Integrating Character Education Into the RECE Learning Model Through Pancasila and Citizenship Education Subjects

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This study aimed to investigate teaching character education values using the RECE (reflective, engage, collaborative, and elaborative) model. In Indonesia, Pancasila and Citizenship Education Subjects are mandatory programs that must be incorporated into each activity in schools, either through particular programs or the subjects taught. The civic education module taught in schools has a wider responsibility to teach character education. Currently, this module focuses on theory and encourages students to learn about character. Although teachers can use a wide variety of learning models for teaching character, this study uses a qualitative and descriptive approach focused on exploring the RECE teaching model. This method enables researchers to go to classrooms and observe how teachers impart character education. In total, 15 respondents participated in this study. Of these, three were citizenship education teachers, one was a vice-principal, one was a school principal, and ten were senior high school students in Jakarta. To obtain data, in-depth interviews were used along with 135-min long focus group discussions with all participants. The data were then analyzed using the content analysis method and nVivo software. The results showed that students can reflect, elaborate, collaborate, and communicate well when learning character education in school. The four stages of teaching character education were successful in integrating values in the classroom. This study has implications for the teachers who impart character education.

Keywords: students, teaching model, RECE, civic, citizenship

INTRODUCTION

The government of the Republic of Indonesia has developed framework values and programs for teaching character education, known as the National Movement for Mental Revolution (outlined in government bill number 87 in 2017). These rules provide the foundation for character education programs throughout the country (Sarkadi et al., 2020; Kristjánsson, 2021). The purpose of these rules was to foster Indonesian citizenship and culture by strengthening religious values, and values surrounding truth, tolerance, discipline, hard work, creativity, independence, and democratic processes, as well as traits such as curiosity, national pride, respect for achievement, and by encouraging people to be communicative and peace-loving. Through a program known as character education, the government encourages people to value literacy, care for the environment, and have social

responsibility (Vaccarezza and Niccoli, 2019; Watson, 2019; Chi-Kin Lee et al., 2021). This program is delivered by educational institutions, which aim to shape students' character by encouraging them to reflect on feelings, nutrition, thinking, and exercise. These aspects in turn are reinforced through cooperative efforts between educational institutions, families, and communities (Moffat et al., 2019; Prasetiyo et al., 2020; Waters et al., 2020).

This program encourages teachers and educators in schools to shape character skills as they benefit students individually and shape their living environment (Arthur, 2019; Bredemeier and Shields, 2019). Character education is part of an education system that cultivates knowledge, awareness, and intention, among other values (Bredemeier and Shields, 2019; Agussalim et al., 2021). Character education has a strong relationship with morals, and the purpose of this program is to shape and train individual skills to enable a better life.

This teaching program aims to develop people's skills in daily life, enabling them to maintain good relationships with others. Formal character education aims to shape students, enabling them to develop good morals and tolerance of others (Francis et al., 2018; Arthur, 2019). Character education has three main aspects: shaping and developing potential, strengthening and reshaping character, and enabling people to filter thoughts and behaviors. The first function of teaching character education is to shape and develop potential, meaning students can develop skills such as creative thinking and good character. The second function of teaching character is to strengthen and reshape individual roles. This is the responsibility of families, educational institutions, and the government. It enables people to participate in developing group potential, institutions, and society in general (Arthur, 2019; Hart et al., 2020). Finally, the third function of teaching character education is to enable filtering, encouraging societies to develop their own culture. They are also intended to filter external cultures, such as those from Western countries, enabling the preservation of local culture (Hart et al., 2020; Peterson, 2020). Based on these three main purposes, character education plays an important role in schools.

Character education is taught only in Indonesia. In Japan too, there is an emphasis on contributing to the communities where people live. This involves not harming others, knowing how to interact, understanding the emotions of the interlocutor, suppressing selfishness, and being willing to cooperate, be disciplined, and maintain order. People in Japan are therefore known to be disciplined and have a high work ethic (Han et al., 2018; Bamkin, 2020). Character education in Japan involves building a program that encourages students to thank friends by using heart-shaped media, with gestures like forming map routes and writing a kind of warning when passing the road, doing picket cleaning classes, and taking care of lunch according to a schedule. Students list targets every semester (Hiratsuka, 1980; Maruyama and Ueno, 2010; Nishino, 2017) by hand, to foster sympathy through pictures, which are then followed up by the teacher asking how they felt when they were in that situation (Bamkin, 2020). Encouraging this awareness in schools encourages a strong understanding and perspective on politeness, intelligence, and work ethic in wider Japanese society.

