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IMPROVING THE QUALITY OF CITIZENSHIP EDUCATION LEARNING THROUGH CITIZENSHIP LEARNING PRACTICES (CITIZEN PROJECT)

Roslinda[1]
[1]Prospective Professional Teachers of the Republic of Indonesia
Email: [1]ibnupasaman059@gmail.com

Abstract

In improving the moral quality and character of the nation's children, it is necessary to implement early childhood citizenship education. Citizenship education has begun to be implemented since elementary school. Teachers have an important role in teaching and directing students to implement the values of citizenship education in everyday life. Therefore, teachers must have a strategy to increase students' interest and motivation in citizenship education learning. In carrying out the teaching and learning process in this subject, teachers use learning models that are considered effective for improving the Quality of Citizenship Education Learning. One of them is by conducting citizenship learning practices (project citizen). Project citizen equips students to obtain a pleasant learning atmosphere, provides experience, and increases student knowledge. Project citizen learning functions to provide learning motivation to students through "fun learning" and activities carried out by students both inside and outside the classroom (Adha, 2010; Adha, 2018). This study aims to determine how to implement citizenship learning practices (project citizen) and increase student motivation in citizenship education learning. The method used in this study is a literature review study. The results of the study show that learning using the Project Citizen model can improve students' critical thinking skills in finding and solving problems that occur.

Keywords : Project Citizen, quality of learning, character of the nation's children, citizenship education

Introduction

Civic Education (PKn) is one of the subjects or fields of study listed in the school curriculum. Based on Law No. 20 of 2003, National Education has several objectives, including developing the potential of students to become individuals who are obedient to God Almighty and fostering a sense of patriotism in students. As according to (Daryono, 1997) in (Syam, 2011) it is said that Civic Education has the objective of guiding the moral development of students in line with the values of Pancasila so that it can produce optimal development and is expected to be realized in their daily lives. (Syam, 2011) also said that Pancasila and Citizenship Education or PKn in elementary schools is intended to foster a sense of love for the homeland, then also emphasizes a sense of national spirit, and forms a national character that is in accordance with our outlook on life, ideology, and the foundation of our country, namely Pancasila. Therefore, the compulsory education curriculum includes Civic Education (PKn) which is included in it. Several experts have expressed their opinions regarding the 2013 curriculum which has a competency-based concept that emphasizes the aspect of character development. Character education in the 2013 Curriculum aims to develop the quality of the process and results of education that refer to the formation of attitudes and morals of students optimally and also in line with the graduate competency standards in each educational unit (Mulyasa, 2006). Of course, to achieve these goals, teachers must implement the values of the Civics education subject in the learning process properly. To be able to implement Civics learning in elementary schools properly, it certainly cannot be separated from Character Education. Civics can contribute to

the development of national character, which can be seen from three aspects, namely according to Winataputra (2001), first, curriculum content, based on the decree of the Director General of Higher Education No. 43/Dikti 2006, the objects of discussion in Civics include: Pancasila Philosophy, National Identity, State and Constitution, Indonesian Democracy, Human Rights and Rule of Law, Rights and Obligations of Citizens, Indonesian Geopolitics, and Indonesian Geostrategy. The main points of Civics are the basis for the development of citizen character which will then be collected into the character of the nation. In the demands and developments of the times, teachers/lecturers have the responsibility to develop these materials. Second, the subject of Civics in its learning should be seen and treated as a democratic practice. The suggested approach in learning is learning that is more oriented towards the process of critical thinking and problem solving. Third, at the same time the school community environment and the wider community should be conditioned to become a place for learning "spiral global classroom" (Cogan, 1999:7). Therefore, teachers must have a strategy to increase students' interest and motivation in learning citizenship education. In carrying out the teaching and learning process in the subject, teachers use learning models that are considered effective for improving the Quality of Citizenship Education Learning. One of them is by conducting citizenship learning practices (project citizen).

Research Methodology

In the study entitled "Improving the Quality of Civic Education Learning through Project Citizen Practice" the researcher used the literature review study method. According to M. Nazir in his book entitled Research Methods, it is stated that literature study or literature study is a data collection technique by conducting a review study of books, literature, notes, and reports that are related to the problem being solved. Meanwhile, according to J. Supranto, as quoted by Ruslan in his book on Public Relations and Communication Research Methods, literature studies are carried out by searching for research data or information by reading scientific journals, reference books and publication materials available in the library (Ruslan, 2008:31). The literature review study method or literature review is a systematic method for identifying, evaluating, and synthesizing existing research results and thoughts. The goal is to analyze and synthesize existing knowledge related to the research topic, so that it can find empty space for research to be carried out.

