

**Green Constitution Model in Civic Education Learning to
Develop Students' Civic Engagement (Comparative Study
in 12 High Schools, 5 Vocational High Schools, 7
Vocational High Schools Bandung)**

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ABSTRACT

Environmental damage must be considered from a small scope but has a large influence, can be applied through the Green Constitution to develop students' Civic Engagement. The appropriate method used in this research is a comparative study with a qualitative approach, which will be applied with a minimum of 3 schools in Bandung. The results showed; How is the implementation of the Green Constitution model in Civic Education learning to develop Civic Engagement for students. After doing research, this model was successful despite experiencing differences in the results of each school, this success was due to the use of the Green Constitution model through the citizen project.

Keywords: Green Constitution, Civic Engagement, Students

INTRODUCTION

From the Government's data through the Ministry of Environment the Adiwiyata (Adiwiyata School) movement has been carried out in an effort to shape the character of school residents to be able to care for the environment. This program is an effort to create an environmentally friendly and cultured school which aims to create schools that are responsible for environmental protection and management efforts through good school governance to support sustainable development (Ministry of Environment, 2014) Awareness of students in the school environment and community environment has not it seems that even though the constitution has been enacted, it also becomes difficult to do. Like the research that has been done by Fitriasari, Universitas Pendidikan Indonesia (2018), "Evidence of blurred portraits of environmental damage in our country is the large number of people who burn and cut down forests illegally, pollute the environment with various waste and various community activities that tend to be less responsible and do not pay attention to environmental ethics " .

From the above explanation, in daily life, many community practices are found that do not care about the environment, for example littering, fishing with poison and using dynamite, various types of illegal burning in government forests and even protected forests. According Fitriasari (2018, p. 8) explained that the environmental damage is not just happening in our country, will however be the center of attention of the global community, so that the global community must be more responsible to address various environmental issues. From data on Environmental Damage and Forestry, Indonesia produced up to 65 million tons of waste in 2016, and increased to 67 tons in 2017. Based on data from the National Police Headquarters, the number of vehicles registered as of 3 January 2017 reached 102,328,629 vehicles. This condition raises the problem of air

pollution. Sources of pollution from office and commercial waste have reached 15% and industrial waste reaches 10%. In Indonesia, a number of environmental problems are still homeworks that require resolution. This issue is very crucial, because it involves the quality of life in the future.

*Indonesian Center for Environmental Law (ICEL) in Jakarta.) Thus, the problems faced by researchers on how the level of awareness of citizens in a small scope that learners in order to be able to know the applicable law or the constitution in the society in the environmental field. Most people who dispose of trash and damage the environment, a small number assume it is normal, even though it will damage the ecosystem slowly without realizing it, and will damage the universe, especially in Indonesia. Awareness must be instilled early on from a small scope such as schools. So, this research is able to provide a clear matter for environmental problems, as one of Indonesia's real policies. In addition, students must understand that the policy creates severe sanctions, especially for people who have skills in law. Seen from this impact researchers chose the *Civic Engagement* to continue existing research, Ehrlich (in Anggraeni, 2016, p. 40) defines *Civic Engagement* as: *Civic Engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.**

Civic Engagement means working to make a difference in the lives of civil society and develop it with a combination of knowledge, skills, values, motivation to make that difference. All activities related to improving the quality of people's lives, either through political processes or non-political processes. In this definition *Civic Engagement* is broadly interpreted, the meaning of *Civic Engagement* is a combination of knowledge, skills, values and motivation. The use of *Civic Engagement* brings civic engagement here in the strict sense that is students in school, motivation and desire of students will grow if there is involvement, one of which is to participate in participating policies and existing, small examples in the school environment, which after that will become a habituation or is called a habit that is also binding, so that the problem will gradually diminish.

RESEARCH METHODS

Research Approach

This research uses a qualitative approach. The reason why researchers use a qualitative approach is to be able to obtain information and data naturally and richly in the research, and to be able to explore in depth the problems being studied. This is in line with Creswell (2015, p. 31), "Qualitative research is best suited to answer research problems whose variables are unknown and need to be explored". The above explanation can be summarized by using qualitative research suitable to get real data, one of which is for research on learning. Researchers may get less information about the phenomenon under study, so researchers must have more participants through exploration. As Al-Muchtar (2015, p. 176) has stated that, qualitative research is a research method based on the philosophy of postpositivism, used to examine natural object conditions in order to understand a phenomenon or case in a natural social context with promoting the process of deep communication interaction between researchers and the phenomenon under study.