In addition to Japan, character education is also taught in the Netherland (Bates, 2019; Paul et al., 2020). This country views students as the center of attention in school rather than the field of study being examined. As a result, the subject matter is not set for one school year, so no one will stay in class. Schools in the Netherlands impart education in a manner that is not tested in formal exams, including social sciences (*maatschaapijleer*) such as character education, materials on home and the environment, work and leisure, state and society, technology and society, and international relations (Sanderse, 2019; Watson, 2019; Waters et al., 2020). Submission of this material is expected to be a provision for students to live as educated human beings. The values that this country wants to promote will ultimately provide an understanding that the determinants of the future are based on not only diplomas but experience as well (Vaccarezza and Niccoli, 2019; Rockenbach, 2020).

Imparting character education faces several challenges in Indonesia, particularly in Jakarta. The first problem is the weak character traits that develop in impressionable children in school. Students lack concern for the environment (Casmana et al., 2022), neglecting cleanliness in the school environment. Often, they may throw garbage carelessly, pollute the school environment, and adversely affect related aspects of the school environment. Second, students continue to cheat on their school exams. Cheating is a character flaw that needs to be eliminated, and character education aims to mitigate these problems (Vaccarezza and Niccoli, 2019). The third is a problem related to religion or religious attitudes. Students need programs or activities related to religious activities, to develop an overall rounded character (Duile, 2020). Given this context, character education aims to equip students to face these problems.

There are several previous studies discussing the implementation of character education. The first relevant research study notes that teachers impart character through school programs. Schools have special programs to develop good character traits, such as the Jumsih program or clean Friday. In this program, students are required to clean the school environment every Friday. Students are given the freedom to choose and determine for themselves which areas can be cleaned. Thus, the character education program could be an appropriate learning model to teach students to care about their environment (Casmana et al., 2022).

The second relevant research is about learning character education by integrating several subjects in the classroom. In this case, character education is not the responsibility of only the school but every teacher. For example, language teachers instruct students how to speak politely to others. In addition, history teachers teach students about the behaviors of past historical actors, so that students can imitate various activities and learn from the past (Chi-Kin Lee et al., 2021).

The study aims to plug gaps in existing research and focus on special learning methods that can be used to teach character to students. Although many learning methods can be used to teach character, the RECE learning model (reflective, engage, communicative, elaborative), is expected to effectively impart program teaching and character education for high school students. Furthermore, citizenship education subjects are one

of the modules in the school that cover theory and character. This student-eye provides an understanding of some of the character values that can be absorbed by learners, to impart knowledge about character education (Butcher, 2017; Ubaedillah, 2018; Rahmadi et al., 2020). Through elaboration with the RECE learning model, the hope is to teach students. Based on the background that has been described above, the main question in this study is "how does the RECE learning model teach students about character education?"

LITERATURE REVIEW

Character Education

Character education is a conscious and planned human effort aimed at educating and empowering every potential learner (Bates, 2019; Vaccarezza and Niccoli, 2019). In addition, character education is also useful to build the character of each individual so both the individual and their surrounding environment benefit. This education system will instill certain character values in each learner. There are several components of knowledge, willpower or awareness, and actions to perform these positive values. *Character education* is very closely related to the moral education system where the goal is to train and shape the ability of each individual continuously to lead a better life (Chi-Kin Lee et al., 2021).

In character education in schools, all components must be involved, including the components of education oneself, namely the content of the curriculum, the learning, and assessment process, handling or managing subjects, school management, implementation of co-curricular activities or activities, empowerment of infrastructure, financing, and work ethos of all school residents/environment (Dineen, 2019; Bamkin, 2020; Chi-Kin Lee et al., 2021). In addition, character education is interpreted as the behavior of school residents who in organizing education must be character program. It means that to educate the students, the school principals should create a program for educate them. Character education is also interpreted as the teacher's efforts to influence the character of learners. Teachers help shape the character of learners. This includes the example of how the teacher behaves, the way the teacher speaks or conveys the material, how the teacher tolerates outbursts, and various other related matters (Morales et al., 2020; Chi-Kin Lee et al., 2021; McGrath et al., 2021).

