create responsible citizens while simultaneously reinforcing the nation's character.

Based on the statements and theories above, it can be concluded that citizen intelligence must be reflected in civic knowledge, civic skills, and civic disposition. Under this view, Wahab & Sapriya (2011) emphasised that the development of citizenship should encompass the knowledge, skills, values, and dispositions considered ideal for every citizen. If these three aspects have been achieved, then the objectives of civics learning can be considered successful.

The Discussion Item	r$_{item}$	r$_{tabel}$	Description
d. 4.1	0,437	0,361	Valid
d. 4,2	0,472	0,361	Valid
d. 4,3	0,714	0,361	Valid
d. 4,4	0,637	0,361	Valid
d. 4,5	0,440	0,361	Valid
d. 4,6	0,365	0,361	Valid
d. 4,7	0,503	0,361	Valid
d. 4,8	0,753	0,361	Valid
d. 4,9	0,409	0,361	Valid
d. 4,10	0,615	0,361	Valid

Table 2. The Grand Design for Integrating the National Character through the "Smart Mobile Civic" Application

Source: Data processed, 2025**.**

The table above shows that the question items for variables with a Corrected Item-Total Correlation value exceeding the r value in the table are considered valid for explaining the variables. Table 2 above shows that all 10 question items are valid.

From the discussion above, it can be concluded that the main goal of Citizenship Education is to equip students to fulfil their responsibilities as citizens effectively. This involves becoming responsible citizens who are devoted to God Almighty, think critically and rationally, actively participate in social, national, and state affairs, and develop an identity consistent with Indonesian societal values, allowing them to engage globally alongside other nations through the use of information technology. In

summary, Civic Education seeks to cultivate students into good citizens—individuals who are faithful and devout, respectful and appreciative of others, patriotic, democratic in their actions, responsible, and capable of contributing at the local, national, and international levels.

The novelty of this research lies in the development of a computer/Android application, which is the result of adapting the Project Citizen Model, in collaboration with advances in digital technology through the Smart Mobile Civic (SMC) application program. This application is designed to support the implementation of character education by integrating character values into every stage of the learning process.

The implementation of Project Citizen-based SMC involves seven sequential stages (Trisiana et al., 2024; Trisiana & Utami, 2022), which include providing information aligned with learning outcomes, identifying problems through the lens of character values, selecting class-based problems to study based on these values, gathering information related to the chosen problems, creating poster media that emphasize character values, presenting the posters to an audience, reflecting on learning experiences with a focus on character development, and designing a prototype of the SMC application that integrates Project Citizen's innovative learning principles with interactive digital features, enabling flexible use both inside and outside the classroom to enhance students' character education.

Figure 1. Prototype Design of Smart Mobile Civic (SMC)

Evaluation of Civic Education Learning Through the *Smart Mobile Civic* Application

Evaluation of Citizenship Education Learning is defined as a process to assess the extent to which students have achieved the set learning outcomes. This evaluation is crucial for assessing the effectiveness of the applied learning system and serves as a vital component of the civics education process. In general, the stages of learning evaluation include determining objectives, designing evaluation designs, developing evaluation instruments, collecting information or data, analysing and interpreting results, and following up. In the context of this research, the steps of civics learning that integrate the Smart Mobile Civic application are designed to develop student character, accompanied by relevant learning evaluation stages to ensure the success of its implementation.

The results of the assessment by character education experts *(displayed in the Appendix)* show that the average percentage of agreement between the two experts regarding the learning model was 81.6%. Based on the expert test categories and criteria, this percentage falls into the "very appropriate" category. Details of the assessment scores for each component are presented in the table, including aspects of core competencies, suitability of intellectual, spiritual, and social attitudes, suitability of learning models with the internalisation of character values, and integration of character values with public policy participation.

Furthermore, the results of user assessments regarding the implementation of the SMC application are described. The character education expert assessment results indicate that the average evaluation from users 1 through 5 reached 86.8%. According to the categories and criteria used in the user assessment, this score is considered "very appropriate." To further enhance the role of the Smart Mobile Civic (SMC) application in promoting students' global competencies and fostering creative, contextual work individually and collaboratively, it is recommended to adopt a problem-solving-based learning approach.

This aligns with the research conducted by Lickona (2013), supported by the What Works Clearinghouse (WWC) in the United States. This study identified educational programs to develop students' character by teaching core values. The research findings demonstrate convincing evidence of the impact of character education interventions on behaviour, knowledge, attitudes, values, and academic achievement. According to Thomas Lickona, there are 11 principles of effective moral (character) education: 1. Promotes core ethical values as the basis of good character; 2. Defines "character" comprehensively to include thinking, feeling, and behaviour; 3. Uses a comprehensive, intentional, proactive, and effective approach to character development; 4. Creates a caring school community; 5. Provides students with opportunities for moral action; and 6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and helps them succeed. 7. Strives to foster students' self-motivation, 8. Engages the school staff as a learning and moral community that shares responsibility for character education and strives to adhere to core values that guide the education of students. 9. Fosters shared moral leadership and long-range support of the character education initiative, 10. Engages families and community members as partners in the character-building effort. 11. Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character (Lickona, 2013, pp. 2–5).

