



Human Rights-Based Learning Design in Higher Education

Mariyani^{1*}, Dian Nastiti²

¹*Universitas Sriwijaya, ²Universitas Amikom Purwokerto

*Corresponding Author. Email: mariyani@fkip.unsri.ac.id

Abstract: The purpose of this study is to provide an overview of learning designs that can support human rights-based education in higher education. This is because it is still found during the learning process in the classroom that students' opportunities are still minimal because they are centered on the lecturer. So we need an innovative and participatory learning model that is centered on students. The method used is a literature review. Literature studies can be obtained from various sources, both journals, books, documentation, internet and libraries. The literature study method is a series of activities related to the methods of collecting library data, reading and taking notes, and managing writing materials. The results of this study that 1). The Student Centered Learning approach in Higher Education is one of the ways to realize human rights-based education; 2). Classes as laboratories must design adult learning (Andragogy) which is characterized by freedom of opinion and independent initiative and 3). Innovative learning based on human rights can use learning methods of brainstorming, case studies and value clarification. These three learning designs provide space for students to actively participate. With this learning design, it is hoped that it will train students to uphold human rights, especially during the learning process

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Introduction

Education is a tangible manifestation of the fulfillment of human rights (HAM) that should be owned by every citizen. But in fact not all individuals receive a proper education in Indonesia. Human rights issues in education should be of great concern to universities. Great attention is shown by the number of state and private universities establishing Centers for Human Rights Studies and incorporating human rights courses into their curriculum. Apparently this is not enough to ground human rights into the campus world. This does not mean that human rights are prioritized over other subjects. However, human rights courses must be integrated with other courses. This is important to do to familiarize learning that upholds universal human rights values and values based on Pancasila.

Human rights and education have two interrelated dimensions, one side of education as a process of achieving human rights but on the other hand it shows that human rights are education (Tilaar, JimnY, & Lody, 2011). This is also reinforced by the results of the 2015 Incheon declaration which stated that "education is a public good, a fundamental human right and a basis for guaranteeing the realization of her rights." The meaning of this Incheon declaration is the importance of appreciation through the educational process. So it is clear that human rights exist in the world of education. Mumtaz (2020) expressed the opinion that universally and globally human rights education is recognized and used as a collective agreement in an effort to achieve human rights awareness through education. One of these efforts was the birth of the 1993 Vienna Declaration and Program of Action. Human rights education was emphasized as an effective step in maintaining social harmony, tolerance and world peace (Mumtaz, 2013). It is clear that education and human rights are closely related.



Therefore, universities as the main forum for human rights education must be able to ensure that a higher education system that explicitly advances human rights education takes into account the following five things, namely: (1) related policies and measures; (2) teaching and learning facilities and processes; (3) research; (4) learning environment; and (5) professional higher education teaching personnel.

In more detail, to improve the national standard of higher education, the Higher Education through its law article 35 states that the development of human rights education policies in higher education contains content of human rights material that is included in the compulsory subject group in the higher education curriculum in all study programs. There are four compulsory subjects in the higher education curriculum, namely: (1) Religion; (2) Pancasila; (3) Nationality; and (4) Indonesian (Undang-undang No 12 Tahun 2012).

The role of universities in this regard is to package innovative learning designs so that these human rights-based learning objectives are realized properly. In fact, the learning methods used in the field are more technological than human. Universities as part of the entire education system in Indonesia are also required to provide quality and effective human rights education. Where both students and teaching staff are not only able to understand human rights in theory, but human rights in practice. Then also the teaching staff is expected to provide human rights courses by using learning methods that are more applicable and able to understand human rights problems that exist in the community, then also be able to share with students, so that they are able to find solutions to these problems together (Fulthoni, 2010).

Therefore, packaging innovative human rights-based learning is certainly in line with a student-centered approach because essentially students play an important role in building the learning experience in the classroom, the teacher is of course as a director, facilitator and motivator. So that freedom in learning is no longer dominated by the teacher. Especially there are still delays in learning adjustments such as the term I am a lecturer, I am a teacher so I am right, just listen. Lecturers are central figures, and approximately 80% of their time is used to transfer their knowledge conventionally (one-way traffic), meanwhile students sit listening to their lectures with minimal activity without activating prior knowledge relevant to the subject (Harsono, 2006).

