

The Implementation of the Project Citizen Learning Model in Civics Education Subjects as an Effort to Build Civic Skills

Shopia Amalia¹, Sapriya²

Student of School Postgraduates Studies of Universitas Pendidikan Indonesia¹

Lecturer of School Postgraduates Studies of Universitas Pendidikan Indonesia²

Jalan Gegerkalong Tengah No. 45D Kec. Sukasari Kota Bandung, 40153, Indonesia

Correspondence Email: shopiaamalia@student.upi.edu

ABSTRACT

Civic Education learning empiric-practically is a process to build citizen's awareness in solving problems in the environment. One of the awareness formations to actively participate in solving problems can be undertaken through Project Citizen learning model. This research observes the learning model in Civic Education subject in building civic skills at Public Junior High School 3 in Majalengka. The research method was used a case study. Data was collected through interviews, observations, literatures review and documents then analyzed with data reduction technique, data presentation, and verified by triangulation technique and data collection technique. The findings showed that the development of civic skill which includes communication skills, critical thinking, collaboration, and creativity are gained by students through all the steps in Project Citizen learning model.

Keywords: Learning, Project Citizen, Civic Skill, 21st Century Skill

INTRODUCTION

Civic Education Learning in essence aims to form citizens who are able to utilize their intelligence for self-development and environmental progress (Wahab and Sapriya, 2011). The objective emphasizes that Civic Education is used as a vehicle in an effort to improve the quality of democratic life in a country through civic skills in the form of active participation in solving social problems.

The phenomenon that occurs in the current educational environment, Civic Education is only used as rote subjects that require students to be able to answer questions for written examination with a single truth without reflecting the reality of social life in a country. Branson (1999) revealed that students should be able to learn to engage in state life with intelligence and civic skills effectively and responsibly. Students can be taught to explore the problems that exist in everyday life so that they get the opportunity to consider various matters relating to individual interests and common interests to formulate solutions to problems in society.

The problem over this phenomenon can be overcome by the use of Project Citizen learning innovations in Civic Education subjects. Project Citizen which was originally developed by the Center for Civic Education (CCE) in 1995 is a generic model that can contain relevant learning material throughout the country. "The mission of this model is to educate students to be able to analyze various dimensions of public policy" (Budimansyah, 2010; 159). "The Citizen Project Model will give students the opportunity to participate in government and society by practicing critical thinking, dialogue, debate, negotiation, cooperation, courtesy, tolerance, decision making, and civic action for the common good." (Vontz & Patrick, 2001; 6).

The Project Citizen Model in Civic Education is believed to be able to build students' civic skills in active participation in the social environment. Schwadel (2002) revealed that without the skills possessed by someone to be able to participate in the community, the democratic process will not continue. The competency of civic skills includes intellectual skills and participation skills. Intellectual skills consist of the ability to express thoughts verbally and in writing, analyze problems and make decisions intelligently and responsibly, influence public policy, and participate in resolving social conflicts between individuals and groups. (Winataputra, 2001). "Intellectual skills are a critical way of thinking and are able to think systematically in dealing with existing problems" (Filiz and Yasemin, 2014).

The focus of this research will explore the process of planning and implementing Civic Education learning through the use of the project citizen model to build student civic skills. Citizens can understand politics and information and can contribute to it so as to require sufficient civic skills (Comber, 2003; 1). Through good civic skills, citizens can choose and filter the information they get so they are able to know that this is true based on available facts. (Maiello et al, 2003)

RESEARCH METHOD

The method used the case study method in accordance with that delivered. Yin (2008) explaining that the case study is used as a comprehensive explanation relating to various aspects of a person, a group, an organization, a program, or a social situation under study, pursued and explored as deeply as possible. The data collection process was carried out by researchers through three data collection techniques, namely: observation, interviews, and document analysis to the Civic Education Teacher and Students of Public Junior High School 3 at Majalengka. These three techniques are expected to be complementary in obtaining the data needed. After the data collection process, data processing and analysis are carried out in the form of data reduction which a data analysis process is carried out to find, classify, direct research results by focusing on things that are considered important by researchers (Miles and Huberman, 2007). The next step is to display data and conclusions to test the validity of the data by triangulating data and sources.

