Source details

Journal of Internet Services and Information Security

Scopus coverage years: from 2019 to Present

Publisher: Innovative Information Science and Technology Research Group

ISSN: 2182-2069 E-ISSN: 2182-2077

Subject area: Computer Science: Computer Science (miscellaneous) Computer Science: Computer Networks and Communications Computer Science: Information Systems Computer Science: Computer Science Applications View all

Source type: Journal

CiteScore 2021
2.5

SJR 2021
0.342

SNIP 2021
1.190

View all documents > Set document alert Save to source list Source Homepage

CiteScore CiteScore rank & trend Scopus content coverage

Year	Documents published	Actions
2022	18 documents	View citation overview >
2021	21 documents	View citation overview >
2020	25 documents	View citation overview >

Year	Documents published	Actions
2019	19 documents	View citation overview >

About Scopus

What is Scopus

Content coverage

Scopus blog

Scopus API

Privacy matters

Language

日本語版を表示する

查看简体中文版本

查看繁體中文版本

Просмотр версии на русском языке

Customer Service

Help

Tutorials

Contact us

ELSEVIER

Terms and conditions Privacy policy

Copyright © Elsevier B.V. All rights reserved. Scopus® is a registered trademark of Elsevier B.V.

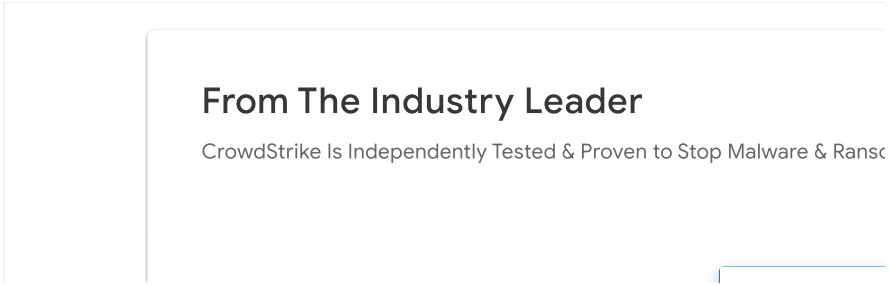
We use cookies to help provide and enhance our service and tailor content. By continuing, you agree to the use of cookies.

also developed by scimago: SCIMAGO INSTITUTIONS RANKINGS

SJR Scimago Journal & Country Rank

Enter Journal Title, ISSN or Publisher Name

Home Journal Rankings Country Rankings Viz Tools Help About Us



Journal of Internet Services and Information Security

COUNTRY

South Korea

Universities and research institutions in South Korea

SUBJECT AREA AND CATEGORY

Computer Science
- Computer Networks and Communications
- Computer Science Applications
- Computer Science (miscellaneous)
- Information Systems
- Software

Engineering
- Electrical and Electronic Engineering

PUBLISHER

Innovative Information Science and Technology Research Group

H-INDEX

6

PUBLICATION TYPE

ISSN

COVERAGE

Journals	21822069, 21822077	2019-2021

OA Journal for Sensor Networks

Join the conversation about this journal

Is Our #1 Reason for Being #1

Try The Full Platform Free for 15 Days. Start A Free Trial Today.

Quartiles

Call for Papers

There Are No Travel Costs or Accommodatior
Costs

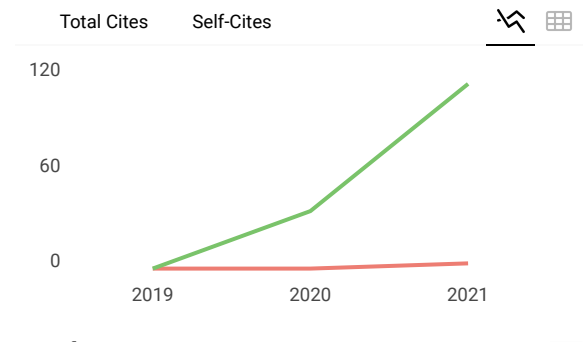
FIND SIMILAR JOURNALS options

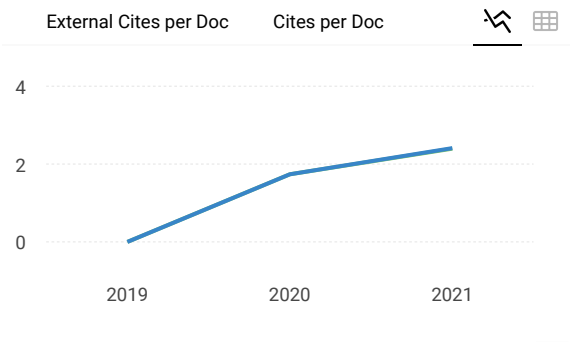
1	2	3	4	5
Security and Communication Networks	**International Journal of Security and Networks**	**Computer Journal**	**Computing and Informatics**	**International Journal of Web and Grid Services**
EGY	GBR	GBR	SVK	GBR
69%	**63%**	**62%**	**61%**	**61%**
similarity	similarity	similarity	similarity	similarity

