

ACTION FOR CITIZENSHIP EDUCATION OF CHARACTER EDUCATION USING PROJECT CITIZEN MODEL AT SENIOR HIGH SCHOOL IN INDONESIA

by Anita Trisiana

Submission date: 15-Dec-2018 09:25AM (UTC+0700)

Submission ID: 1057398710

File name: PUBLISH_Trisiana_IJEPC_5_1_2_42_53.pdf (259.89K)

Word count: 3600

Character count: 22138



4
**ACTION FOR CITIZENSHIP EDUCATION OF
CHARACTER EDUCATION USING PROJECT CITIZEN
MODEL AT SENIOR HIGH SCHOOL IN INDONESIA**

Anita Trisiana*

Slamet Riyadi University Surakarta, Indonesia

Abstract

By implementing the 2013 Curriculum, hopefully it is found a development of Project Citizen learning model in civic education that strengthen moral value as character building pillar, in accordance to the government policy that simultaneously and synergetically strengthen the nation character, so in civic education learning can integrate character values as well as emerge citizen knowledge and behavior which are able to reflect moral value. This research was aimed to describe the action citizenship education of character education using Project Citizen (PC) model at Senior High School, and to describe the implementation of Project Citizen (PC) model in Civic education teaching and learning in Senior High School. The method used in this research was research and development supporting with literature study. It also supported by triangulation techniques. The procedure of development used in this research was ADDIE (Analyze, Design, Develop, Implement, and Evaluation). The result shows that have developed innovative learning model that can support the implementation of education character. Procedure development of Citizen Project learning model for education character in high school Surakarta is based on the design of development that is aligned with ADDIE model (Analyse, Design, Development, Implementation, Evaluation), with PC (Project Citizen) learning steps that produce intellectual attitude in development of basic competency in curriculum 2013 to strengthen the Nurturant effect. It can be conclude that the implementation of Citizen Project model in civic education at the high school produced the affective reinforcement and intellectual attitudes that influence social attitudes, social skill,

Correspondence concerning this paper should be addressed to:

* Slamet Riyadi University Surakarta, The Faculty of Teacher Training and Education, Civic Education. Address: Jl. Sumpah Pemuda No. 18 Kadipiro, 57136 Solo, Indonesia. Phone: +62271851147, Fax: +62271851147. E-mail: anita.trisiana@gmail.com

spiritual attitudes based on the civic education competence that is ¹ civic knowledge, civic skills, and civic disposition.

Keywords: civic education; character education; project citizen model

Introduction

Moral cases, moral learning or moral character now days become current issues specifically related to the quality of human character in reformation era. The grade of the quality of Indonesian human character, beside facing the ambiguity of the problems or anomaly of moral values existed in society, allegedly it was getting to the most inferior quality of national and state life. Character education provides there dimension in each educative action. According to Koesoema (2007, p. 143) those three dimensions are “individual, social, and moral”. The existence of negative relation between society and individual. Digitally, every human being is good, but it was broken by themselves. To avoid that, education is important, moreover to lead them become a teacher.

In facing the ambiguity of this moral value directly impacts to moral cases that influence toward conventional customs. Hartsthorne and May in Sarbaini (2011, p. 2) state “In moral character education, teaching principle through examples, advices, giving rewards and punishment were not effective to generate intended moral behaviour” In other words, conventional method in *civics virtue* moral character education were not adequate anymore, so it need supplementary method in order to the *civics virtue* moral education become more effective (Budimansyah, 2010).

The 2013 curriculum hints the development of curriculum that integrates character education as students character building in school. So, it also should be supported by all components in school, namely the principal, teachers, students, staff, facilities and all the system of character education itself. Beside educating characters values to the students, a teacher has specific role to give good model to increase conducive atmosphere in class and school environment. So, further, character education will be effective in family and social environment (The Ministry of Education and Culture, 2013). Further, Hidayatullah (2011) states that there five strategies in character education, namely: “exemplary, planting discipline, create a conducive atmosphere, and

integration and internalization". Implementation of character education in schools should be supported by all components in the school, from policy issues to the problems of learning inside and outside the classroom. Internalization and integration of moral values will be embedded within the competence of citizenship education as a subject in school that is able to improve the character of the students (Trisiana, 2013).