Result & Discussion

Project citizen learning began in California in 1992. This portfolio learning program was applied in schools by the Center for Civic Education and The National Conference of State Legislature. Project citizen in civic education learning is very effective in developing students' knowledge, because students are asked to read, make clippings, collect information from books in the library, read newspapers, and other important information collected. Student activities in the project citizen learning model train and improve students' skills or abilities in terms of communicating, interacting, discussing (expressing opinions), coordinating, working effectively in groups, and time management (Tolo, 1998). Learning using Project citizen is a citizenship learning model that emphasizes critical thinking orientation and problem solving. This model is known as "A portfolio-based civic education project" which is designed to practice one of the rights of citizens, namely "the right to try to influence the decision people in his/her government make about all of those problems" CCE (1998). Project citizen equips students to obtain a pleasant learning atmosphere, provides experience, and increases students' knowledge. Project citizen learning functions to provide learning motivation to students through "fun learning" and activities carried out by students both inside and outside the classroom (Adha, 2010; Adha, 2018). According to Budimansyah, D. (2009, p. 2) project citizen is one of the problem-based instructional treatments to develop knowledge, skills, democratic citizenship character that enables and encourages participation in government and civil society. The purpose of the project citizen learning model is to motivate and empower students in exercising the rights and responsibilities of democratic citizenship through an intensive portfolio on public policy issues in schools or communities where they interact.

According to Budimansyah and Karim (2008) Explaining that the strategy of the citizen project learning model uses an instructional strategy based on discovery learning strategies, problem-based learning and also research-oriented learning. The citizen project learning model has several learning steps which include identifying problems, selecting problems, collecting information, developing portfolios, presenting portfolios and reflecting on students' learning experiences. This citizen project learning model is actually implemented in social sciences learning, especially PKn, because it is in accordance with the name of the learning model, namely the citizen project or citizenship project. The principle of learning using the Project Citizen model begins with the principle of active student learning where learning runs well if supported by the activeness of each student. During the learning

process, good cooperation is needed between fellow students in carrying out each step of the learning process so that learning is formed according to expectations. The involvement of students directly with real-world problems makes this learning meaningful for students for their future lives. The basis of the thinking of the project citizen model was put forward by Branson (in Budimansyah, 2009, p. 17), namely being in a framework divided into five parts about educational and political ideas. The involvement of students to be active and take part in the implementation of a government regulation makes learning using the project citizen model hone students' critical thinking skills to practice solving a life problem from their closest environment. Therefore, teachers are needed who have reflective skills, and journals can be used to record every development of learning. (Abdillah, 2017)

The characteristics of project citizenship learning
   a) The characteristics of citizen project learning according to Djahiri (2000: 6-7) consist of:
      Active and meaningful, through this learning all of the students' potential (cognitive, affective and psychomotor) are involved in a complete way. This learning is also expected to be meaningful in the sense of being useful. useful and belongs entirely to the students (self concept)
   b) Inquiry learning or problem solving, this learning trains and accustoms students to be proficient in solving problems by implementing systematic steps. The learning environment around students makes life phenomena interesting so that it creates a high curiosity so that they are encouraged to ask questions and find answers
   c) Integrated learning, this learning is comprehensive and complete, because the teaching materials and learning activities are multidimensional and complete. The scientific dimension is combined with the life dimension
   d) Cooperative learning, the entire learning process is a unity full of solidarity, helping each other and assisting students' learning success. All decision-making is done through deliberation and voting (majority vote)
   e) Student based, all physical and non-physical abilities of students as well as their learning environment will be used as a reference starting from teaching materials to assessment
   f) Factual base, learning uses multiple sources, media and evaluation. Learning starts from the reality of life yesterday, now and tomorrow, to be acted out
   g) Democratic, humanistic and Open, all students are valued as human beings who have potential that have various choices and different activities. The relationship between teachers and students is harmonious as learning partners by upholding the principles of justice and openness.

Steps for implementing the citizen project
   The project city learning model is a learning model that focuses on students to carry out inquiry learning, discovery learning, problem solving learning, research-oriented learning. This model consists of six steps, namely:
   1. Problem identification: The teacher gives directions to students to write down problem topics that exist around the students' environment or in the community. The identification of the problem is written by students on the board and is not limited. After the identification of the problem has been written by the students, then continue to the second step
   2. Selecting a class study material issue: students select one of the issues from the student identification list after voting to be used as a class study, the teacher and students count the number of votes from each problem identification list on the board. The largest number of votes is used as the class study material
   3. Collecting information: students search for data and information through interviews and field research. The collection of information carried out by students is based on the time determined by the teacher, the materials and information collected are arranged by students to be used when entering the fourth step, namely making presentation materials or portfolios
   4. Making a portfolio: students make a portfolio (display material on cardboard) which contains the results of group discussions and analysis
   5. Presenting the results of group discussions and analysis: students present the results of group discussions and analysis in front of a panel of judges
   6. Evaluation and opinions related to class study materials: students provide evaluations and opinions related to class study materials that have been presented.
   The project citizen learning model aims to develop knowledge, skills, and democratic citizenship character which includes inquiry learning, discovery learning, problem solving learning, research-oriented learning. This model can improve student learning outcomes in Pancasila and citizenship education subjects.