RESULTS AND DISCUSSIONS

The research model of citizen project learning in the subject of Civic Education in 9J grade Public Junior High School 3 Majalengka, was conducted based on teaching materials that are in accordance with the basic competency 4.4, which demonstrates the results of the analysis of the principle of unity in the diversity of tribes, religions, races, and intergroup within the frame of *Bhinneka Tunggal Ika*. The results of this study discuss the process of preparing and implementing a project citizen model in the subject of Civics Education to build student civic skills. At this stage the researchers found the results of research on the role of the Civic Education teacher when starting the planning stage of the learning process by preparing a syllabus, making a Lesson Plan that includes subject identity, competency standards, basic competencies, indicators of competency achievement, learning objectives, teaching materials, allocation time, learning methods, learning activities, assessment of learning outcomes, and learning resources, preparing learning materials and media and compiling an assessment format for students.

Planning for the implementation of the Project Citizen model must be adapted to the main objective of citizenship education in building the morals and character of citizens

as the initial foundation for the formation of civic skills (Sayer, 2005). The determination of the Project Citizen model was chosen because this model was able to overcome the problems of education in general, and was considered able to build student civic skills that were useful in the lives of students as citizens and also global citizens. In an effort to actualize the personal dimension of citizenship, education must develop and be improved equally among all students (Budimansyah and Suryadi, 2008). In this section SM always points to the values of religiosity as the main foundation of the learning process. The value of religiosity is related to the first principle of Pancasila which reads *Ketuhanan yang Maha Esa*. The value of religiosity is expressly interpreted as a unitary function that includes historical content and the present context (Hourtart, 1989)

In the planning process, before the stage of efforts to build civic skills, teachers build social attitudes that are in accordance with teaching materials, one of which is a tolerant attitude towards the diversity of society. Parker (2007; 29) revealed that "social behavior is a means of understanding and showing self-identity in the community." According to Jennings and DiPrete, the importance of building social attitudes in the learning process is a critical role in the education process to understand their identity as individuals and where they come from (Jennings and DiPrete, 2010).

The planning of citizen project learning models is carried out as an effort to implement effective learning in accordance with social conditions and student competencies during Civic Education learning. The teacher directs and plans in several stages so that learning will take place according to the planning stages in building students' creative civic skills that are creative, collaborative, critical thinking and communicative. Project Citizen learning steps include identifying problems, selecting problems as class study material, gathering information, developing class portfolios, presenting portfolios, reflecting learning experiences.

Komalasari (2010; 57) revealed that "the learning model is an approach, strategy, method, technique and even tactics of learning that have been strung together." So, after formulating a learning plan using the project citizen learning model, the teacher implements learning activities in Public Junior High School 3 based on the learning steps of the project citizen model that has been prepared. Students perform all activities enthusiastically because this learning focuses on student activities (student center) and develops character and builds students' civic skills. The implementation of character education programs will run effectively through a variety of models and methods that can even be used in an integrated manner with the education curriculum (Krajewski, 1999; 40).

The results of the research at the implementation stage of the project citizen model, researchers found that civic skills can be developed through the implementation of Civic Education learning using the project citizen model. These results were found through various stages of the project citizen. First, analyze and choose a problem. At this stage students will explore issues in the community in depth and make decisions to determine the problem. At this stage students' critical thinking skills will be systematically developed. The problem is determined based on the results of classroom discussion is about differences in children parenting. Second, the stage of gathering information. At this stage students conduct a series of interview processes with competent speakers. In this activity students' communication skills are honed in depth. Third, the steps for developing a portfolio that emphasizes collaborative skills and creativity to create portfolios that are interesting in art and beauty. Fourth, the process of presenting the

portfolio and reflecting on the learning experience is able to build students' communication skills gained from the critical thinking process.