Although there are several opinions related to character education in general, there needs to be a special strategy in teaching character education to students. Curriculum, teachers, and school programs are supporting components in the implementation of character education, to be able to teach character to students in school. It requires special strategies so that students can understand and apply them in everyday life (Bamkin, 2020; Morales et al., 2020).

RECE Teaching Model
Concept of Reflection and Engagement
The RECE learning model stands for Reflection, Engagement, Collaboration, and Elaboration. This is a learning model that can be used by teachers when teaching character to students in the classroom. The four learning models can be used to help students develop positive character traits. This section explains details of the processes employed by teachers to develop students' character in the classroom. A specific reflective view by Boud explains the importance of reflection in the "cooperative inquiry" process, which sees the importance of reflection for the development of learning skills (Vaccarezza and Niccoli, 2019). Kolb places reflection as an important part of the "experiential learning" process (Sanderse, 2019). Savery and Duffy (1995) state that reflection is one of the important pillars in constructivist learning because reflection can help learners develop metacognitive awareness. Metacognitive awareness is the awareness of one's mind as seen in the way a person performs tasks (Nishino, 2017). Degeng mentions that in the constructivist view, learning is the preparation of knowledge from concrete experiences, collaborative activities, and reflection and interpretation (Watson, 2019). Thus, the main foundation of reflection in learning is constructivism. The essence of learning in a consultative view is the process of building meaning. To get to that stage, one of the principles of learning in constructivism understanding is the opportunity to reflect.

Engagement simply means two-way communication, which communications expert Wilbur Schramm says is interactional communication. The key to this interactional communication is *feedback*, or responses to specific messages or content (LaDue et al., 2021). The importance of this *feedback* is also expressed by Jason Falls, an online marketing practitioner and author of several books. He communicates this through articles about *engagement* on social media. The study also mentioned that the result of good communication is if the audience pays attention and engages in the form of responses. In learning, *engagement* can be said to be a pattern of interaction and communication between students and teachers. When students can actively respond to what is conveyed by the teacher, then the student can understand the learning content to be delivered and understood (Everett and Oswald, 2018).

Concept of Collaboration and Elaboration
Collaboration is a human need, whereby humans as social creatures are always in contact with other humans, cooperate, and help each other. Likewise, in learning activities, collaboration is an inevitability. In conventional learning activities, collaboration usually occurs between students or teachers in one school or the same class. Collaborative learning has many positive impacts on students and teachers These advantages include; (1) Students gain experience working not only with classmates but with other students they have not known before, (2) In collaboration learning, the interaction between students becomes directed because they follow an unknown program. (3) Collaborative activities usually encourage motivation and competitive spirit in a positive sense for students, (4) Students also gain significant learning resources from teachers in addition to their school teachers who they have known. In addition to these advantages, there are many other values, both direct and indirect (Bligh and Fathima, 2017).

No	Participants	Role	Sum
1	Student	Provide information about the effectiveness of the way that teachers teach character education through learning in the classroom	10
2	Teacher	Provide information about the specific ways that have been used when integrating character values in learning in the classroom	3
3	Deputy principal	Provide information about student-specific programs related to character education learning	1
4	Principal	Provide information about school policies in the process of implementing character education in schools	1
Sum			15
1	Student	Provide information about the effectiveness of the way that teachers teach character education through learning in the classroom	10
2	Teacher	Provide information about the specific ways that have been used when integrating character values in learning in the classroom	3
3	Deputy principal	Provide information about student-specific programs related to character education learning	1
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Sum			15

In general, elaboration is a stage of learning that is conducted diligently and carefully. At this stage, the teaching and learning process directs students to start working on the task diligently and carefully. The word elaboration itself is often used in the Learning Implementation Plan (RPP) as a learning model that is applied. During learning, elaboration becomes one of the core activities conducted by teachers and learners. In elaboration activities, teachers usually encourage students to write the results obtained through exploration activities, then discuss and hear opinions to be able to better understand a topic. In addition, elaboration also plays an important role in the process of analyzing the strengths or weaknesses of an opinion. There are several activities that students usually perform at the elaboration stage, such as reporting exploration results, responding to reports or opinions of friends, and submitting arguments. Meanwhile, teachers will usually allow learners to analyze and act without fear (Gray et al., 2017; Madaus et al., 2021).