Subsequently explained again by Sugiyono (2018, p. 35) explains "qualitative research is conducted when: 1. If the research problem is not clear; 2. To understand the meaning behind visible data; 3. To understand social interactions; 4. To understand people's feelings; 5. To develop theories; 6. To ensure the correctness of data; 7. Researching development history. " In accordance with the above objectives, this study used research designs k ualitatif to form *Civic Engagement* Learners.

Research methods

The method used in this research is a comparative study method. Sugiyono (2008, p. 68) explains that comparative studies mean research that is supposed to compare two objects. This research was conducted to compare the similarities and differences of two or more facts and properties of the object under study based on a particular frame of mind. Furthermore Nazir (2005, p. 58) explains that comparative research is a kind of descriptive research that wants to find answers in a fundamental cause and effect, by analyzing the factors that cause or the emergence of certain phenomena. By using comparative study as a research method, it will find similarities and differences to an idea or a work procedure both in individuals and groups. From the explanation of some of these experts, it can be concluded that the comparative study method is a research that aims to compare two research objects that can be done to objects, people, groups, ideas in a work procedure in order to get a fundamental answer about causation in analyzing the causative factors the occurrence of a phenomenon.

RESULTS AND DISCUSSIONS

The concept of *Green Constitution* that has been adopted in several constitutions in the world such as Ecuador Constitution of 2008 and the French Constitution of 2005, in line with the Undang- Undang D asar N egara R epublik I ndonesia 1945 after the amendment which includes the concept of Green Constitution as defined in Article 28H Paragraph (1) Undang- Undang Dasar Negara Republik Indonesia 1945 which reflects the third generation of human rights and the collective rights of the right to development, such as environmental rights such as the right to the environment, as well as Article 33 paragraph (4) Undang- Undang Dasar Negara Republik Indonesia 1945 that reflect sustainable environmental development in Indonesia constitutionally.

Citizen participation in the *Green Constitution* is important, especially since citizens have an obligation to protect the environment. According to Andrew Crane, Dirk Matten, and Jeremy Moon (2008, p. 373) define citizenship as ecology, "... is concerned with the status, entitlements, and processes of participation that citizens enjoy in relation to the natural environment." Or attention to the status, rights and processes of citizen participation in enjoying relations with the environment. The explanation above can be concluded, that the environment is something that is around us and affects the development of life both directly and indirectly. We as citizens have the right and obligation to participate in environmental preservation, it is also included in the defense of a country where all citizens participate for the welfare of their nation.

PPKn learning by using the *Green Constitution* Model is influenced by constructivist theory, which suggests that learning is an attempt to give meaning to students through their experiences through assimilation and accommodation that leads to the formation of cognitive structures, and allows to lead to these goals. Learning is endeavored to be able to provide optimal conditions for the formation process for students. The learning model using *Project Citizen* is more focused on developing *civic knowledge, civic disposition,*

and *civic skills*. As stated in the classification of competencies in PPKn subjects (Ministry of National Education, 2006, p. 4) as follows,

1. Civic *knowledge* includes the fields of politics, law and morals. In more detail, citizenship knowledge material covers the principles and processes of democracy, governmental and non-governmental institutions, national identity, justice that relies on law and justice that is free, the constitution, national history, civil rights and political rights.
2. Competence in civic skills (*civic skills*) participatory skills in national and state life, such as, playing an active role in realizing civil society skills in influencing and monitoring the course of government, political decision-making processes, skills in solving social problems, skills in forming coalitions, cooperation, and managing conflicts.
3. Competence grades citizenship (*civic value*) include, among others, confidence, commitment, control over the religious values, norms and moral sublime, the values of justice, democracy, tolerance, individual freedom, freedom of speech, freedom of the press, freedom of association and assembly, and protection of minorities.

Citizenship character competency, through the implementation of the *Green Constitution* learning model using *project citizens* is expected to be able to shape the character of citizens and have confidence as citizens, commit to rights, citizenship, and applicable laws, especially for environmental law, citizens who uphold religious values, justice, democracy, willingness to be a problem solver, especially the problem of environmental damage. Citizenship *skills* through the implementation of the *Green Constitution* learning model with the *citizen project* are expected to encourage students to always actively contribute to all the problems of the nation and state, especially environmental problems and the skills to cooperate with others. The important thing that citizens can do is that they go straight to the field to make real work a solution to the problems of the nation and state. Students are expected to have a change in attitude. Changes in attitude can be felt in various ways, namely, conscious and deliberate attitude changes, continuous change, functional changes, active changes, harvesting changes, purposeful and directed changes and overall changes.