In essence, understanding human rights is not only in theory, but also understanding human rights in everyday life. In essence, citizenship/civics courses are believed to be able to provide material on human rights content that has positive implications for increasing human rights literacy. This is because the human rights content material is summarized in the Civics learning content material in every education unit, both primary and secondary, as well as higher education. Civics in higher education units, the content of human rights material completely contains a holistic view of Indonesia in an effort to strengthen the personality and identity of Indonesian citizens (Honohan, 2017 & Nurwardani, 2017). This characteristic is a strong distinction for translating Civics teaching content into a student-centered learning frame.

Emphasis on human rights content in student-centered Civics should be pursued as much as possible through participatory learning (Kennedy, 2019 & Martini, 2018). Various content materials are developed in citizenship studies, such as tolerance, human rights, social justice, diversity and equality. With the objectives of Civics described above, it is clear that there is a major contribution to the innovative learning process that can provide students with opportunities to achieve human rights-based education. This study of human rights-based learning is expected to answer the current and future challenges of human rights learning.



Research Method

The method used in this paper is a literature study. Literature studies can be obtained from various sources, both journals, books, documentation, internet and libraries. The literature study method is a series of activities related to the methods of collecting library data, reading and taking notes, and managing writing materials (Nursalam, 2016). The type of writing used is a literature review study that focuses on the results of writing related to the topic or variable of writing. The data collection process is carried out by filtering based on criteria determined by the author of each book/journal taken. The data analysis used is descriptive. This technique is carried out with the aim of revealing various theories that are relevant to the problems being faced/researched as reference material in the discussion of research results (Zed, 2008)

Results and Discussion

Student Centered Learning in Higher Education

Adequate knowledge and psychological conditions make students the subject and object of their own learning process. As already understood, this learning is a long process in developing creative thinking and improving thinking skills into new knowledge that is structured to understand good material and be able to implement it in life. Learning itself is divided into two, namely learning that focuses on lecturers or learning that focuses on students. Student-focused learning is called Student Centered Learning (SCL), which according to Robert in 1983 is an approach or development in terms of learning in which students are required to choose not only what they want to learn but also how and why the material is taught. Studied (Hadi, 2007). Various reviews also define student centered learning as a way of learning that makes students an important component and has an impact on the content, stages of learning, materials and student learning abilities. Through this process, students are expected to be able to take the main role in learning so that the role of the lecturer is only as a facilitator in the learning process in the classroom (Froyd & Simpson, 2008).

In essence, students are a group of people who are growing up with various kinds of physical, social and psychological changes. They are no longer children waiting to be fed by their parents. They have begun to be critical, know what is needed (not just wanted) and what they have chosen, and are increasingly understanding about how to determine priorities. In the context of SCL, spoon feeding for students is no longer appropriate because it makes the learning process slow and students do not have the opportunity to choose the appropriate "menu". The slowness of the learning process that occurs in the SCL paradigm will cause students to always be left behind, unable to immediately adapt to the progress of the times (Suyanta, 2014). Based on the above definition, it is clear that students not only receive knowledge transfer from lecturers but also play an important role in determining learning in the classroom. Therefore, it is necessary to change this learning perspective by making the learning process two-way by making students the main role in learning.

The results of previous studies of this study compare between classes that use the Student Centered Learning method based on Classroom Blogging and classes that use conventional methods. The research carried out concluded that the learning process using the Student Centered Learning method obtained higher learning outcomes (Azizah, 2010). The discussion in the article aims to show that in the learning process using the student center approach, it is found that the fulfillment of human rights in the learning process can be optimized so that the role of students in developing human rights values is well facilitated. Through learning with student centered learning, it will be seen that the habituation of



individual rights starting from expressing opinions, getting fun learning, freedom to develop potential can be achieved properly. The student-centered learning process will certainly provide meaningful understanding and experience. When learning is accustomed to being centered on students, freedom of opinion and being actively involved in learning will be achieved more quickly.