METHOD

Research Design

This study uses a qualitative approach with descriptive methods. Judging from the type of data, the research approach used in this study is qualitative. Qualitative research aims to understand the phenomenon of what is experienced by the subject of the study holistically, using description in the form of words and language in a special context that is natural. It also uses various scientific methods (Cohen et al., 2002). This type of research approach is descriptive. Descriptive research seeks to explain the solution to existing problems based on data. The type of qualitative descriptive research used in this study is intended to obtain information about the participation of Pancasila and Citizenship Education teachers, school officials, and also students in implementing character education programs in schools. In addition, it aims to see the way teachers integrate character education in the classroom, especially in teaching and learning activities in the classroom. In addition, a qualitative approach is expected to reveal the situations and problems faced in the

participation activities of teachers and students in the learning process in the classroom (Cohen et al., 2002).

Participants

Participants provide the primary data for information in accordance with research problems (Hart et al., 2020). The intended data source in the research is the subject from which the data is obtained. To obtain the right data, it is necessary to determine whether the informant has the competence and can provide responses to data. This study aims to examine the form of integration and implementation of character education in Pancasila and citizenship education subjects in the classroom. Therefore, a subject is needed that can adequately analyze the above and yield useful data. Participants in this study are senior teachers who have at least 5 years of teaching experience, especially in the field of Pancasila and citizenship education studies. The teacher can provide information on how to teach character to students, especially in the classroom. Further, the principal and deputy principal are also participants in this study, and they aim to understand the character traits that are being imparted to students. Finally, high school students also form a part of this study. The students were made participants because they were able to confirm what had been done by the teacher and principal. Whether the material delivered by the teacher can be well-received by the students. Overall, 15 total participants were included in this study with the following details.

Table 1 highlights the number of participants in the study and the role they play/information they provide. Each participant contributed to the data on this study.

Data Collection

Data collection techniques are geared to obtaining maximum data in this study. With the data collection technique employed, the research in the field is more targeted and more proportionate (Cohen et al., 2002). To be able to obtain data, this study was conducted in three main ways: interviews, focus group discussions (FGDs), and document analysis. The first step included interviewing the teacher. The interview was conducted

in-depth with Pancasila education teachers and high school students. There are five main questions asked, relating to the RECE learning model in character education learning. Among them is the process of reflection carried out by teachers toward students regarding character education learning. The second details the engagement or how teachers involve students in every character education learning activity. The third is the way the teacher instills confidence in students when communicating. The final question is how teachers elaborate on learning materials with character education. In addition to those related to the RECE teaching model, interviews with teachers also aimed to examine materials or learning institutions in the related classroom that focused on character education learning. Both interviews with the deputy principal aimed to be able to examine the school programs, especially the student affairs section in the process of implementing character education. The third is an interview with the principal aiming to discover school policies implementing educational learning programs. In addition to interviews, FGDs were conducted specifically on ten high school students. The FGD was aimed at finding the responses received by students as a result of character education learning, that has been implemented by teachers and school policies.

In addition to interviews and FGDs, document analysis was used as well. The purpose of document analysis was to understand the learning content and materials taught based on the learning program plan (RPP) detailed by the teacher. The documents analyzed are learning syllabuses of high school grades 10, 11, and 12. In addition to the syllabus, other documents are analyzed, namely the learning program plan or RPP used by teachers as a special reference in learning.

Data Analysis

This study is descriptive, detailing the results of interviews and documentation studies. The data obtained were qualitatively analyzed and outlined in descriptive form. The data analysis technique used in this study aims to use steps as stated by Miles and Huberman, as follows: (1) First, data collection. Data collection is an integral part of data analysis activities. Data collection activities in this study are done by using interviews and documentation studies. (2) Second, we undertook the reduction of data, which is interpreted as the process of selection, focusing attention on the simplification and transformation of coarse data arising from written records in the field. Reduction was performed since data collection begins with making summaries, coding, searching themes, creating clusters, writing memos, and so on, to set aside data/irrelevant information. (3) Third is display data, which is a description of a set of information arranged that provides the possibility of drawing conclusions and taking action. The presentation of qualitative data is done in the form of narrative text. The presentation can also take the form of matrixes, diagrams, tables, and charts. (4) Verification and Affirmation of Conclusions (*Conclusion Drawing and Verification*) is the final activity of data analysis. Conclusions are drawn in the form of interpretation activities, namely finding the meaning of the data that has been presented. Between the display of data and the withdrawal of conclusions, there is an existing data analysis activity. In this sense, qualitative data analysis is a