PPKn *Green Constitution* learning model using *citizen projects* will make students creative and innovative. That is because the learning design supports students to think creatively and creatively, choose products and contribute significantly in positioning students as part of the country. Howard (in Fitriasisari, 2018, p. 271) explains the two types of knowledge needed to produce creativity namely, 1) deep practice and focus on a particular study that makes a person an expert, 2) the ability to combine elements in new ways. By using the *citizen project*, students will have experience in learning to examine one issue in depth. Learning is rich with experience because in reality they not only learn in the classroom but they also learn outside the classroom, looking for something to learn outside the classroom, namely the environment and places that support them. Learners try to combine the knowledge and experience possessed by other people who are more expert even someone who may come from several disciplines. To produce creativity there are three intelligences that can form a creativity, namely 1) kinetic thinking (creative), namely the ability to develop ideas, quality, and in accordance with the task, 2) thinking analytical / critical thinking, namely the ability to judge someone's ideas, see from strength (strengths) and weaknesses, as well as giving suggestions for improvement (improvement), and 3) practical thinking, ability to apply intellectual skills in everyday contexts and sell creative ideas, Stenberg (in Ridwan, 2014).

So, it can be concluded as a learning activity over a long period of time involving students in designing, making, and displaying products to overcome problems in the real world. The character of learning using *Project Citizen* is very relevant for the character of learning that exists in project-based learning can be seen as follows, 1) focus on problems for mastering important concepts in learning, 2) making projects involve students in conducting constructive investigations, 3) projects must be realistic, 4) the project is planned by students (in Fitriyani 2018, p. 274). Based on the characteristics mentioned earlier, the implementation of the *citizen project* as an innovation of *project-based learning* forms the basis of the procedures used in the *Green Constitution* learning model to develop *civic engagement* among students. The implementation of innovative *Green Constitution* learning models is based on the *project citizen* procedure by including learning components in it. In detail can be described with several steps in learning the steps as follows,

1. The first step, identify the problem
This step class conducts brainstorming to explore the problems that occur in the surrounding environment. The practice is carried out through discussions by groups of 6-7 people to find one problem, the source of which is from newspapers, the internet, books, and other sources. The students are directed to focus on the problem of environmental damage, which has recently become a quite serious problem. Of the six small groups, six problems were identified: 1) flooding, 2) landslides, 3) illegal logging, 4) river pollution, 5) air pollution, 6) factory waste.
2. The second step, memilih problem for class study materials
Problems that have been identified are then discussed about the urgency and readiness of students to deal with them. Spokespersons from the group were asked to give a brief explanation of why the problem they raised. The other students will provide responses to the explanations that have been submitted previously by the spokesperson. Next, the teacher explains that all identified problems must have a presentation to each group so that all small groups can learn together about dealing with problems from the environment, especially in Indonesia.
3. The third step, gathering data and information
Data and information to deal with the problem of classroom studies were obtained from print media, electronic media, books, field observations, and interviewing speakers. Then the class forms six groups, whose job is to collect data and information according to their respective fields. In accordance with the material chosen in the first stage.
The fourth step, developing a class portfolio.
4. After each group completes its work, the class begins to develop a portfolio. Classes are divided into six groups. Each group is responsible for developing part of the portfolio. The materials in the portfolio include the documentation that has been collected. This documentation includes art materials written originally by students. The work of these six groups is displayed in the class portfolio. The portfolio is divided into several sections, the visual section and the documentation section. Portfolios do not limit creativity so they can use any material with notes not to disturb the surrounding environment.
5. The fifth step, presents the portfolio
After the portfolio is finished, a presentation is made in front of friends and teachers. This activity is the peak performance activity of students, because at this stage, the work of students is tested and debated in front of their elementary students. With this activity students are provided with the experience of learning

how to present ideas and thoughts to others, as well as how to convince them of the steps taken by students.