Table 1: Build Student Civic Skills through the Project Citizen Learning Model

No.	Build Student Civic Skills through the Project Citizen Learning Model			
	Critical thinking	Communication	Collaboration	Creativity
1.	Think deeply and consider a variety of problem choices at the stage of choosing a problem	Communicate well the results of the analysis of social problems in the problem identification step	Doing assignments between students in designing and developing group portfolios	Develop a portfolio that is interesting and has artistic value and beauty
2.	Think critically and analytically to find solutions to problems in society.	Conducting interactive interviews with informants at the information gathering stage	Work together in preparing arguments from the results of research that has been done at the portfolio presentation step	Work on the process of finding information and planning follow-up with a variety of creative methods and media

The process of implementing the citizen project model is accompanied by an assessment process conducted by the jury as a learning evaluation process is a consideration given to determine a certain quality about a value. When the learning process takes place there needs to be an evaluation so that what has already taken place in the future can be better than before. The results of the evaluation conducted by the Jury showed very good grades for the average of all 9J grades of Public Junior High School 3 Majalengka. The implementation of the citizen project in the subject of Civic Education is an embodiment of the theory of educational progress. According to John Dewey (in Vontz et al, 2000; 16) "Progressivity theory seeks to shape an educational process that frees from the shackles of ignorance, tyranny, and the fear of oppression."

Progressivity theory in the world of education has a small part in developing the character of students. Citizenship education is considered capable of contributing to the development of national character towards independence and freedom. The character of nationalism, which is considered to be one of the indicators of learning, has an anticipatory strategy and is adopted by dominant groups who feel threatened to be

marginalized or excluded from the emerging national community imagined. Anderson (2008; 155)

Project Citizen learning is central to student learning, while the teacher is the facilitator. With Project Citizen learning many students gain a very meaningful learning experience. These experiences include social experience in group work, academic experience through problem solving, compiling a portfolio of documents as an interesting publication and presenting them by creating a portfolio of impressions. Sudrajat (2016; 39) In addition students get substantial insights such as an understanding of public policy, learning about problems that exist in the community who have attention to public problems. All of that makes learning truly meaningful.

CONCLUSIONS

Based on the research that has been carried out, the researcher obtained a general conclusion that the implementation of the Project Citizen model in the subject of Civic Education as an effort to build civic skills. This is evidenced by the development of indicators of civic skills at each meeting that has been held, namely the ability to communicate, the ability to collaborate, the ability to think critically and problem solving, and the ability of creativity and innovation.

Civic Education learning planning using the Project citizen model in build student skills begins with the making of the Lesson Plan using the Project citizen model. The teacher prepares a syllabus and determines teaching material based on Core Competencies, Basic Competencies and Learning Objectives that have been prepared. The teacher determines teaching material in accordance with the material being studied by students of Public Junior High School 3 Majalengka namely "Diversity of Ethnic, Religious, Race and Intergroup within the frame of *Bhinneka Tunggal Ika*". The next step is to arrange learning media in the form of power points or other media and prepare a description to be presented to students in class in increasing the enthusiasm of learning using the project citizen model.

The implementation of Citizenship Education learning using the Project citizen model emphasizes the ability of teachers to master classroom conditions so as to make the conditions of students in class conduct learning in an orderly manner so as to create a pleasant learning atmosphere and arouse students' enthusiasm in class. The teacher is expected to be able to explain coherently the concepts and technical implementation of the Project citizen learning model to students. The teacher must also provide concrete direction on the steps of Project citizen learning to build student civic skills to be aligned with the skills of 21st century global citizens, namely 4C (critical thinking, collaboration, creativity, and communication). Project citizen learning steps begin from problem identification to reflect learning experiences that are appropriate to the context of the Indonesian state and civic skills

REFERENCES

- Anderson, B. (2008). *Imagined Communities. Komunitas-Komunitas Terbayang*. Yogyakarta: INSIST.
- Branson, M. S. (1999). *Belajar "Civic Education" dari Amerika (Terjemahan Syarifudin dkk)*. Yogyakarta: LKIS.