Another study on Pancasila and Citizenship Education learning using the Project Citizen Model was conducted by Hass (2001). In the Project Citizen model, the Pancasila and Citizenship Education teaching program is designed for students in middle school from sixth to ninth grade, introducing students to the field of public policy. This model introduces students to the issue of the government's role in public policy. In addition, Pancasila and Citizenship Education, as forms of democratic education, enable students to learn their roles and responsibilities as citizens in the process of creating and implementing public policy (Hass, 2001). Through this model, students are not only invited to understand scientific concepts and principles, but also to develop their ability to work cooperatively to solve problems through practical-empirical learning activities.

From the attitude aspect, according to the characteristics of attitude formation, learning can be directed at the affective process, which includes the stages of receiving, carrying out, appreciating, internalising, and practising. All learning activities should be oriented towards competency stages that encourage students to go through this process.

From a skills perspective, learning outcomes can be attained through activities such as observing, questioning, experimenting, reasoning, presenting, and creating. Each course topic and subtopic should be designed to encourage students to actively participate in the learning process, progressing from observation to creative output.

Conclusion

The goals of implementing character education are to guide students in identifying, comprehending, and internalising national character values as their own, while fostering a sense of responsibility for the choices they make. This process involves identifying options, evaluating them, taking a stance, and ultimately internalising these values according to personal beliefs. Following this principle, students engage in three core processes—thinking, acting, and doing—designed to enhance their social abilities and cultivate awareness as social beings.

Universities can design a comprehensive character education framework aligned with graduate competency levels. Furthermore, strengthening Civic Education can focus on developing civic skills that contribute to cognitive understanding. The study can also be expanded by incorporating more diverse evaluations of character education, particularly in the context of digital technology implementation, such as through the Smart Mobile Civic (SMC) application developed in this research.

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Appendix

Implementation of Smart Mobile Civic in Citizenship Education Learning Evaluation

Activities	Learning Steps Smart Mobile Civic application-based	Learning Activities	Developed Competence and Character
Introduction	Explanation of Information according to the Standard Competition	- Reading, listening, listening, and seeing (without or with tools) - The lecturer divides the class into 4 groups, which will later solve the problem of "Maintaining the Integrity of the Republic of Indonesia" with 4 choices of problem themes, including: 1. Pancasila values 2. Compliance with Applicable Laws 3. Nation Integration 4. Democracy	- The cultivation of the qualities such as seriousness, patience, and meticulousness, as well as the ability to differentiate between general and specific information, while fostering analytical, critical, deductive, and comprehensive thinking skills (*Civic Knowledge*) - Determining Evaluation Objectives
The core	- Identify Character Value-based Issues	Formulating questions to clarify unclear aspects of an observation or to obtain additional information about what has been observed—ranging from factual inquiries to hypothetical ones—serves as a benchmark activity indicator: Students make interview guide instruments, and observations guided by the lecturer in class.	- Developing creativity, curiosity, the ability to formulate questions to form a critical mind that is necessary for smart living and lifelong learning *(civic skill and civic disposition)* - Determining Evaluation Design
	- Selecting a Problem for the class to study based on character values	- Performing experiments - Reading sources other than textbooks - Observing objects/events/ Activities - Conducting the interviews with sources according to the location of each region	- Developing the conscientious, honest, polite attitude, respect the opinions of others, the ability to communicate, apply the ability to gather information through various ways learned, develop learning habits and lifelong learning, (Intellectual attitude, civic skills

			and civic disposition) - Improving the Evaluation Instruments
	Gathering the information related to the selected problem	- This involves processing the information obtained, whether derived from data collection or experimental activities, as well as from observation and other information-gathering processes. - Processing the collected information involves integrating data that broadens and deepens understanding, while also seeking solutions from various sources, including those presenting differing or even contradictory perspectives.	- Develop an attitude of honesty, conscientiousness, discipline, obedience to rules, hard work, the ability to apply procedures, and the ability to think inductively and deductively in conclusion (Intellectual attitude, civic skills, and civic disposition) - Collecting the data, conducting the analysis, and interpretation;
	Developing Character Value-Based in the form of a Poster	Conveying the results of observations, take the best conclusion based on the results of the analysis verbally, in writing, or from another medium: Make field notes on the results of interviews.	Developing an attitude of honesty, conscientiousness, tolerance, the ability to think systematically, express opinions briefly and clearly, and develop good and correct language skills. (Intellectual attitude, *civic skill, and civic disposition*)
	Presenting Media Posters	Modifying, rearranging to find the new findings, and conducting the results of the findings, the new items in an original way	Creating and developing creativity and honesty, as well as appreciation for the work of other people and other nation (*Civic skill dan civic disposition*)
	Doing the Reflection on Character Value-Based Learning Experiences	Lecturers, along with students and Stakeholders, carry out the results of an assessment of the	- There are posted the alternative public policy formulations in solving problems according to the

		reflection of learning outcomes	theme by experts (educational, legal, social)
220			- (Good intellectual attitude, civic skills, and civic disposition)
			- The follow-up of the activity