continuous and repeated effort. The problem of data reduction, data presentation, and conclusion/verification is a series of related analytical activities that yield success. Furthermore, the data that has been analyzed, explained, and interpreted in the form of words, helps describe the facts in the field, and the meaning of or answer to research questions (Cohen et al., 2002).

RESULTS

Character education has become an obligatory activity. Character education is important for the advancement of moral education in Indonesia. Character combines all the traits of a person or group of people and contains values, abilities, moral capacities, and firmness in dealing with difficulties and challenges. Character is also a natural trait of the human soul that defines a person's actions and interactions in the family and society (Sanderse, 2019; Peterson, 2020; Agussalim et al., 2021). In this section, we explain the results of research on how teachers implement and integrate character values through the RECE learning model.

The RECE learning model is one of the learning models that can be used by teachers to impart positive character traits to students (Sarkadi et al., 2020). This learning model can be used in all subjects and integrates character education or character values that will be taught. To examine this further, this study focuses on character education, especially civic education taught in high schools. In addition to teaching theory, civic education also develops the character and attitude required to be good citizens. Thus, this subject is suitable for integration into character education learning.

Teachers Teach Students to Reflect on Experiences in Learning

Reflection is one of the terms in learning that can be used in every teacher activity and every learning process. In class, reflection is one of the most important things for students to do, because it impacts the feedback given by students during the learning process. Usually, this reflection process is conducted at the end of learning, be it at the end of the meeting at each session, or the last meeting at the end of the semester. The purpose of this reflection is to be able to look back at the learning process and introspect in detail.

In the learning of character education and civic education in the classroom, the process of reflection is very important. With reflection, teachers can gain valuable feedback in every learning process carried out. For example, when teachers discuss tolerance, students are asked to reflect on their attitude toward tolerance in both the school and the everyday environments. This is important so that teachers can know that students can absorb and know not only theory but also have the ability to implement it in everyday life.

"One of the topics that can be used as the integration of character values in the learning of civic education is regarding tolerance. Matero tolerance not only teaches understanding, but also knows that students have applied it" Interview, Teacher 1.

"In the learning of tolerance, I was given a task by the teacher to be able to recall some of the attitudes I had done to my friend

related to tolerance. Then I said that I am friends with everyone despite different religions, tribes, races, and others" Interview, student 5.

Based on the results of interviews with teachers and students, learning materials about tolerance can be one of the values integrated into character learning. Through tolerance learning, teachers can find out the extent to which students implement the values of tolerance. One of the ways that teachers do this is to assign students assignments and help analyze their attitudes related to tolerance, and then have students present them in class.

One of the most interesting findings is that some students complain about tolerance between religious people. In the high school where the current research site is located, although one religion is predominant, there are also other religions embraced by students. Thus, students have the opportunity to make friends with other students without having to discriminate based on religion. This form of reflection learning occurs when students present their experiences of being tolerant of others who are of a different religion than their own. Thus, this can be used as one way of reflection learning.

"In addition to explaining theory, one of the things I like in learning Pancasila and Civics Education. is the reflection process in front of the class. So that the tasks given to students are not only written, but I also need to be able to prepare and present them" Interview, student 4.

"The learning of tolerance has allowed me to know that we need to be able to respect the surrounding environment. So that with this learning, I can understand the process of the surrounding environment, especially the differences experienced" Interview, student 2.

The process of reflection is supplementary to teaching about the learning that occurs and can help mold students with good character. Examples of good citizens can be seen in the reflections delivered in the classroom. The results of the FGD with students show that they feel very happy with the learning process that has been implemented. This is because students not only understand and research for assignments and seek experiences about toleration but are also asked to present in front of the class.

Thus, it can be concluded that the process of reflection learning becomes one of the most important things in the learning process. The reflection process can be used as a way for students to not only research and write down the things encountered, but also internalize them *via* being asked to present their reflections of each individual in learning in the classroom. This learning process thus becomes interesting and the message can be conveyed.

