

Modification of Project Citizen Learning Model for Character Education To Improve Civic Education Competence

Anita Trisiana

Slamet Riyadi University Surakarta, Indonesia

E-mail: *anita.trisiana@gmail.com*

Abstract

This research aimed: found a development of Modification Project Citizen learning model in civic education that strengthen moral value as character building pillar, in accordance to the government policy that simultaneously and synergeticly strengthen the nation character, so in civic education learning can intergrate character values as well as emerge citizen knowlegde and behavior which are able to reflect moral value. This research was aimed to describe the implementation of Modification Project Citizen (MPC) model at Senior High School, and to describe the implementation of Modification Project Citizen (MPC) model in Civic education teaching and learning in Senior High School. The method used in this research was research and development. The result shows that implementation of learning with lesson plans on the model of MPC, covering opening, main activity and closing: a). Opening activity, teacher preparing students psychologically and physically to follow the teaching learning process emphasizing the character values b). Main activity use MPC learning model, learning method, learning media and learning sources which are adjusted to learners an subject matter.c). In closing activity, teacher and students both individually or in group conduct reflection. The implementation of Modification Project Citizen (MPC) model in civic education learning in senior high school resulted the existance of moral value toward character education in learning process. 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 intergrate character values as well as emerge citizen understanding and behavior which are able to reflect moral value. Besides, character education as the effort to support the embody of national vision as mandated in Indonesian basic principles and the opening of Indonesian constitution.

Keywords: *Modification Project Citizen, Character Education, Civic Education*

A. Introduction

Moral cases, moral learning or moral character nowadays 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 anomali 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. Koesoema (2007:143) state that three dimension are "individual, social, and moral". The existance of negative realltion between socieity and individual. Dignityly, 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 values directly impacts to moral cases that influence toward conventional customs. Hartsthorne and May in Sarbaini (2011: 2) state “ In moral character education, teaching principlet 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 integrate 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. (Kemendiknas: 2003: 2). Further, Hidayatullah (2011: 14) states that there five strategies in character education, namely : “exemplary, planting discipline, habituation create a conducive atmosphere, and integration and internalization”

The structure of Senior High School 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 dan Maclean (2008: 49) model is a substitution from a certain system that is actually directed for investigation interest and a certain experiment. Further, Joyce, Weil, & Calhoun (2011: 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. In education field, strategy oftenly mentioned as planning consisting a series of activities which are designed to achieve learning goal (Wina Sanjaya, 2007: 126). 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 be 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 Center 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 democracies of the citizenship.

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 welfare (Winataputra: 2006: 23). 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 covers three aspects, namely: affective, cognitive and psychomotor. Therefore, it need reformation towards values and someone character.

Promotes core ethical values as the basic of good character, 2. Defines "Character" comprehensively to include thinking, feeling, and behavior, 3. Uses comprehensive, intentional, proactive, and effective approach to character development, 4. Create a caring school community, 5. Provides students with opportunities for moral action. 6. Includes a meaningful and challenging academic curriculum that respects all learners, develops their character, and help them to succeed. 7. Strives to foster students self motivation, 8. Engages the school staff as learning and moral community that shares responsibility for character education and attempts to adhere to the some core values that guide the education of students. 9. Fosters shared moral leadership and long range support of the character education initiative, 10. Engages families and community members as partners in the character building effort. 11. Evaluates the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character (Lickona, 2003: 93).

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 behavior 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. orhayati, A. M., & Siew, P. H (2004: 56) The Good Moral Values Appreciation Test and Application Test intend to furnishes a cognitive understanding of human behavior, expand life experiences and yield a sensitivity sense to the use of moral sentiments as important tools in coming to terms with human experience. Meantime, the children can practice and promote their affective skills via the test. Malaysian Perspective: Designing Interactive Multimedia Learning Environment for Moral Values Education. There are sixteen good moral values infused into the curriculum of moral education. They are: (1) compassion, (2) self-reliance, (3) respect, (4) love, (5) freedom, (6) courage, (7) physical and mental cleanliness, (8) co-operation, (9) diligence, (10) moderation, (11) gratitude, (12) rationality, (13) public spiritedness, (14) humility, (15) honesty, and (16) justice. Each moral value entails a number of sub-values respectively.

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. The components of the model to be developed should be in line with the Civics Education study in the Curriculum 2013 which places the responsibility of character building not only on the Pancasila and Citizenship Education Maple, where the Core Competencies include the Competence of Spiritual Attitudes, Social Attitudes, Knowledge and Skills vertically and horizontal be the responsibility of all subjects.

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. This enable the interaction between the students and teacher contribute directly toward teacher understanding to know further about the students character.