6. The sixth step, reflects the learning experience

Reflection on the experience of learning is one way to learn, to avoid making mistakes, and to improve the abilities that students already have. At this stage the teacher engages in dialogue with the students about what students have learned either individually or together. What learners can learn from the results of public policies that they make with classmates, what skills they can learn and improve through class portfolio activities. What are the benefits of doing an activity together in a group, what activities students have done well, how do students improve their skills in solving problems, what ways do students do if they later develop a portfolio of other public policies.

Based on the *project citizen* procedure in the *Green Constitution* learning model to improve overall *civic engagement*, overall students are in touch with the development of the basic skills of students, so it can be analyzed as follows, First, the learning process of students in identifying problems by brainstorming to explore the problems that occur in the surrounding environment, it is part of civic engagement, and will make students aware of the environment, one of them is by recognizing the *adiwiyata* process in schools that must preserved. Considering the phenomenon of human disharmony with nature (earth) increasingly shows concern so that the focus of identification of students' problems on environmental damage places the role of students on the environment more concrete and directed towards the development of citizenship civilization that has moral duties and rights, as citizens or communities of an environment. (Fitriasari, 2018, p. 279). Second, the learning process of students in choosing problems for class study material shows democratic ways. The problems that have been identified are then subject to a closed selection with the system selecting a problem. The learning process in decision making. Environmental issues of concern have their own urgency, so they need a decision-making process by choosing their own level of urgency so there is a need for a decision-making process by choosing environmental problems. Involvement of students as citizens is to develop knowledge, values and skills to participate in making decisions about how we do things, individually and collectively, both locally and globally, which will improve the quality of life now without destroying the planet for the future of UNESCO, (in Fitriasari, 2018, p. 280). Third, the learning process of students in collecting data and information shows the way students learn in scientific thinking. Data and information are collected to deal with problems, from various mass media. This activity is a small research that allows to solve environmental problems that are systematic, complex, and have broad scope. Through the *citizen project* students will have experience in learning to examine one issue in depth. Values that are important in learning are gained from interacting with others, especially classmates, teachers, the community. Knowledge can be obtained when students interact with the community. The knowledge gained can be applied in everyday life so as to improve the quality of life, Ridwan (in Fitriasari 2018, p. 281). Fourth, the learning process of students in developing class portfolios by including material in group portfolios by including material in portfolios in the form of written statements, lists of information sources, maps, graphics, photographs and artwork. This activity will hone students' creativity in making different artistic works. In this case there are two types of knowledge that must be carried out to produce creativity, namely, 1. In-depth experience and focus on a particular study that makes a person an expert, 2. The ability to combine elements in new ways, Howard, (in Fitriasari 2018, p. 218). Fifth, the learning process of students in presenting class portfolios in the presentation activities equip students with the experience of learning how to present ideas and thoughts to

others, and how to convince them of the steps taken by students. Knowledge is not something that has been determined, but rather a process of formation. The more people interact with objects and their environment, their knowledge and understanding of objects and the environment will increase. Knowledge cannot be transferred from the teacher to the students. It is the students who must interpret what has been taught by adjusting to their experiences (Komalasari, 2008). Sixth, the learning process of students in reflecting the learning experiences of students is one way to learn to assess deficiencies, obstacles, and difficulties during learning. The abilities that are given during the process of constructing knowledge are, 1) the ability to recall and express experiences, 2) the ability to compare and make decisions about similarities and differences, 3) the ability to prefer an experience from one another, Glaserfeld, (in Fitriasari, 2018).

This learning model emerged and was developed on the basis of the *Reflective Inquiry* approach, which has several steps. From the results of research conducted by researchers during three meetings, namely Monday for SMAN 12 and SMK 7 Bandung, and on Tuesday at SMKN 5 Bandung, there are some significant changes, at SMAN 12 students care about the environment in the learning process on day firstly it is difficult to provide understanding, children find it difficult to focus on the material provided by the teacher, after the distribution of jigsaw groups where one person who has a higher level of memory helps students to be able to carry out the tasks given to students, in the second week, each group has a pattern and discussion about what they will study and they will discuss later, from this second meeting, students are accompanied by innovative teachers who do the task well, and questions that make the group difficult to ask directly to the teacher and those that use mass media or social media. At the last meeting was the day when the portfolios of each group aired confidently displaying what they had discussed. So, the *Green Constitution* learning model to develop *Civic Engagement* among students is considered capable, and it is also appropriate to increase *civic knowledge*, especially considering that this school is a government pilot program, namely Adiwiyata. Developing *Civic Engagement* also not only has to be carried out in the classroom but outside the classroom, because PPKn subjects are real subjects where we have to apply them too, Adiwiyata's planned program from SMAN 12 Bandung is still every first hour guided directly by the homeroom teacher, and routinely carry out GPS (Garbage Collection Movement), recycling unused materials such as bottles or plastics that are used as engineering works, the existence of biopori plants whose results will be sold to students and teachers at school, using tumblers and prohibited from using bottled drinks, as for plastic diets in the canteen in order to reduce the amount of rubbish, differentiating the trash can to be more orderly and less inconvenient when trying to recycle.