The structure of SMA curriculum as mentioned in Government Ordinance of Education and Culture number 69 year 2013, the subject matters that can be taken and followed consists of Obligatory Subject Matters group and Optional subject matters group. Optional subjects matters consists of academics choices for senior high school. This optional colour the function of education unit, and there is an option in accordance with the interests of learners. This structure implement the principles that learners constitutes the subject in learning, and they have right to choose the subject matter in accordance to their own interest. Obligatory subject matters constitutes part of general education namely education for all civic virtues. It is aimed to give understanding about nation, attitudes as nation, and important ability to develop learners' private life, society and nation.

According to Rauner and Maclean (2008, p. 49) model is a substitution from a certain system that is actually directed for investigation interest and a certain experiment. Further, Joyce, Weil, and Calhoun (2011, p. 7) state that model of teaching and model of learning are not different. "*Models of teaching are really models of learning*". So, teaching model exactly same as learning model, therefore teacher in learning process will help learners to get information, idea, skill, way of thinking and determine facilities to express them, as well as how the teacher teach the students in accordance to their learning style. From the opinions above, the terms of learning model has wider meaning in terms of strategy, method and procedure. Meanwhile, method is systematic way and good thinking to achieve certain goal (Joyce, Weil, & Calhoun, 2009).

When learning model of civic education is correlated to the implementation of character education and moral values aspects has not been still maximally achieved the intended goal. There are three reasons for a teacher to able to develop model. First, no previous model; second there is existing models, but these models are less well functioning; and third, as the variation of the existed models and probably it might be functioned properly. Project citizen

was firstly used in California in 1992, and then it was developed into a national program by Centre for Civic Education (CCE) and the Board of State Constitution Maker National Conference in 1995. Project citizen is an instructional treatment based problems to develop knowledge, proficiency, and democratic figure of the citizenship and foster the participation in government and civil society. This program encourages learners to engage actively in government organization and civil society to solve problems in school or in society to sharpen social and intellectual intelligence, which are very important for the responsible democratic of the citizenship.

So, this research strengthen moral value as character building pillar as like government policy that simultaneously and synergetic will strengthen the nation character, so in civic education learning can integrate character values as well as emerge citizen understanding and behaviour which are able to reflect moral value.

Method

This research is development research which do not only develop and arrange a learning product but also lead to the effort to formulate the learning techniques in order to be ready as learning product in class (Borg dan Gall (1987, p. 772). This research was conducted in the city of Surakarta on the level of senior high school both state and private school which totally 33 school. The collected data consisted of primary and secondary data. Primary data constituted information about behaviour/informant, place and events. The informants consisted of senior high school learners and stakeholders related to model development of character project citizen in civics education to strengthen moral values as the pillar of character education. The secondary data constitutes the related documents from various of teaching learning process of civic education in Surakarta city, they are civics education specifically those who joined to the civic education teacher association.

Discussion

Civic education learning has important role in education process, that is able to expose all the individual potential smartly and effectively for the sake of society welfares (Winataputra, 2008). Therefore, it need reformation concept

and civic education learning, from cognitive emphasized only become the development of smart, democratic and religious as well as belongs multi dimensional characteristic. This reformation hopefully make the learners as young citizen or smart, creative, participative, perspectives and responsible civics virtues in order to be able to give advice public policy in their environment. From the explanation above, we can know that for the time being, civic education more focused on cognitive aspect compared to affective aspect. Civics education should cover three aspects, namely: affective, cognitive and psychomotor. Therefore, it needs reformation towards values and someone character.

In relation to Civics education in 2013 curriculum, the reappearance of nomenclature constitutes a reaction towards nationality condition which getting worst in relation to the national behaviour and state life which are far from the Five Principles values. Therefore, in learning process should be designed learning model in which the learners should be able develop their whole potential in order to be a religious, smart, participative, democratic and responsible civic virtues, so it is need to develop a humanistic learning process in which teaching learning process condition completely friendly, warm and open.