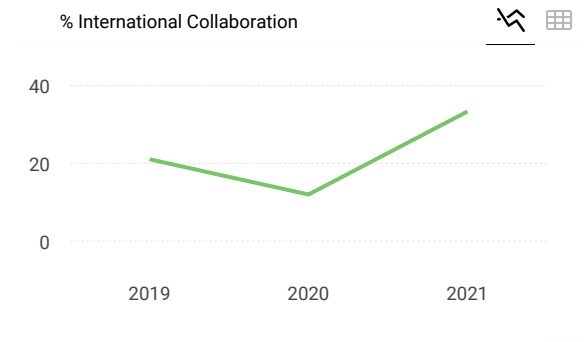
SJR

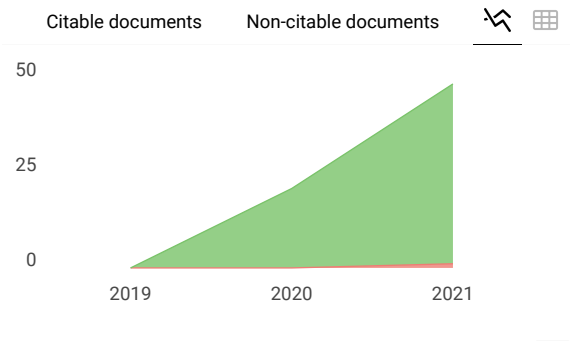
Total Documents

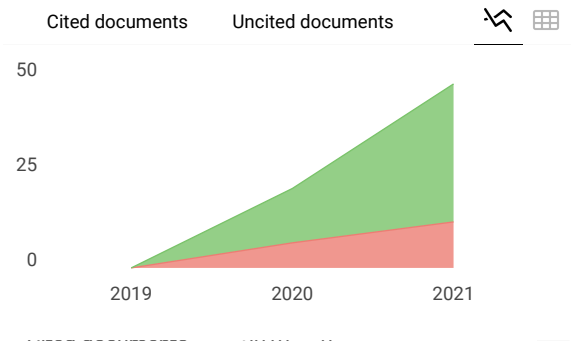
Citations per document











← Show this widget in your own website

Just copy the code below and paste within your html code:

```
<a href="https://www.scimag
```

SCImago Graphica

Explore, visually communicate and make sense of data with our **new data visualization tool**.

Call for Papers

There Are No Travel Costs or Accommodation Costs

Open

OpenPublish.eu

Metrics based on Scopus® data as of April 2022

J **Jennifer Ospina** 9 months ago

Good day :

I am interested in publishing an article in your magazine, which I uploaded on the platform 27 days ago with #198.
I would like to know what are the review and response times of the articles and how to follow up the process, as I have not received any notification.

reply

SCImago Team

Melanie Ortiz 9 months ago

Dear Jennifer,
Thank you for contacting us.
We are sorry to tell you that SCImago Journal & Country Rank is not a journal. SJR is a portal with scientometric indicators of journals indexed in Elsevier/Scopus.
We suggest you visit the journal's homepage or contact the journal's editorial staff , so

they could inform you more deeply.
Best Regards, SCImago Team

N **Neena** 2 years ago

What does that mean, if the journal has no information, but it is listed in Scopus ? what is the rank Q4?

reply

SCImago Team

Melanie Ortiz 2 years ago

Dear Neena,
Thank you for contacting us.
As you probably already know, SJR is a portal with scientometric indicators of journals indexed in Scopus. All the data have been provided by Scopus /Elsevier in the last update which is made in April/May each year. It seems that this journal was recently indexed in Scopus and we need to have the data of at least three years to have the complete Citation Window of Scopus in order to calculate the scientometric indicators..
We remain at your disposal for any further information,
Greetings from Spain and thank you for using the SCImago products,
SCImago TEAM

Leave a comment

Name

Email
(will not be published)

I'm not a robot
reCAPTCHA

Submit

The users of Scimago Journal & Country Rank have the possibility to dialogue through comments linked to a specific journal. The purpose is to have a forum in which general doubts about the processes of publication in the journal, experiences and other issues derived from the publication of papers are resolved. For topics on particular articles, maintain the dialogue through the usual channels with your editor.

Developed by: SCImago

Powered by: Scopus

Follow us on @ScimagoJR

Scimago Lab, Copyright 2007-2022. Data Source: Scopus®

EST MODUS IN REBUS
Horatio (Satire 1,1,106)

Edit Cookie Consent

Journal of Internet Services and Information Security

ISSN: 2182-2069 (printed) / ISSN: 2182-2077 (online)

JISIS News

(1) A new issue (Vol. 12, No. 3 (current-issue.php)) is

(2) JISIS belongs to Scopus Q3

(https://www.scimagojr.com/journalsearch.php?q=21100935071&tip=sid&exact=no)

Welcome to Journal of Internet Services and Information Security (JISIS)!

The primary purpose of **JISIS** is to provide an effective way for the dissemination of original research findings and advanced development results of interest in all areas of Internet services and information security. **JISIS** has four issues per each year. It welcomes original and high-quality contributions including regular papers, short papers, tutorials, book reviews and surveys. **JISIS** is an open access journal. Therefore, all papers will be peer-reviewed and, if accepted, freely downloadable at this website.