Strengths and weaknesses of project citizen

The advantages or superiority of citizen project learning according to CCE in Winataputra (2007:31) are as follows:

1. Allows students to connect with real-world events and problems
2. Enables students to integrate various related concepts and ideas
3. Encourage students to use students can use knowledge and skills from various disciplines
4. Encourage students to learn to work together with colleagues in a group
5. Enable students to evaluate their own progress through self-assessment
6. Enables students to relate to assessment activities for learning activities
7. Enable students to benefit from the involvement of parents and other community members.

The weaknesses of Project Citizen are as follows: 1) The time used in implementing the Project Citizen model requires an ideal time of 4-6 weeks; 2) Requires costs; 3) Requires teacher readiness. The implementation of Project Citizen learning often experiences obstacles in the implementation process. Common obstacles include time and costs to implement Project Citizen learning. These obstacles are related to adequate facilities and infrastructure. Especially facilities and infrastructure related to learning resources and media. In addition, other obstacles are from students' interests, attitudes and habits. Each student has different interests, attitudes and habits. So teachers must pay attention to this. (Al Hadiq, 2023)

Improving the Quality of Citizenship Education Learning through Project Citizen Practices

Along with the development of technology and information in the world of education, it becomes one of the factors in the formation and improvement of the moral quality and character of the next generation of the nation. This is a challenge as well as motivation for teachers to be able to implement effective and creative learning. Students are also required to increase creativity and critical thinking patterns. So teachers need to improve the quality of learning. Learning quality is the level of effectiveness of the learning process in achieving learning objectives. In the learning process, the main goal is to achieve the objectives that have been formulated. To achieve learning objectives, learning quality is needed, meaning that to get optimal results, teachers will utilize the components of the learning process optimally. So that improving the quality of learning can be done by increasing learning activities and improving student learning achievement (Sudjana, 1991:40). The quality of learning can be seen from the process and results. In terms of the process, learning is said to be successful and of quality if all or at least most of the students are actively involved physically, mentally and socially in the learning process, in addition to showing high enthusiasm for learning, great enthusiasm for learning, and self-confidence. While in terms of results, the learning process is said to be successful if there is a positive change in behavior in all or at least most of the students (Mulyasa, 2003).

The improvement process in this case uses the project citizen learning model, because in this learning model students not only learn to develop knowledge but also develop soft skills. The project citizen model has several steps including identifying problems, selecting problems, collecting information, developing class portfolios, presenting class portfolios and evaluating or reflecting on learning experiences. Each of these activities is carried out by all students with their respective tasks. Therefore, learning activities are centered on students and require each student to be active in building their own knowledge in the learning process. Constructing knowledge from each student during the learning process. This process is a view of constructivism learning theory, namely a theory that says that a teacher must carry out a learning process that involves students working actively to develop the knowledge they have (Fajri, Yusuf & Ruslan, 2019). Through the implementation of structured and systematic steps in the learning process can improve the quality of student learning in civic education. This is different from the conventional learning process that has been carried out by teachers who are active, while students only sit and listen to what is explained by the teacher. So that the learning process is passive because it only accepts what is conveyed by the teacher.

Conclusion

Learning using Project citizen is a citizenship learning model that emphasizes critical thinking orientation and problem solving. This model is known as "A portfolio-based civic education project" which is designed to practice one of the rights of citizens, namely "the right to try to influence the decision people in his/her government make about all of those problems" CCE (1998). Project citizen equips students to obtain a pleasant learning atmosphere, provides experience, and increases students' knowledge. Project citizen learning functions to provide learning motivation to students through "fun learning" and activities carried out by students both inside and outside the

classroom (Adha, 2010; Adha, 2018). Through the implementation of structured and systematic steps in the learning process can improve the quality of student learning in civic education. This is different from the conventional learning process that has been carried out by teachers who are active, while students only sit and listen to what is explained by the teacher. So that the learning process is passive because it only accepts what is conveyed by the teacher. Through Project Citizen practice, students can actively learn and are able to solve real problems according to their own understanding. This is related to the increasing thinking skills of students. In learning Citizenship Education (PKN), the use of this learning model is very effective because it can prepare students to become democratic citizens in the future. In addition, students will be able to analyze issues that occur in society and be able to participate in responding to issues in obtaining solutions. It can be concluded that learning using the Project Citizen model can improve students' critical thinking skills in finding and solving problems that occur.

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