Adiwiyata program at SMK 7 is disciplining learners and make learners responsible for what they do, like, wash your own means of food from the cafeteria and put it in a container that is already available, maintain the cleanliness of the school environment with jumsih at weeks 3 and to 5 every month, after doing jumsih any information what they do when jumsih activities. Recycling materials that can be decomposed, for example paper and leaves, for their leaves to make fertilizer, while paper, they make for art tools. In addition, the agreement of students not to use shoes in class and put them on the shelves that are already available. Almost the same as SMAN 12 and SMKN 7 Bandung, that SMK 5 Bandung also has a program where *Civic Engagement* will emerge and attach to students, the Adiwiyata program conducted at SMK 7 is the reduction of plastic materials by advising students and teachers and employees not to use a plastic bottle again, and the school has provided a dispenser to make it easier. As well as other

programs is the construction of *eco-brik* where in this *vocational* school no longer uses bricks but bottles containing clean rubbish to protect the environment. And the discipline of students is also often seen when they throw trash into their place, there are 3 bins provided in front of each class along with cleaning tools. So, the *Green Constitution* learning model for developing *Civic Engagement* for students in the Adiwiyata program was felt very effective and would become a good habit as well. Furthermore students, students are the subject of learning in school. Students status as subjects in the view of modern views tend to call it that. The implementation of the *Green Constitution* learning model to develop students in the Adiwiyata program is one of the learning innovations that teaches students to be active and the role of students is very large. The *Green Constitution* model follows what has changed in education, which is student-centered learning. Important value in learning cannot be obtained if students only use the same learning model. Students should be given the opportunity to interact, especially classmates. The knowledge acquired should be applied in everyday life so as to increase knowledge. Schools as an important part of education contribute to print citizens in accordance with national development and the ideals of the nation as stated in the constitution. Education can make students into someone who knows, understands and is aware of the law. One of them is through the process of habituation through education, Sulaeman (in Arifin, 2010).

Implementation of learning that contributes to the creation of legal awareness and participation as citizens is one of the tasks of the PPKn subjects. One of them is the *Green Constitution* learning model to develop *Civic Engagement* among students in the adiwiyata program. In this case the school becomes a facility where students will be able to become good citizens through legal education at school. The material used as research material has been taught at junior high / high school level, vocational level equivalents through PPKn lessons, without ignoring the success that has been achieved so far, PPKn has not produced out comes / graduates who have good personalities in attitudes, behaviors, insights nationality in accordance with the constitutional mandate and moral performance. In the matter of Integration there are several threats that we have to discuss in depth, then in high school and vocational school there is discussion about it and theoretically the science is also integrated in PPKn subjects, and similar subjects. The benefits of the *green constitution* learning model in relation to this education can be elaborated, among others, for students, students to know and understand the material, especially awareness of threats in Indonesia, especially environmental threats, students are trained independently, find a problem that can be raised by factually defeating in the case of destruction environment, students get new challenges challenged to identify and investigate the main problem. Students look for solutions and contribute and respond to problems found, and finally students increase in terms of knowledge and insight.

While the benefits of schools are the growth of habituation for students with school programs, especially Adiwiyata, synergizing with a number of school activities in realizing green and adiwiyata *schools*, and the existence of learning implementation based on the national education curriculum. Through the *Green Constitution* learning model, it can be seen that students in their learning are trained to be concerned, responsible students especially in the environment, and to know the conditions in which when what happens when there is a violation of environmental regulations. This refers to the purpose of the PPKn subjects to build the character of students, (National Education Standards Agency, 2006), a) think critically, rationally, and creatively in responding to citizenship, b) active and responsible participation and act intelligently in activities community, nation and