ISSN: 2182-2069 (printed) / ISSN: 2182-2077 (online)

JISIS is published by

Innovative Information Science & Technology Research Group (http://isyou.info/) **(ISYOU)**

JISIS **is in cooperation with**
KIISC Research Group on 5G Security
(한국정보보호학회 5G 보안연구회)

This title
is indexed
in SciVerse
Scopus
Improving research
results through
analytical power

Journal of Internet Services and Information Security

ISSN: 2182-2069 (printed) / ISSN: 2182-2077 (online)

Editor-in-Chief

Prof. Dr. Ilsun You, FIET
Kookmin University, Republic of Korea
Email: ilsunu at gmail.com

Advisory Board

Mohsen Guizani, Qatar University, Qatar
Fang-Yie Leu, Tunghai University, Taiwan
Victor C.M. Leung, The University of British Columbia, Canada
Yi-Bing Lin, University System of Taiwan, Taiwan
Witold Pedrycz, University of Alberta Canada
Ravi Sandhu, University of Texas at San Antonio, USA
Jinshu Su, National University of Defense Technology, China
Willy Susilo, University of Wollongong, Australia
Zita A. Vale, Institute of Engineering-Polytechnic of Porto, Portugal

Associate Editors

Yuh-Shyan Chen, National Taipei University, Taiwan
Kim-Kwang Raymond Choo, The University of Texas at San Antonio, USA
Xiaojiang (James) Du, Temple University, USA
Edgar Weippl, SBA Research, Austria
Fatos Xhafa, Universitat Politècnica de Catalunya, Spain
Yang Xiang, Swinburne University of Technology, Austrailia
Sherali Zeadally, University of Kentucky, USA

Editorial Board

Karl Andersson, Luleå University of Technology, Sweden
Aniello Castiglione, University of Naples Parthenope, Italy
Hsing-Chung Chen, Asia University, Taiwan
Xiaofeng Chen, Xidian University, China
Francesco Colace, University of Salerno, Italy
Nicola Dragoni, Technical University of Denmark, Denmark
Massimo Ficco, Second University of Naples, Italy
Shih-Hao Hung, National Taiwan University, Taiwan
Antonio J. Jara, Univ. of Applied Sci. Western Switzerland (HESSO), Switzerland
Christian Damsgaard Jensen, Technical University of Denmark, Denmark
Zhang Jie, Nanyang Technological University, Singapore
Shinsaku Kiyomoto, KDDI R&D Laboratories Inc., Japan
Hoon Ko, Chosun University, Korea
Turgay Korkmaz, The University of Texas at San Antonio, USA
Ram Krishnan, The University of Texas at San Antonio, USA
Zhe Liu, University of Waterloo, Canada
Goreti Marreiros, Institute of Engineering-Polytechnic of Porto, Portugal
Francesco Palmieri, University of Salerno, Italy
C. Pandu Rangan, IIT Madras, India
Malek Ben Salem, Accenture Technology Labs, USA
Dongwan Shin, New Mexico Tech, USA
Kunwar Singh, National Institute of Technology, India
Masakazu Soshi, Hiroshima City University, Japan
Xin Su, Hohai University, China
Fulvio Valenza, Politecnico di Torino, Italy
Qin Xin, University of the Faroe Islands, Denmark
Toshihiro Yamauchi, Okayama University, Japan
Kangbin Yim, Soonchunhyang University, Republic of Korea
Siu Ming Yiu, The University of Hong Kong, HK
Meng Yu, Roosevelt University, USA
Shui Yu, Deakin University, Australia
Xingjun Zhang, Xi’an Jiaotong University, China
Baokang Zhao, National University of Defense Technology, China

"Smart Mobile Civic" based on the Project Citizen Model as an Effort to Optimize Citizenship Learning in the Independent Campus Era

Anita Trisiana[1*] and Reviana Dwi Hesti Utami[2]

[1]Slamet Riyadi University Surakarta, Indonesia. anita.trisiana@unisri.ac.id

[2]Slamet Riyadi University Surakarta, Indonesia.

Received: July 29, 2022; Accepted: September 26, 2022; Published: November 30, 2022

Abstract

The goals of this study is to develop an "Integration Model for Strengthening the Nation's Character through Smart Mobile Civic" based on the Project Citizen Learning Model in order to improve citizenship learning in the era of the autonomous campus. The novelty of social science and technology products on the "Smart Mobile Civic" model based on the Project Citizen Model, which is a computer program application to integrate the values of the nation's character based on the Minimum Competency Assessment (AKM) that measures digital literacy skills based on the "Character Survey" in which focuses on character assessment, attitudes, up to customary values in non-cognitive learning aspects to be applied by universities in implementing the Independent Learning Curriculum in Civics learning. Development research (RnD) was used as a method in this study Triangulation of Data and Sources was employed to collect data, which was then evaluated using an interactive analytic model. Indicators of the success of the implementation of this research are universities, both public and private university (Joined in Partners of the Association of Pancasila and Citizenship Education Lecturers (ADPK) in DIY, Java, and Bali so that they can help to develop the nation's character model's integration as part of citizen competency in the field of Citizenship Education and accomplishments comprehensive learning in order to generate graduates with great personalities who will actively engage in responsibly solving the countries problems and its implications for the fields of Social Humanities, Arts and Culture, and Education. The results showed that: The "Smart Mobile Civic" model is an alternative online learning system used in citizenship learning, because it explores more learning materials so that there are variations in learning activities, to create innovation and development of science and technology. This is in line with efforts to improve the quality of Citizenship Education learning in accordance with the demands of education in the 21st century and the industrial era 5.0, where the final goal is expected to be that students have the ability and skills to think critically, creatively, collaborate, communicate skills, and be able to related to technological literacy. Adaptation of learning technology is a necessity in the process of the Digital Revolution. The digital revolution can use various media, one of which is by developing the Project Citizen model aligned with the creativity needs of students as part of the manifestation of their intellectual attitude which is manifested in "Smart Mobile Civic".