Adult Learning (Andragogy)

The purpose of adult learning is to invite students to study according to the wishes and abilities of each student in order to create learning that fulfills individual rights in the learning process. Therefore, there is a need for a discussion of the right adult learning theory. Andragogy is a model of the learning process of students consisting of adults. Andragogy is also referred to as the technology of involving adults in learning. The learning process can occur well if learning methods and techniques involve students. Self-involvement (student ego) is the key to success in adult learning. For this reason, educators should be able to help students to: (a) define their learning needs, (b) formulate learning objectives, (c) participate in taking responsibility for planning and compiling learning experiences, and (d) participate in evaluate the process and results of learning activities (Sujarwo, 2015). Thus every educator must involve students as optimally as possible in learning activities. Dugan Laird said that andragogy studies how adults learn. Laird believes that adults learn in a way that is significantly different from the way children acquire new behaviors (Hendayat, 2008). Based on the opinion above, it is clear that there are different processes when teaching pedagogically and andragogically. So that different processes will get different results as well. Here are some comparisons of assumptions and models of pedagogy and andragogy:

Table 1. Comparison of Assumptions and Models of Pedagogy and Andragogy

No	Assumption	Pedagogy	Andragogy
1	Student self concept	All activities are centered on the educator starting from teaching materials, activities, when, how to the final goal to be achieved, so that the teacher's responsibility becomes very large.	In general, adults expect more direction, input and even guidance from educators in order to achieve common goals
2	Student Experience	The learning experience depends on how the teacher makes it and is more dominant in presenting audio material through lectures and assignments	More involved in activities during learning so that the main learning resource is for him. The learning method used is more 2-way and solves problems.
3	Readiness to Learn	Always ready to learn for the future, therefore learning activities must be organized in a standard curriculum and the presentation steps must be the same for everyone.	By learning is expected to solve the problem, then learning is to help them find what they need to know, learning programs are arranged according to the needs of their lives and the order of presentation is according to the readiness of students.
4	Learning Orientation	The knowledge learned will only be useful in the future, therefore the curriculum is structured according to a logical sequence	Learning to improve self-ability to develop their orientation, therefore learning orientation is centered on activities as expected by them

(Hiryanto, 2017)



From the 4 comparisons above, we can understand that adult learning (andragogy) provides free space in human rights-based learning, where in adult learning plays an important role. Therefore, the opportunity to package learning that upholds the values of individual human rights will be realized more quickly.

Innovative Learning Based on Human Rights

Packaging innovative learning designs is a big challenge for teachers to internalize certain goals, one of which is also achieving human rights-based learning goals. A teacher should be better prepared for learning with learning methods that provide more opportunities for students to build learning experiences. Some recommended learning methods for teachers to design innovative human rights-based learning are as follows: 1) brainstorming; 2) case studies and 3) value clarification. With the hope that this innovative learning will train students to uphold human rights, especially during the learning process.

1) Brainstorming

This method is a method that explores ideas or ideas from someone about a subject being studied. Providing overall opportunities for students to be able to provide input, feedback, comments on a problem (Tisnowati, 1985). The hallmark of brainstorming is creative and reflective thinking. With the habit of brainstorming, it will be seen how the spontaneous expression of students in giving opinions during the learning process. Express this opinion as much as possible, without considering whether or not that opinion is right. Spontaneity is the basic characteristic of this method. Another characteristic is freedom of expression, where all students are encouraged to freely imagine without restrictions on the thoughts they want to convey. The advantage of the brainstorming method is that it can ensure that all students participate actively, so that they get many ideas related to the material being studied. The advantage of the brainstorming method is that it can guarantee that all students participate actively, so that they get many ideas related to the material being studied (Mabin & dkk, 2017).

The role of the teacher in this method is to straighten out the issues discussed and clarify ideas conveyed by students that may still be doubted by students when expressing their opinions. Other students also respect their friends' opinions without giving arguments against or debating previous opinions. In the learning process, this is where all opinions will be arranged systematically by the teacher to form a concept map that will be easily understood by students (Dewi, 2014) Brainstorming method is a technique or teaching that is carried out by the teacher in the classroom. That is by throwing a problem into class by the teacher, then students answer or express opinions, or comments so that maybe the problem develops into a new problem, or it can also be interpreted as a way to get lots of ideas from a group of people in a short time (Sukarlina, 2019).