Teachers Invite Students to Continue to Engage in Every Discussion Forum

Engagement is one of the most important forms of involvement in the learning process of classrooms. This can be one form of teacher success in the learning process. If the teacher only delivers learning materials in the classroom and does not engage students and ask for responses and interaction, then the learning process is said to be unsuccessful. Indicators of engagement or involvement in learning are the existence of interaction between students, and students can respond to those that have been conveyed by other friends.

To be able to increase engagement between students while integrating character values, teachers provide case studies that can be discussed with students. The commonly used case study is still about tolerance, which is the case involving a group of people who are not intolerant. In Indonesia, there are several examples of cases demonstrating intolerance. Usually, teachers use examples of events that are currently happening, so students can use their mobile phones to study more details about the case.

"To be able to increase engagement in classroom learning, I tried to provide case study learning. Usually, the case I use is about intolerance" Interview, teacher 2.

"One example of the cases I use is the case of the bombing of houses of worship, and some public facilities that have occurred in Indonesia and carried out by certain groups. So that students can analyze the case" Interview, teacher 3.

Examples of intolerant cases are case studies used by teachers to shape the character and critical thinking of students. By using the case example, students are also able to discuss and communicate in the classroom. The discussion process makes students actively express their opinions in public so that the engagement process occurs in the classroom. With the engagement process conducted by teachers and students, and between students, there is a process of integration of character values.

The character values learned from the case study are tolerance, peace-loving, and social care. In the first character score, students will be more tolerant because students attempt to understand the reason for being investigated by other students, which is deep. This is a case of tolerance, which means that the student can understand the difference including the religion, race skin color and others. The form of tolerance is among religious people because some cases of bombings in Indonesia have individuals and affiliations with certain groups. Thus students strive to better appreciate certain religions. The second characteristic of teaching character education is the value of peace loving characters. With this character, students are able to learn and study. The third character value learned by students is care for their social environment.

It can be concluded that to increase student engagement or involvement in learning in the classroom, students need to study and review several cases related to learning materials. One example that can be used is the value of tolerance and cases of intolerance. Although this is not the only case that can be used, it at least serves as an example for teachers of civic education in teaching tolerance.

Teachers Teach Students Confidence When Collaborating, Communicating, and Elaborating With Others

The next method used by teachers to integrate character values into classroom learning is communication and elaboration. Both forms are very important in supporting the learning process in

the classroom. Communication and elaboration is not only a skill, but they can be used as a way for teachers to teach good character values. One of the techniques used by teachers is good ethics or grammar. This is because, with the process of communication and elaboration, students can learn and study several things related to the learning process.

Communicative learning is language learning that allows learners adequate opportunities to develop language and demonstrate both productive and receptive activities in real situations and not artificial situations that are out of context. The character values that teachers can learn when teaching how to communicate well are about being friendly or communicative. According to government regulations on the 18 values of character, friendship or communication is an attitude and action that encourages one to produce something useful for society and recognizes and respects the success of others.

> "One of the ways I can get students to actively communicate is to give assignments to be able to do research and communicate with the community" Interview, teacher 1.
> "In the international relations chapter, I was given the task of being able to visit the embassy in Jakarta to interview diplomats or even ambassadors directly. Although at first, I was very nervous, slowly I felt confident" interview, student 8.
> "When we were studying about the democracy chapter, the teacher gave the task of being able to interview the demonstrators directly about the purpose of the demonstrators and other things. This task made me brave and communicated with others I had not known before."

Teaching students to communicate and dare to speak is not possible with just presentations in the classroom. Students need other ways to continue learning and interacting with others. One of the tasks to help students communicate better is to interview the broad community directly. Usually, in PPKN, learning there is material about international relations and democracy. In this chapter, the teacher can ask students to visit the embassy office and interview ambassadors or diplomats at the office. With this assignment, students are pushed to communicate and perform tasks related to learning.

In addition to materials on international relations, students can also study materials on the democracy chapter. The task given in this learning segment is to interview the demonstrators in the capital or several other locations. When students are given assignments for interviews, they indirectly learn to communicate with the surrounding environment and with other broad communities. Thus, the character value of communication and elaboration can be taught and studied directly by its students.