Keywords: National Character, Smart Mobile Civic, Project Citizen, Citizenship, Independent Campus.

Journal of Interner Services and Information Security (JISIS), volume: 12, number: 4 (November), pp. 74-83
DOI: *10.58346/JISIS.2022.I4.005*

*Corresponding author: [1]Slamet Riyadi University Surakarta, Indonesia. anita.trisiana@unisri.ac.id

1 Introduction

In the nowadays' pandemic era, the digital revolution really helps information to be easily replicated, but not easily verified. Similarly, until now, the digital revolution has made it feasible to keep and track facts, articles, and statistics throughout the post-pandemic period. In Indonesia, education has traditionally prioritized the development of skills and knowledge over the development of noble character and a feeling of national identity for citizens. So far, it seems that education in Indonesia places too much emphasis on the intellectual aspect, paying less attention to the moral aspect. Digital literacy is needed as a component in the learning and academic environment. The application of digital literacy can make people much wiser in using and accessing technology (Ololube, N. P: 2011). Digital literacy refers to a user's ability to use technology, particularly information and communication technology. The ability to use technology as best as possible to create positive interactions and communication even in the pandemic era.

Project Citizen is an alternate learning strategy for civics education. Project Citizen is a learning model that is designed to provide students with a learning experience about the steps and methods used in the political process. Project Citizen is basically developed from a critical or reflective thinking approach model as pioneered by John Dewey (1900) with his "How We Think" paradigm or his "Reflective Inquiry" model of Barr, et al (1978). With diverse learning experiences, students are expected to be able to master skills in accordance with the criteria of 21st century education and the era of media digitalization, which are relevant to learning during the Pandemic and primarily how universities can implement an independent learning curriculum. (Carr, W: 2008); Ellis, Ryann K. (2009).

Currently, the creativity and innovation are important keywords to ensure Indonesia's sustainable development. Students who are currently studying in Higher Education, must be prepared to become real learners who are skilled, flexible and tenacious. Students will be more impacted by independence in learning if it is supported with independent teaching from lecturers. In the all-technology era of digitalization, freedom to teach is predicted to be a criterion for educational program success (Sri Haryati, Sukarno, Sugeng, P: 2021). The Independent Campus, and finally, universities can produce Indonesian people who are superior, pious, civilized, knowledgeable, professional and competitive, and contribute positively to the development of the nation's character.

Character education is unique to each individual, and it must focus on the individual's potential or be based on self-potential. According to Khan (2010, p.14), "Character education based on self-potential (individual) is education that not only guides and fosters every student to have intellectual competence, mechanical skills, productive, innovative, and character building". The purpose of self-potential-based character education is to shift from an unproductive to a creative mindset. (Lickona, T: 2004); Arthur, J. (2005). The importance of national character education can be realized by using the Project Citizen learning model, which was created as a way of optimizing Citizenship learning by integrating the nation's character through ***Smart Mobile Civic***. Technology in the form of a process includes several aspects such as the process of structuring material content and selecting learning strategies (Trisiana, A. 2019; 2020). In order to use this blended learning model effectively, every educator must master the capabilities of using technological devices during material delivery, discussion sessions, independent activities, and student assessments, both in face-to-face and online sessions (Radhi, A. A: 2022).

One of the alternatives developed in Project Citizen is to utilize technology that is guided by reference to policy papers. The function of a nationalism-based policy paper can be used to explain material references in a directed and systematic manner using policy patterns or models. According to

research by James Madison University, the curriculum with the "We the People..." learning package was implemented over two years, from 1995 to 1996, in 12 states; since then, this learning package has been disseminated across schools in American Samoa, the State of Colombia, Guam, and Puerto Rico (Nancy: 2001). We want our children to have good character. What are the characteristics of these good characters? Aristotle, a Greek philosopher, described good character as living a life of correct acts toward oneself and others. Aristotle reminds us of something we often neglect today: a virtuous life contains both self-oriented goodness (such as self-control and moderation) and other-oriented goodness (such as generosity and compassion), and the two are intertwined. We must learn to regulate ourselves, our desires, and our drive to help others. Table 1 below will show the readers about the importance of character education to learning outcomes in the Independent Curriculum for Studying in Higher Education:

Table 1: Character Education's Importance to Citizenship Learning Outcomes in Independent Curriculum Research in Higher Education

No	Character Value	Citizenship Competence	Quality
1	Critical Thinking Ability	Civic Knowledge	2
2	Cooperative Ability	Civic Disposition	2
3	Hard work	Civic Virtue	2
4	Leadership	Civic Responsibility	2
5	Creativity	Civic Skills	2

The character education program, as shown in table 1, can be implemented through humanitarian project programs, among others, and can be completed in the steps listed below: 1) Developing great pupils who uphold human values in the performance of their responsibilities, based on religion, morals, and ethics. 2) Instill social sensitivity in students so that they can analyze and investigate current problems and contribute to the development of solutions based on their individual interests and expertise. This is where universities can utilize blended learning that meets learning outcomes to establish a character education paradigm. Character is one part of developing the 2045 Golden Generation, along with basic literacy skills and 21st-century competences.