- Budimansyah, D. (2010). *Penguatan Pendidikan Kewarganegaraan Untuk Membangun Karakter Bangsa*. Bandung: Widya Aksara Press.
- Budimansyah, D. dan Suryadi, K. (2008). *PKn dan Masyarakat Multikultural*. Bandung: Program Studi Pendidikan Kewarganegaraan UPI.
- Comber, Melissa K dkk. (2003). *Civic Curriculum and Civic Skills: Recent Evidence*. *Journal of Education Technology & Society*. Vol. 1, No. 1, hlm. 1-5. <http://dx.doi.org/10.1080/01587919.2015.1081740>
- Filiz, K. & Yasemin. (2014). *The Effect of Instructional Techniques on Critical Thinking and Critical Thinking Disposition in Online Discussion*. *Journal of Education Technology & Society*. Vol. 17, hlm. 248–258. <http://dx.doi.org/10.1080/01587919.2015.1081740>
- Houtart, F. (1989). *Developing Religion Pre-Capital*. *Social Compass International Conference*, 36, Vol.1, 83-94.
- Jennifer L. Jennings and Thomas A. DiPrete. (2010). *Teacher Effects on Social and Behavioral Skills in Early Elementary School*. *Sociology of Education* 2010 83: 135. DOI: 10.1177/0038040710368011
- Komalasari, K. (2010). *Pembelajaran Kontekstual Konsep dan Aplikasi*. Bandung: PT Refika Aditama.
- Krajewsky, B. (1999). *Enhancing Character Education Through Experiential Drama and Dialogue*. *NASSP Bulletin*, 83:40. DOI: 10.1177/019263659908360906
- Parker, C. (2007). *Modern Popular Religion: A complex object of Study for Sociology*. *International Sociology* 1998; 13; 195. Vol 13 (2): 195-212. DOI: 10.1177/026858098013002004
- Maiello, Carmine dkk. (2003). *Civic Knowledge, Civic Skills, and Civic Engagement*. *European Educational Research Journal*. Vol. 2, No. 3, hlm. 384-395. DOI: 10.1177/0022487108321377
- Miles, M.B. dan Huberman. 2007. *Analisis Data Kualitatif*, Buku sumber tentang metode-metode baru. Jakarta: Universitas Indonesia Press.
- Sayer, A. (2005). *Class, Moral Worth, and Recognition*. *BSA Publications. Sociology* 2005 39: 947. DOI: 10.1177/0038038505058376
- Schwadel, P. (2002). *Testing the Promise of the Churches: Income Inequality in the Opportunity to Learn Civic Skills in Christian Congregations*. *Journal for the Scientific Study of Religion*. Vol. 41, No. 3, hlm. 565-575. <https://doi.org/10.1111/1468-5906.00137>
- Sudrajat, Rahmat. (2016). *Pengaruh Model Pembelajaran Project Citizen Terhadap Peningkatan Hasil Belajar Siswa Dalam Mata Pelajaran PPKn SMA Di Kota Semarang*. *Jurnal Civicus*, Vol. 5, No. 1, hlm. 20-44.

- Vontz, TS and Patrick. (2001). *Project Citizen and The Civic Development of Adolescent Students in Indian, Latvia, Lithuania*. Washinton DC: ERIC Publication.
- Wahab, A.A. dan Sapriya (2011). *Teori dan Landasan Pendidikan Kewarganegaraan*. Bandung: Alfabeta.
- Winataputra, U.S. (2014). *Makalah Diskusi: Diskursus Aktual tentang Paradigma Pendidikan Kewarganegaraan (Pkn) dalam Konteks Kurikulum 2013*. Bandung: Tidak diterbitkan.
- Yin, R.K. 2008. *Studi Kasus: Desain dan Metode*. Jakarta: PT. Raja Grafindo Persada.