This method is suitable to be implemented in universities because it discusses more about a particular case or issue. Especially the actual issues that are the subject of controversy in the community. This method is very useful for training skills in expressing opinions, sharpening ways of thinking, analyzing certain problems, and respecting the opinions of others. However, this method also has several weaknesses, including the brainstorming process that takes a long time, because as much as possible everyone is given the opportunity to express their opinion. In addition, the productivity of the brainstorming method is largely determined by the ability, and orientation of the students to the topic posed. Therefore, this method really requires the creative ability of educators in managing the forum (Aqib, 2013). Following are the steps/syntax of the brainstorming/brainstorming method.

Table 2. The Steps of Brainstorming

No	Steps	Description
1	Introduction	<ul style="list-style-type: none">• The teacher prepares a controversial topic such as the death penalty case for corruptors• The teacher prepared several articles, clippings, videos and others regarding the death penalty case for corruptors
2	Implementation	<ul style="list-style-type: none">• The teacher explains one of the issues raised in the lesson, for example the case of the death penalty for corruptors• Teachers show videos, articles and even videos related to the death penalty for corruptors• Ask a question what is your opinion about the death penalty for corruptors, do you agree or disagree?• Give students the opportunity to express their opinion, if they are not allowed to point to games or other things• Give suggestions to students that this brainstorming does not see wrong or right but the student's view of the case raised• The teacher observes and records the views of each participant and their arguments.
3	Closing	<ul style="list-style-type: none">• Teachers provide comments to sharpen students' opinions or even provide comparisons of opinions• If it is felt enough to get an idea or opinion, the teacher will systematically arrange the important points of the case being discussed• Students will be invited to link their opinions with theories that are in line with the issues discussed so that their opinions will be linked with expert opinions.• Educators provide opportunities for participants to digest the information presented, and respond with various responses or questions.

2) Value Clarification

This method is a method that identifies certain values or principles. Through the process in this case, students are asked for their opinions about certain values or principles and explain their arguments. At the same time they are also asked to give an assessment by considering other points of view. This method is very effective in training students in giving correct assessments. In clarifying the values of life, students are assisted through discussions, problem solving values, dialogues and also presentations. Students are helped to realize which life values should be prioritized and avoided, through discussing conflicts and life cases that contain values or morals (Sutaryanto, 2015).

Sanjaya (2008) suggests that the value clarification model is one of the learning techniques that can meet the goals of achieving value education and is a way of how to instill and explore or express certain values from students. The VCT learning model is a learning model as a means of showing good grades and then it will be applied in real life on a daily basis. The VCT learning model can assist students in assessing the consequences that arise in an action and assist students in exploring, determining, and explaining a value that is considered good. in dealing with a problem by analyzing and assessing the values that already exist and are embedded in students. Therefore, a teacher must develop a plan to be



able to explore the material appropriately. The preparation of lesson plans can also use tools such as dolls that take turns so that students will remain relaxed but can interpret the material in depth.

To use these tools, the teacher can directly give puppets to several participants and ask them to have a dialogue on certain issues according to the topics to be discussed. For example, the topic of labor rights. Students are asked to have a dialogue discussing the proposed topic. To help students, teachers can provide key questions for dialogue. For example, are workers' wages adequate? What causes labor rights not to be fulfilled? There are many other questions that can be developed. After students have a dialogue, other students are given the opportunity to provide responses to what has been dialogued. The VCT learning model is a learning model as a means of showing good grades and will then be applied in real life every day. The VCT learning model can assist students in assessing the consequences that arise in an action and assist students in exploring, determining, and explaining a value that is considered good in dealing with a problem by analyzing and assessing the values that already exist and are embedded in students (Haris & Gunansyah, 2013; Iftania, 2020; Rahayudi, 2013).