Based on the results of a preliminary study on May 25, 2021, FGD activities (online Zoom) Implementation of the Independent Learning Curriculum was a follow-up to MBKM preparation, to some MKU lecturers who are members of the Association for Pancasila and Citizenship Education Lecturers (AP3KnI) at the Central and Regional Levels as well as the Association of Education Lecturers Citizenship (ADPK) in Indonesia, with the percentage results in table 2, below:

Table 2: Results of the Preliminary Study on the AP3KnI and ADPK FGD Activities on the Implementation of the MBKM Curriculum for Citizenship Courses

No	Statement	Percentage	Analysis
1	Learning uses the lecture method in online classes more	70%	Students are bored by the lecture technique since they are merely objects in learning. As a result, they are less creative because the teaching and learning process is still dominated by lecturers, and students are occupied with other chores assigned by other professors, such as homework.
2	Learning resources used in class are still very limited	60%	Generally, students only use textbooks published so that students are not given the opportunity to look for materials from various sources other than textbooks, which can provide opportunities for creativity and innovation.
3	Learning tends to focus on the cognitive domain	75%	Ignoring the achievement of soft skill development, and character (Affective)
4	No digital learning media has been produced and used for development as a	80%	Not yet developed with blended learning as long as the lecturer does the learning which is reflected in the computer program (Application)

	character survey evaluation material (Minimum Competency Assessment)		

As previously stated, the creative learning model with *Project Citizen* offers alternative potential that can be utilized by lecturers in the classroom and allows students to be more independent in their learning. This is because *Project Citizen* is able to integrate the nation's character, and is supported by digital skills. Students can study in class normally (offline), online students can study independently, are free to locate sources of materials and information to complete class tasks, and autonomously use *gadgets* as media and learning tools using the **"Smart Mobile Civic"** program. This will be monitored in standard operational procedures (POB) as a reference for Paper Policy according to the objectives of the Independent Learning in higher education in order to create autonomous and flexible learning so as to create a learning culture that is innovative, not restrictive, and in accordance with student needs, without forgetting the order. values and character building of the nation. So that the strengthening of learning during the pandemic and post-pandemic can support the implementation of the independent learning curriculum. As a result, complete learning outcomes will generate graduates with strong personalities who will actively participate in responsibly solving the nation's challenges and its consequences for the domains of Social Humanities, Arts and Culture, and Education.

2 Method

This study encompasses the sort of research and development, also known as R&D. (R & D). The stages of research and development such as: (1) gathering data/information about product development needs; (2) planning for product development preparation; (3) creating a product development design/draft; (4) initial field trial (expert test); (5) revision of the initial design of product development; (6) initial field trials; (7) revision of the field test results; and (8) operational trials/field implementation, according to Borg and Gall (1983:775–776). Sukmadinata, Nana Syaodih. (2015).

Information regarding actors/informants, places, and events constitutes primary data (through site inspection). Students, lecturers, and others involved in character education serve as informants. Secondary data in the form of various important documents from various institutions connected to the implementation of character education in universities, including PTN and PTS, on a medium scale in DIY, Java, and Bali, which contains three kinds of cluster. Several approaches were used to acquire data, including: FGD (Focus Group Discussion); in-depth interviews (in-depth interviews); documentary method (documentary study). The Interactive Analysis Model will be used as the analytical technique for this qualitative investigation (Miles & Huberman, 1992). According to this data gathering technique, researchers continuously perform data reductions and data presentations until a result is reached.

3 Finding and Discussion

1) Results

In line with Creswell, JW. Plano C & Vicky L. Zubaedi (2007, Zubaedi (2007, Zubaedi (2007, (2011:18) Character education includes five (5) goals in particulars:

First, developing students' conscience and affective capacity as human beings and citizens with universal ideals of national characters. Second, instilling students' respectable habits and behaviors that are consistent with global values and religious traditions of the nation's culture. Third, establishing in kids a sense of leadership and responsibility as the nation's future leaders. Fourth, creating a learning atmosphere that is both secure and honest, as well as full of creativity, friendship, and diversity of nationality, to help students develop their abilities to become autonomous, creative, and

national-minded human beings. Fifth, creating a strong learning environment in the school that is comfortable, genuine, innovative, sociable, and nationalist. (Bandura, A: 1971).

Character education serves the purpose of sorting out a country's own culture and filtering out other countries' cultures that are not in line with the cultural values and character of a dignified country. Carr, W. (2008); Trisiana, A. (2015; 2020). Furthermore, before policies can be implemented and evaluated, the policy document is an important document component of policy development that can be utilized as instructions, recommendations, and alternatives. A policy text has the following properties, among others: accomplishing a major goal in solving public problems; the availability of particular taken actions; engaging a social service as a reflection of the decision-making process that has been decided (Rian Nugroho, 2008).