state, as well as anti-corruption, c) develop positively and democratically to form themselves based on the characteristics of Indonesian society so that they can live together with other nations, d) interact with other nations in the world directly or indirectly directly by utilizing information and communication technology. Kulikular citizenship education according to Winataputra and Budimansyah (2007, p. 126) explains, is designed as a learning subject that aims to develop the potential of individuals to become Indonesian citizens who are virtuous, intelligent, participatory, and responsible. From the explanation explained above, it can be concluded that the differences of each school studied by researchers, the differences that make the *Green Constitution* model to develop *civic engagement* of students in the adiwiyata program are successful there are several kinds, firstly SMAN 12 Bandung, this can be seen from the initial division of education. e group, the group in this school only wants to focus on one problem, that is the problem of waste which eventually causes many problems, one of which is flooding at a vulnerable point. From this, the level of awareness of students increases where they know the legal basis that previously they only knew but can practice through this *green model of contitution*, *civic engagement* of students is evident when the presentation and results of interviews with related parties, seen from the results of discussions and projects the solutions offered so that waste and flood disasters will at least be reduced, they are able to analyze the contents of central and regional policies. This is in line with the rules and adiwiyata program to be able to make a good contribution as citizens and students.

Second, SMKN 5 Bandung, things become a success in this model ad a lah learners directly conscious well and has become a habit, as well in learning to follow and pay attention to the teacher to get the knowledge of good and sustainable, as well as the habit of throwing rubbish on place by sorting and choosing according to the existing school facilities, the role of the school also influences to develop *civic engagement*, where due to the funding of this adiwiyata program, there are several programs that ultimately students obey the rules and are responsible for what they do, such as protecting the environment with well, not littering, so that it can make useful recycled goods. Third, SMKN 7 Bandung, the thing that made the *Green Constitution* model to develop *civic engagement* of students in the adiwiyata program was successful was all aspects, namely teachers who were active and not boring so that students liked the learning of PPKn and with varied methods and approaches, understanding of teacher to students that what is done must be in accordance with religion and the applicable constitution instilling the nature of caring and responsibility. In addition, school programs, especially the adiwiyata or love of the environment program, make students accustomed to not only in certain learning, and the appreciation of the environment is widely received by SMKN 7 Bandung, so schools and teachers work together in order to develop students in accordance with national ideals and national development.

CONCLUSIONS

Based on the results of the research in the field, the general conclusion is that the green constitution model for developing civic engagement of students in the adiwiyata program in the learning process of PPKn in equivalent high schools is at SMAN 12, SMKN 5 and SMKN 7 Bandung. In addition to the general conclusions, the researchers also formulated several specific conclusions, including;

1. The implementation of the green constitution model to develop civic engagement of students in the adiwiyata program as a whole can support the achievement of the PPKn education goals and the adiwiyata program in schools. This can be seen

when the green constitution model for developing civic engagement does not only succeed in reminding students 'civic engagement which is one of the citizens' characters (civic disposition), it can also develop social skills (civic skills) and increase civic knowledge.

2. In the process of the green constitution model to develop civic engagement of students in the adiwiyata program in PPKn subjects, several obstacles or obstacles were found, among others; 1) teachers find it difficult to arrange time allocations to apply the green constitution model appropriately given the large number of sequences in learning the green constitution model. 2) the lack of knowledge and insight of students about the green constitution model so that at the beginning of learning students do not understand the steps of learning the green constitution model. 3) teachers experience difficulties in terms of classroom management especially when forming themes and applying citizen projects. 4) there are still students who are less active and prefer to be passive listeners when implementing the green constitution model using citizen projects.
3. To overcome the obstacles and obstacles that arise in the implementation of the green constitution model to develop civic engagement of students in the adiwiyata program, the efforts that can be made by teachers, among others are 1) good time management, 2) increasing the creativity in delivering the steps learning steps for the green constitution model using a citizen project. 3) carry out the role and function of the teacher as a leader in the class and involve themselves in group formation; 4) increase the intensity of providing motivation to students at every opportunity during the learning activities process.
4. The green constitution model for developing civic engagement of students in the adiwiyata program in PPKn subjects has proven to be very effective in increasing caring attitudes as citizens. This has been shown in the field, where each meeting more and more students who look brave in arguing and issuing opinions and solutions and provide criticism in a systematic and logical way to increase students' understanding of the problems raised by other groups, and students are also more active in asking relevant questions during the presentation of group results in the project citizen.

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