The Potential of Learning Model Development of Character Project Citizen to Character Education

Model development can be defined as an effort to extend and to create condition or situation regularly stages to more perfect situation and more complete or better situation. The development design is harmonized with ADDIE model, this learning model design was done to produce a learning system in wider scope, as learning system design. So, it needs various models in class, as stated by Johnson, Lipscomb, and Gill (2013) about "Sensitivity of Teacher Value-Added Estimates to Student and Peer Control Variables", Teacher value-added models (VAMs) must isolate teachers' contributions to student achievement to be valid. Well-known VAMs use different specifications, however, leaving policymakers with little clear guidance for constructing a valid model, it can: (a) replacing classroom peer characteristics with teacher-level averages, and (b) allowing demographics to influence the relationship between current and prior achievement.

Further, ⁷Isenberg and Walsh (2015) in "Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models' " stated that,

"A method known as the Full Roster Method (FRM) that is feasible and practical, but it effectively counts co-taught students more than once-these students receive a full weight with each of their teachers, so such students receive extra weight when calculating the relationship between student characteristics and achievement. The improvement, known as the Full Roster-Plus Method, allows co-taught students to receive full weight with their teachers, but all students contribute equally to the calculation of the relationship between student characteristics and achievement".

The Re-Emergence of Character Education in British Education Policy. James Arthur, (2005) p. 240- 254, stated that:

We should note at the outset that in Britain the common language used "Educational discourse for the main elements of "character education". Has been "moral education" and, more recent times values education". Character Education remains closely linked to the concepts are generally broader in scope, while much less specific about what constitutes character education. Consequently, character education can be understood to be a specific approach to moral or values education and is consistently linked to citizenship education.

Research conducted by Hildebrandt and Zain (2005) on: "Constructivist Approach in Early Childhood Moral Education" University of Northern Iowa. His research states that: moral education for early childhood, it is necessary improvements to the constructivist approach that regardless of culture and socio-economic status".

Civics education study in Curriculum 2013 put responsibility of character education not only for the principles and civic education subjects, in which the core competency covering spiritual attitude competency, social attitude, knowledge and skill vertically and horizontally become the responsibility of all subjects. These enable the interaction between the students and teacher contribute directly toward teacher understanding to know further about the students character.

The following is an implementation of learning with lesson plans on the model of PC, covering opening, main activity and closing (Trisiana, 2015):

1. Opening Activity

- a. prepare learners physically and psychologically to follow learning process which emphasized on the aspect of character values;
- b. give learners learning motivation contextually correspond to the benefit and learning material application in daily life, by giving examples moral values and comparison of local, national and international.;
- c. give questions which relate to the previous knowledge with the material that will be discussed in the character education;
- d. explain basic competency and indicators that will be gained; and
- e. explain coverage of the material and explanation about the detail activities in accordance to the basic competency and indicators in KI 1, KI 2, KI 3, KI 4 and KI 5.

2. Main Activity

Main activity use PC learning model, learning method, learning media and learning sources which are adjusted to learners an subject matter. The selection of scientific approach and /or inquiry and discovery and/or learning which produce problem solving based work in PC model is adjusted to the competency characteristic and school level, namely senior high school. Therefore, the developed domains are in:

- a. Affective, in accordance to affective characteristic, one of the chosen alternatives is affection process, start from receiving, responding, appreciating up to acting. All the learning activities oriented on the competency stages that encourage learners to do the activities.
- b. Cognitive, cognitive was gain through knowing, understanding, implementing, analyzing, evaluating and creating activities. The characteristics of activities have both similarities and differences with learning activities on psychomotor domain. To strengthen scientific approach, PC model become alternative model to encourage learners to produce creative and contextual, either individually or in group, suggested to use learning approach which produce problem solving based work.
- c. Psychomotor can be gained through observing, questioning, experimenting, associating, demonstrating and creating. All the content of the material (topic and sub topic) of the subject matter which derived from psychomotor must encourage learners to conduct observation up to creation. To embody the psychomotor, it need to conduct learning that implement mode of

learning based on moral values and learning that produce problem based work (project based learning) which is developed in PC model with steps:

1. Explain about information in accordance to basic compentecy presentation;
2. Identify problems based on character values (Observing);
3. Select a problem to be discussed in class based on character values (Questioning);
4. Search information related to the problems (Gather information and communicate);
5. Develop portofolio class based on character values (Networking);
6. Demonstrate fortopolio (Demonstrating);
7. Conducting learning experinces based on character values (Concluding).