The learning model is a container or framework that holds a strategy, method, or learning methodology in place. However, the phrase learning model is frequently associated with learning strategies (Battistich, V: 2013). Furthermore, learning design is a systematic approach to planning and organizing, carrying out the learning process, and evaluating learning results. As a result, the learning model is a conceptual framework that systematically explains procedures for organizing learning experiences in order to meet learning objectives. (Dick & Carey, Weils, Benety, et al. in Bandura, A: 1971).

Project Citizen is a problem-based instructional treatment that aims to help students gain information, skills, and democratic citizenship attributes that will allow them to participate in government and civil society. This program encourages students to engage actively with government and civil society organizations to solve a problem at school or in the community in order to hone the social and intellectual intelligence that is essential for responsible democratic citizenship. The learning package generated by CCE is translated into the national language of each adopting country. (Battistich, V: 2003).

2) Discussion

The development of the Project Citizen Model can be developed with advances in digital technology with a combination of computer program applications, namely **"Smart Mobile Civic**". Below are the stages of implementing **Smart Mobile Civic** Based on Project Citizen which are used to implement character education in seven stages starting with the following steps:

(1) Using Basic Competence to explain the information

(2) Detecting issues based on character traits,

(3) Choosing issues for the students to learn and comprehend based on character values

(4) Obtaining information on the selected issue

(5) Creating poster material based on the values of the characters

(6) Poster for showcasing media and

(7) Utilizing character values to reflect on learning experience

(Trisiana, A: 2021)

The following diagram depicts the **Smart Mobile Civic** development design:

Figure 1: Smart Mobile Civic Design

In the following, the description of problem identification based on character values is developed based on the character values below:

a) The character value of **religious**; Reflects faith in God Almighty, as evidenced by actions such as following religious teachings and beliefs, appreciating religious differences, maintaining a tolerant attitude towards the implementation of religious worship and other beliefs, and living in peaceful coexistence with believers of other religions. The application of this religious character value can be seen in attitudes such as love of peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of different religions and beliefs, anti-bullying and violence, friendship, sincerity, not forcing one's will, love of the environment, and protecting small and isolated people.

b) The character value of **nasionalist**; Nationalist character value are ways of thinking, acting, and behaving that demonstrate loyalty, concern, and high regard for the nation's linguistic, physical, social, cultural, economic, and political environment, placing the nation's and state's interests above their own and their organizations'. An appreciation for the nation's own culture, preservation of the nation's cultural wealth, willingness to sacrifice, excel, and achieve, love for the homeland, environmental protection, obedience to the law, discipline, and respect for cultural, ethnic, and religious diversity are all examples of a nationalist attitude.

c) The character value of **integrity** is a value that underlies behavior based on efforts to make himself a person who can always be trusted in words, actions, and work, has commitment and loyalty to human and moral values. The character of integrity includes an attitude of responsibility as a citizen, actively involved in social life, through consistent actions and words based on the truth. A person with integrity also respects individual dignity (especially persons with disabilities), and is able to show an example.

d) The value of **independent** character is the attitude and behavior of not depending on others and using all energy, thought, time to realize hopes, dreams and ideals. Independent students have a good work ethic, are tough, fighting, professional, creative, courageous, and become lifelong learners.

e) The value of the **society's cooperative** character reflects the act of appreciating the spirit of cooperation and working together to solve common problems, establish communication and

friendship, provide assistance/help to people in need. It is expected that students can show respect for others, be able to work together, be inclusive, be able to commit to joint decisions, reach consensus, help, have empathy and a sense of solidarity, be anti-discrimination, anti-violence, and have a willing heart.

To enter and do learning with the Smart Mobile Civic model based on Project Citizen, in it there are several main menus including:

1. Class Timeline Menu, which is an explanation of information according to Basic Competencies
2. Video Conference menu, used if the lecturer wants to have a virtual meeting with students in 1 class. To do this, the lecturer must first create a Virtual Meeting Room, then fill in the implementation time and fill in the name or title of the virtual meeting. When finished, all information related to the virtual meeting will be displayed such as the name of the virtual meeting, start and end dates, number of participants, meeting code, and the join button so that students can join the virtual meeting. Video Conference integrated with students and stakeholders without time restrictions and free.
3. Problem Identification menu based on character values, to select problems based on five caracter values that will be strengthened in learning.
4. The menu selects problems to be studied by the class based on character values, problem criteria, according to problem identification on the Problem Identification menu.
5. The menu selects problems to be studied by the class based on character values, problem criteria, according to problem identification on the Problem Identification menu. To make it, the lecturer must fill in several things such as the date of the learning implementation, hours, meetings, materials, learning outcomes, learning objectives, methods, media, learning activities and assessments.
6. The menu develops poster media based on character values, this menu is used as Teaching Materials, used to distribute teaching materials for the subject to students.
7. The menu presents Poster media. Data in the form of poster media that has been prepared by students, who are members of the Civics Education course class will be displayed on this menu.
8. Class Attendance Menu, serves to display student attendance per class, per month, or per meeting.
9. Lecturer Journal Menu, is used to record every event that is done by students when the lecturer teaches. In this menu, the lecturer reflects on the learning experience based on character values together with students.
10. Computer Based Test menu, used to make test/exam questions. To make the menu, the lecturer must first make exam arrangements such as the type of exam (Daily Assessment, End of Semester Assessment, Quiz, or other Exams), the name of the exam, the time of the exam or the duration of the exam, the date and time of the exam start, the date and time of the end of the exam, setting the questions randomly or sequentially, and setting the activation of the exam. Then the lecturer must make exam questions/tests along with the answer key. To make exam questions, lecturers can make them directly in the application one by one, or you can also take them from the madrasa question bank (the madrasa question bank is automatically filled if there is already a lecturer who makes questions), or you can also import questions. To