VCT has several principles including, (1) many factors that influence attitude change and value inculcation, namely environmental factors such as community norms, family factors, and playmate factors, 2) Stimulus that affects a person's attitude change that has been embedded and has been owned. by these students, (3) developmental factors that affect values, morals so that teachers must consider the level of moral development (moral development) of each student. The social environment and age greatly affect the level of moral development of students. (4) In clarifying values, it is influenced by an attitude rationally so that in the souls of students there is self-awareness to behave in a certain way, not because they feel their obligations. (5) The openness of teachers and students is very necessary in terms of changing values (Turkinan, 2014).

Table 3. The Steps of VCT

No	Steps	Description
1	Introduction	<ul style="list-style-type: none">• The teacher prepares a controversial topic for example the case of Theft During Hunger
2	Implementation	<ul style="list-style-type: none">• The teacher stimulates the reasons why someone steals when they are hungry, from a positive and negative point of view• The teacher begins with "How do you rate the Theft During Hunger case• Provide opportunities for students to give assessments with strong arguments• Provide a stimulus for students to clarify the value of the case
3	Closing	<ul style="list-style-type: none">• Ability to express opinions and clarify, give reasons and opinions, and re-evaluate their opinions after listening to other people's opinions.• Students will be invited to link their opinions with theories that are in line with the issues discussed so that their opinions will be linked with expert opinions.

3) Case Study

Cases that often occur in the world of education are the lack of active students in teaching and learning activities. Less active because students are hesitant or embarrassed in

expressing opinions, but it can also be because the teacher does not give students time to express their opinions, if this continues, students will have difficulty developing and difficult to understand learning because they are accustomed to using rote learning methods . this is where the role of the teacher to overcome this problem. The output of learning is not only that students get good scores in the final exam, but characters need to be improved to be applied by students in the community and for students future (Zulfiqar, 2018).

Case studies are learning methods that are characterized by the presence of concrete cases that are studied during the learning process. Students will be trained to analyze and assess certain social situations (Hartono, 2006). The cases presented are cases where the use of cases as learning media is very useful to train participants to identify existing problems logically and critically, analyze from various points of view, and learn to make resolutions or solutions. Case studies can also increase students' sensitivity to human rights issues. In addition, case studies can also help them to know in depth various phenomena that occur in society. The cases used can be in the form of news, interviews, videos or newspaper articles. This case study is carried out in groups so that collaboration between students will be seen later. Each group discusses the given case, by identifying the problem, analyzing it by providing arguments, and formulating conclusions or suggestions. The results of the formulation are discussed in groups, then presented in front of other groups. The other groups gave responses to the results of the case analysis that was compiled.

Table 4. The Steps of Case Studies

No	Steps	Description
1	Introduction	<ul style="list-style-type: none">• The teacher prepares 3 controversial cases, critical and hotly discussed by the wider community, for example, sexual harassment by teenagers, corruption in the midst of a pandemic and murder by TNI personnel.• The teacher divides students into 3 groups by ensuring the heterogeneity of students
2	Implementation	<ul style="list-style-type: none">• After the group is formed, the teacher distributes cases to be discussed by the group. The teacher explains what the group should do, and what are the expected results from the group discussion process.• The teacher agrees with the students on the duration of the group discussion• After the discussion, the group will make a presentation on the results of the group discussion• Each different group will provide feedback on the results of the other groups' presentations
3	Closing	<ul style="list-style-type: none">• The teacher notes important points in the presentation and discussion process, sharpens certain issues, and provides explanations for issues that arise in the discussion process.

Conclusion

To support human rights-based education, it is necessary to have the ability to design innovative learning in higher education. Some of the ways that teachers can do are as follows: 1). The Student Centered Learning approach in Higher Education is one of the efforts to



realize human rights-based education; 2). Classes as laboratories must design adult learning (Andragogy) which is characterized by freedom of opinion and independent initiative and 3). Innovative learning based on human rights can use learning methods of brainstorming, case studies and value clarification. These three learning designs provide space for students to actively participate. With this learning design, it is hoped that it will train students to uphold human rights, especially during the learning process.

Recommendation

Teachers must have the ability to design innovative learning to support the realization of human rights-based education in higher education. Learning that is designed to be student-centered will make it easier for students to freely express their opinions and participate actively in learning. Several learning designs offered by researchers can be developed according to the needs of learning in the classroom.

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