3. Closing Activity

In closing activity, teacher and students both individually or in group conduct reflection to:

- a. Evaluate a series of learning activities and the result, then finding the direct and indirect from the learning process (Value adaptation)
- b. Give feedback toward the process and result of learning outcome (Value internalization)
- c. Conduct feedback activity in form of assignment, both individuall or in group (Value Integration)
- d. Inform lesson plan for next meeting.

The results of Character Project Citizen learning model are as follows (see Table 1).

Table 1. The result of Character Project Citizen learning model

| Learning Steps | Learning Activities | Competency being Developed |
|--|---|--|
| Explaining Information of the Basic Competence | - Reading, listening and seeing (with or without tool) - The teacher divide the class into 4 group, to discuss "Maintaining NKRI Unity" in 4 problems, namely: 1. The values of the Five principles 2. Fulfil The applicable Rules of Law 3. Nation Integration 4. Democracy | Training Earnestness, patience, thoroughness and ability to distinguish the general and specific information, the capacity to think critically, deductively, and comprehensively. |

Table 1. The result of Character Project Citizen learning model - *continued*

| Learning Steps | Learning Activities | Competency being Developed |
|--|--|--|
| Identifying Character Values Based Problems | Proposing questions about incomprehensibly information or questions to get additional information that is observed (Start from completely factual to hypothetic questions): Students make instrument for interview, and observation guided by the teacher. | Develop creativity, curiosity, capability to formulate questions to form critical minds to live smart and long live learning. |
| Selecting problems to be examined in the class based on character values | -Conducting experiment -Reading sources other than a textbook -Observing object/ event/ Activities - Interviewing informants according to the location of each province | Developing <i>minutely attitude, honest, polite, appreciate other opinion, ability to communicate well, implementing ability to collect information through various ways of learning, developing learning habit during the lifetime.</i> |
| Collecting information related to the selected problems | - Transforming the collected information, either limited to the result of collecting/experiment or the result of observing activity and gathering information activity - Transforming the collected information from completely additional information for the vastness and the depth up to the information that is completely looking for solution from various sources that have different opinion moreover <i>complety</i> . | Developing honest attitude, Thorough, discipline, obedient with the rules, workaholic, capability to implement procedure and capability to think inductively and deductively in drawing conclusion. |
| Developing poster media based on character values | Presenting the result of observation, <i>conclusion based on the result of analysis orally, written, or other media: making field note.</i> | Developing attitudes <i>honest, minutely, tolerance, capability to think systematically, expressing opinion briefly and clearly, and developing good linguistic competence.</i> |
| Providing Poster Media | Modifying, rearrange to find new information originally. | Creativity and Honesty as well as appreciation toward others works and other nation. |

Table 1. The result of Character Project Citizen learning model - *continued*

| Learning Steps | Learning Activities | Competency being Developed |
|--|---|--|
| Conducting Reflection of Learning Experience based on Character Values | Teacher, students, and Stakeholders evaluate Reflection of Learning Experience. | The existence of public policy formulation alternatives in solving the problems conducted by the experts (education, law, social). |

Conclusion

This research resulted: (1) study conducted by the civic education on high school teachers have developed innovative learning model that can support the implementation of education character. (2) Procedure development of Citizen Project learning model for education character in high school Surakarta is based on the design of development that is aligned with ADDIE model (Analyse, Design, Development, Implementation, Evaluation), with MPC (Modification of Project Citizen) learning steps that produce intellectual attitude in development of basic competency in curriculum 2013 to strengthen the Nurturant effect. It can be conclude that the implementation of Citizen Project model in civic education at the high school produced the affective reinforcement and intellectual attitudes that influence social attitudes, social skill, spiritual attitudes based on the civic education competence that is civic knowledge, civic skills, and civic disposition.

References

- Arthur, J. (2005). Education with Character. The Moral Economy of schooling. *Handbook of Moral and Character Education* (116-144). London: Routledge.
- _____. (2005). The Re- Emergence of Character Education in British Education Policy. *Journal Citizenship Education*, 2(2), 240-254. DOI: 10.4135/9781446261019.