import questions, lecturers are required to download a question template that has been prepared by the system, then the lecturer writes the questions and answer keys in the template. Lecturers are prohibited from deleting or adding columns/rows in the template.

11. The Character Survey Assessment Menu, is used to create a portfolio as a form of daily assessment. Assessment techniques can be in the form of Assignments, carried out through giving assignments to students both individually and in groups. In this menu to measure student skills so that the assessment techniques used are different. Assessment techniques for skills assessment can be performance or practice, projects, portfolios, or products.
12. Student Activity Monitoring Menu, serves to display student activities in 1 class.
13. Class Calendar menu, serves to display the schedule for the implementation of tests / exams / assignments that have been made by the course lecturer.
14. Class Settings menu, used to change class data if there is a data error when creating an online class.
15. Delete Class Menu, serves to delete classes that have been created. To do this the lecturer will be asked to verify the account password. This is to confirm that the lecturer who will delete the class is the lecturer of the subject in question.

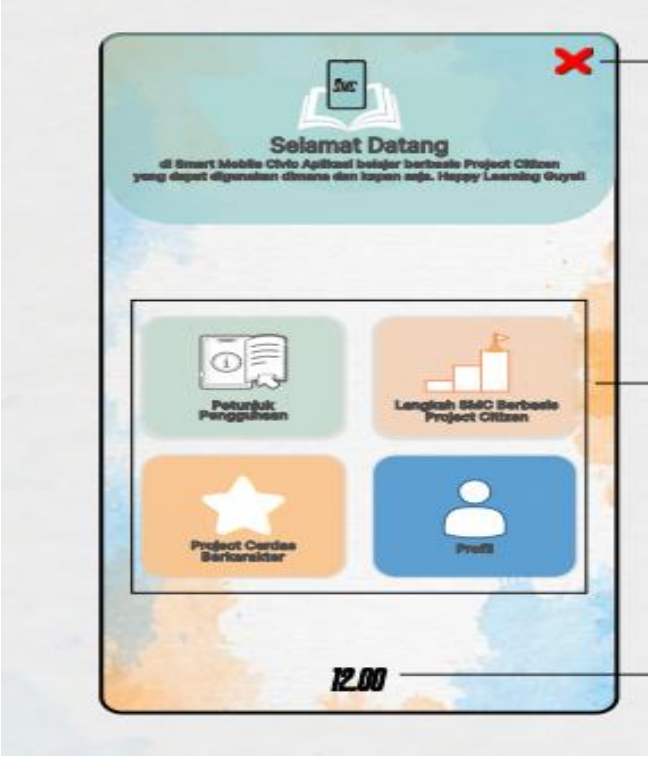


Figure 2: Menus Smart Mobile Civic model based on Project Citizen

Citizenship Education is a compulsory subject in all Indonesian universities and is one of the personality development courses. Civics, as part of the MBKM framework, must rejuvenate studies and competences, as well as CPMK Civics. Independence Learning - Independent Campus is a policy of the Minister of Education and Culture aimed at encouraging students to master numerous sciences that are useful in the workplace. Students can choose which courses they want to attend through the Independent Campus (Kampus Merdeka) Program. Independent learning is a concept that tries to give

students the freedom to study outside of the classroom. The Ministry of Education and Culture is still working on the concept in order to generate qualified future leaders.

Through realities and complexities such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements, the independent campus program provides challenges and opportunities for developing creativity, capacity, personality, and providing student needs, as well as developing independence in seeking and finding knowledge. Student competencies must be developed to be more sensitive to the requirements of the times in order to equip students to handle changes in social, cultural, and workplace environments, as well as rapid technological breakthroughs. Connect and match not only with the worlds of industry and work, but also with an ever-changing future. Universities must be able to create and implement new learning procedures so that students can acquire optimal and always relevant learning outcomes in terms of attitudes, knowledge, and skills.

National education in the twenty-first century aims to realize the nation's ideals, which is a prosperous and happy Indonesian society in an honorable and equal position with the nation and the rest of the world, by forming a society made up of proper human resources, namely independent, willing individuals capable of realizing the nation's ideals. It can be said that the lecturers are assessed and facing the fundamental concerns regarding the addition elements of Higher Order Thinking, the utilization of various techniques and learning models, as well as technological integration, are all things that need to be considered in the creation of 21st-centuryc learning.