DISCUSSIONS

Civic Education (PKn) carries the mission of the nation's moral education, forming intelligent, democratic, and noble citizens, who consistently preserve and develop democratic ideals and build the character of the nation. The vision of citizenship education is to realize an educational process that is directed at developing individual capabilities, to become intelligent, participatory, and responsible citizens. Thus, the

education is based on Pancasila and the positive character of Indonesian society. The dimension of humans as individual beings, social creatures, moral creatures, and religious creatures in our position as Indonesian citizens, should be developed in a balanced manner. The human dimension is consistently clarified and sharpened through introspection and the development of cooperation with others to bring about the superiority of the nation and state, as well as adhere to the norms in society. The education also pushes for actualization to be afraid of God Almighty, in addition to other materials.

One of the missions of civic education is to teach students about character. For this, a suitable learning model is needed so that students don't just understand. Concerning the theory and values of character, students can also apply them in everyday life. Based on the results of research conducted by Sumadi et al. (2021), one of the character values that can be applied to students is tolerance. This is a critical value because it will continue to be a characteristic of the students. The form of tolerance taught is tolerance between religious groups because Indonesia is a diverse country with several religions (Sumadi et al., 2021). Based on the results of this study, tolerance is one of the materials that must be taught in civic education learning. Usually, students are given assignments to reflect on the values or characteristics of tolerance so that this learning becomes very important and interesting. Sumadi et al. (2021) also said that by teaching tolerance early on, students will love differences and become tolerant people.

The second character value that needs to be learned by students is democratic ideals. Democracy becomes one of the 18 character values that must be applied by the government. To teach about democracy, the RECE learning model can teach students how to communicate well with others. Based on the previous research, the value of democracy can be taught to the students conducting interviews directly with demonstrations. This means that teaching democracy is considered to be part of character education. According to Ubaedillah (2018), democracy should be learned by students in junior high school, because the students are novice voters, and so the values of democracy need to be taught (Ubaedillah, 2018b). Through direct learning and interviewing the demonstrators, students indirectly also participate and learn from the outside environment. Thus, the learning process can be conducted holistically.

CONCLUSION

Character education is crucial to every educational institution. Each of these institutions has several different programs for implementing character education learning. Some teach it directly using school programs, whereas others are integrated into existing subjects. In this study, character education is carried out by integrating it into one of the subjects. The subject taught is civic education for high school students.

To make character education successful, the RECE learning model was used in implementing the program. At the reflection stage, students were asked to consider the learning or assignments in which they did well. One form of reflection is

learning about the values of tolerance. The tolerance value used by teachers during the learning process is that students reflect on some previous experiences that have been experienced and then present them in front of the class. Thus, the process of tolerance can be felt directly, not just learned in the classroom.

The second RECE learning model is engagement. To increase student involvement in the classroom, teachers provide case study-based learning. Case studies can be used as a means to teach students. In this study, teachers used case studies about certain groups that were intolerant. As these groups were trying to destroy other groups, this example can be used as a means for students to develop a tolerant attitude. In the form of communication and elaboration learning, students are taught to communicate directly with the community. The communication can be seen, with assignments geared toward interviewing public figures.

Although this study has contributed to the teaching model, there were at least two main limitations encountered during data collection. First, the Hawthorn effect was encountered during the data collection process, which is particularly relevant when interviewing the students. They are aware that they are being studied; hence, they might provide the very best data during the interview. There are no students who said that the method is worse or that they do not understand the model, although some teachers said that they find this difficult. Furthermore, this RECE teaching model is considered to be a new model. In the school where this study was conducted, it was found that students seemed to be understanding and happy when integrating this teaching model, particularly during the reflection process. Despite this, it needs further research. Finally, future researchers need to focus on classroom observation for more detail on how teachers educate character using this teaching model. As character education is considered, this RECE teaching model needs to be developed so that students can easily understand it and gain inspiration. Furthermore, future research needs to include more participants when deciding how to apply the RECE teaching model, meaning a comparison between two or three schools using this model might be required.

DATA AVAILABILITY STATEMENT

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

ETHICS STATEMENT

The studies involving human participants were reviewed and approved by Ethics Committee Faculty of Social Science. The patients/participants provided their written informed consent to participate in this study.

AUTHOR CONTRIBUTIONS

All authors listed have made a substantial, direct, and intellectual contribution to the work and approved it for publication.

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