- Borg, W. R & Gall, M. D. (1987). *Educational Research: An Introduction*. New York: Longman.
- Budimansyah, D. (2010). *Strengthening Citizenship Education To Build Character*. Bandung: Widya Aksara Press. (Text in Indonesian).
- Carolyn, H., & Zan, B. (2005). Constructivist Approach to Moral Education in Early Childhood. *Handbook of Research on Teaching* (pp. 566-603). University of Northern Iowa: Cedar Falls USA.
- Furqon Hidayatullah, M. (2010). *Guru Sejati: Building Strong and Smart Character*. Yuma Pustaka: Surakarta.
- Isenberg, E., & Walsh, E. (2015). Accounting for Co-Teaching: A Guide for Policymakers and Developers of Value-Added Models. *Journal of Research on Educational Effectiveness*, 8(1), 112-119.
- Johnson, M. T., Lipscomb, S., & Gill, B. (2013). Sensitivity of Teacher Value-Added Estimates to Student and Peer Control Variables. *Journal of Research on Educational Effectiveness*, 8(1), 60-83. DOI: 10.1109 / PHOSST.2013.6614441, 0.01, 0.28, 0. 2013
- Joyce, B., & Weil, M. (2009). *Model of Teaching*. New Jersey: Prentice-Hall, Inc.
- Joyce, B., Weill, M., & Calhoun, E. (2011). *Model Of Teaching* (Alih Bahasa: Ahmad Fawaid dan Ateilla Mirza). Pustaka Pelajar: Yogyakarta.
- Koesuma, D. (2007). *Pendidikan Karakter Strategi Mendidik di Zaman Global*. Jakarta: Grasindo. (Text in Indonesian).
- Rauner, F., & Maclean, R. (2008). *Handbook of technical and vocational education and training research*. Bremen-Bonn Germany: Springer.
- Sarbaini (2011). *Model Pembelajaran Berbasis Kognitif Moral dari Teori ke Aplikasi*. Yogyakarta: Aswaja Pressindo. (Text in Indonesian).
- The Ministry of Education and Culture (2013). *Socialization material Assessor Curriculum 2013 for Teacher Certification*. In Rayon 111 The State University of Yogyakarta. (Text in Indonesian).
- Trisiana, A. (2013). Identification of Learning Model Development at Citizenship Education to Strengthen Moral Values of Character Education of Senior High School in Surakarta City. The 6th International Conference on Education Research: Challenging Education for Future Change. *Proceeding ICER 2013*. Thailand.

- _____. (2015). The Development Strategy Of Citizenship Education in Civic Education Using Project Citizen Model in Indonesia. *Journal of Psychological and Educational Research*, 23(2), 111-124.
- Winataputra, U. S. (2008). *Konsep dan Strategi Pendidikan Moral Pancasila (A Research Bibliography)*. Jakarta: Universitas Terbuka.

ACTION FOR CITIZENSHIP EDUCATION OF CHARACTER EDUCATION USING PROJECT CITIZEN MODEL AT SENIOR HIGH SCHOOL IN INDONESIA

ORIGINALITY REPORT

11%

SIMILARITY INDEX

11%

INTERNET SOURCES

2%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|-----|
| 1 | www.questia.com Internet Source | 6% |
| 2 | cipre.mathematica-mpr.com Internet Source | 2% |
| 3 | eprints.iain-surakarta.ac.id Internet Source | 2% |
| 4 | www.marianjournals.com Internet Source | 1% |
| 5 | femip10.eib.org Internet Source | <1% |
| 6 | fib.ub.ac.id Internet Source | <1% |
| 7 | Heinrich Hock, Eric Isenberg. "Methods for Accounting for Co-Teaching in Value-Added Models", Statistics and Public Policy, 2016 Publication | <1% |

Exclude quotes On

Exclude matches Off

Exclude bibliography On

ACTION FOR CITIZENSHIP EDUCATION OF CHARACTER EDUCATION USING PROJECT CITIZEN MODEL AT SENIOR HIGH SCHOOL IN INDONESIA

GRADEMARK REPORT

FINAL GRADE

/0

GENERAL COMMENTS

Instructor

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12