4 Conclusion

Strengthening Character Education as the foundation and main spirit of Education, there are five main character values sourced from Pancasila, which are priorities for the development of the Strengthening Character Education movement; namely religious, nationalism, integrity, independence and mutual cooperation. Each value does not stand and develop independently, but interact with each other, develop dynamically and form a personal whole. The five character values above become a reference in the components of the SMART MOBILE CIVIC Model based on the Project Citizen learning model.

Character education is value education, character education, moral education, character education which aims to develop students' abilities to make good and bad decisions, maintain what is good and realize that goodness in everyday life wholeheartedly. Good character education must involve not only aspects of good knowledge (moral knowing), but also feeling well or loving the good (moral feeling), and good behavior (moral action). So character education is closely related to 'habit' or habits that are continuously practiced and carried out. Character education is a habit, so the formation of one's character requires communities of character consisting of families, schools, religious institutions, media, government and various parties that influence the younger generation. All these communities of character should provide an example, intervention, habituation that is carried out consistently, and reinforcement. In other words, character building requires the development of exemplary that is transmitted, intervention through the learning process, training, continuous habituation in the long term that is carried out consistently and strengthening.

References

[1] Arthur, J. (2005). The re-emergence of character education in British education policy. *British Journal of Educational Studies*, *53*(3), 239-254.
[2] Bandura, A. (19). Principles of behavior modification. *New York*, *1*.

[3] Battistich, V. (2003). Effects of a school-based program to enhance prosocial development on children's peer relations and social adjustment. *Journal of Character Education*, *1*(1), 1.
[4] Borg, W.R., & Gall, M.D. (1989). Educational research: An introduction. *British Journal of Educational Studies*, *32*(3).
[5] Carr, W. (2008). *Education for Citizenship. Journal Citizenship Education*, *2*(2). *Los Anggles: Sage Library of Educational Thought and Practice.*
[6] *Center for Indonesian Civic Education, (1999)*. Democratic Citizen in a Civil Society: Report of the Conference on Civic Education for Civil Society. *Bandung, CICED.*
[7] Creswell, J.W., & Clark, V.L.P. (2017). *Designing and conducting mixed methods research*. Sage publications.
[8] Ellis, R.K. (2009). Learning management systems. *Alexandria, VI: American Society for Training & Development (ASTD)*.
[9] *Gall, M.D, Joyce. P. & Borg, W.R. (2007).* Educational Research. *Boston: Pearson Education, Iknc.*
[10] Haas, N. (2001). Using We the People… Programs in social students teacher education. *Principles and practices of democracy in the education of social studies teachers: Civic learning in teacher education*, *1*, 167-183.
[11] James. M. (2006). We the People… Project Citizen. *Center for Civic Education. Research Corporation (RMC). Calabasas, USA.*
[12] Ministry of National Education. (2010). *National Character Education Policy. Jakarta, Ministry of National Education.*
[13] Kessler, R. & Catherine. F. (2000). *The Soul of Education: Nourishing spiritual development in secular Schools. Virginia, ASCD,* Handbook of Research on Teaching, *627-662.*
[14] Gorman, K., & Pauken, P. (2003). The ethics of zero tolerance. *Journal of Educational Administration,41*(1), 24-36.
[15] Kirschenbaum, H. (1995). *100 Ways to Enhance Values and Morality in Schools and Youth Settings*. Allyn & Bacon/Simon & Schuster Educational Group.
[16] Lickona, T. (2004). *Character Matters: How to help our children develop good judgment, integrity, and other essential virtues*. Simon and Schuster.
[17] Ololube, N.P. (2011). Blended learning in Nigeria: determining students' readiness and faculty role in advancing technology in a globalized educational development. *In Blended learning across disciplines: Models for implementation*, 190-207. IGI Global.
[18] Radhi, A.A. (2022). Use QR Code and IoT Mobile Devices to Prevent the Spread of an Epidemic (COVID-19). *iJIM*, *16*(12), 127–136. https://doi.org/10.3991/ijim.v16i12.32125
[19] Sukmadinata, Nana Syaodih. (2015). *Educational Research Methods*. *Bandung, Postgraduate Program UPI and PT Remaja Rosdakarya.*
[20] Haryati, S., Sukarno, S., Purwanto, S., & Tantangan, P.D.A.N. (2021). Covid-19 Pandemic: Prospects and Challenges Pelaksanaan Pendidikan Daring di Masa Wabah Covid-19: 4(3), 604-612. https://doi.org/10.21831/cp.v40i3.42646
[21] Trisiana, A., Jutmini, S., Haryati, S., & Hidayatullah, F. (2015). The Development Strategy of Citizenship Education in Civic Education using Project Citizen Model in Indonesia. *Journal of Psychological & Educational Research*, *23*(2), 111-124.
[22] Trisiana, A. (2019). Innovation design development of citizenship education model on characters of indonesian communities in digital media era and technology revolution. *International Journal of Recent Technology and Engineering (IJRTE)*, *8*(2), 322-328.
[23] Trisiana, A. (2020). Digital literation models for character education in globalization era. *Journal of Humanities & Social Sciences Reviews*, *8*(1), 522-531.
[24] Trisiana, A. (2020). The challenges of character education: Mental revolution policy in the development of citizenship education in higher education. *International Journal of Psychosocial Rehabilitation*, *24*(8), 2340-2354.