B. Research Method

This research was conducted in all senior high schools located in Surakarta City. The collected data consist of primary and secondary data. Primary data contain information regarding informants, places, and occurrences. The informants include the senior high school students and the stakeholders related to the teaching model development of project citizen in civic education. Furthermore, secondary data contain a range of relevant documents gathered from a number of institutions related to the implementation of Civic Education teaching in Surakarta City, i.e. the teachers of Civic Education joining the Association of Senior High School Civic Education Teacher. This research was directed into development research, not only developing or designing a teaching product but also leading to an effort to formulate a teaching technique ready to be applied as a teaching product in class (Borg & Gall (1987). 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.

C. Result

Project Citizen's learning model can be a part of character education development in schools, so the researcher develops the model of Project Citizen learning in the hope that the model can be developed in line with the achievement of learning objectives of PPKn as a whole and at the same time can be an alternative for teachers to develop and apply learning model focusing on students. The following is an implementation of learning with lesson plans on the model of PC, covering opening, main activity and closing:

1. Opening Activity, in opening activities, the teacher, prepare learners physically and psychologically to follow learning process which emphasized on the aspect of character values; 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.; give questions which relate

to the previous knowledge with the material that will be discussed in the character education; explain basic competency and indicators that will be gained; and 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, and KI 4.

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 domain are in: Affective, in accordance to affective characteristic, one of the choosen 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 acivities. Cognitive, cognitive was gain through knowing, understanding, implementing, analyzing, evaulating and creating activities. The characteristics of activities have both similarities and differences with learning activities on psychomotor domian. To strengthen scientific approach, PC model become alternative model to encourage learners to produce creative and contextual, both individually or in group, suggested to use learning approach which produce problem solving based work. Psychomotor, Psychomotor can be gained through observing, questioning, experimenting, associating, demonstarting 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 (projectbased 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: Evaluate a series of learning activities and the result, then finding the direct and indirect from the learning process; (Value adaptation). Give feedback toward the process and result of learning outcome. (Value internalization). Conduct feedback activity in form of assignment, both individuall or in group; (Value Integration). Inform lesson plan for next meeting.

D. Discuss

In relation to the curriculum policy Civic Education in the Curriculum 2013, the reappearance of this nomenclature is a reaction to the increasingly uncertain national condition associated with the behavior of nation and state life that feels far from the values of Pancasila. Therefore, in the learning process should be designed a model of learning where students should be able to develop all the potential to become citizens who have noble character, intelligent, participatory, democratic and responsible, so it is necessary to develop a humanistic learning process where the teaching and learning atmosphere is kinship, warm and open.

Learning with scientific method through the concept 5 M, may appear the paradigm change of Civic Education learning process from passive and confirmative learning to active, cooperative, and critical learning. Building citizenship character does not adequately deal with loyalty and obedience to the power of the country. However, the component model may be clearer starting from preparing learning tools, specifically in learning process, learning model, learning principle, supporting system, instructional effects and nurturant effects. Then, those models may be analysed according to the steps such as orientation, hypothesis, definition, exploration, verification, and generalization.

Pedagogically Project Citizen's learning model is designed to provide learners with learning experiences, steps and methods used in the political process. This activity aims to develop students' commitment to citizenship and governance by facilitating learners to gain the knowledge and skills necessary to participate effectively and meaningfully, providing practical experience designed to develop democratic citizenship competencies, develop an understanding of the importance of citizen participation Country democratically. The mission of this model is to educate learners to be able to analyze the various dimensions of public policy, and then with their capacity as "young citizen" or intelligent, creative, participatory, prospective and responsible young citizens to inform policy on the environment. All these skills are part of the achievement of learning goals in Civic Education as compulsory subjects in the 2013 curriculum.

Buchori (2002: 47) stated that moral knowing toward moral action needs a procedure. This procedure includes: cognition (knowledge), affection (feeling), volition (desire), connation (wish), motivation (incentive), and action (implementation). On the other hand, many factors affect the implementation of values an individual has had and understood in the real action. Changing an individual's behavior is not easy, as it takes a long time and appropriate way. An individual who has known moral values sometimes implements poorly or even does not implement it at all in real or concrete action. The result of Modification of Project Citizen learning model are as follows (Trisiana, A:2015):

1. Explaining Information of the Basic Competence; Training Earnestness, patience, thoroughness and ability to distinguish the general and specific.
2. Identifying Character Values Based Problems; Develop creativity, curiosity, capability to formulate questions to form critical minds to live smart and long live learning.
3. Selecting problems to be examined in the class based on character values; Developing 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.
4. Collecting information related to the selected problems; Developing honest attitude, Thorough, discipline, obedient with the rules, workacholic,

- capability to implement procedure and capability to think inductively and deductively in drawing conclusion.
5. Providing Poster Media; Creativity and Honesty as well as appreciation toward others works and other nation.
 6. Conducting Reflection of Learning Experience based on Character Values; The existence of public policy formulation alternatives in solving the problems conducted by the experts (education, law, social)

The implementation of the Project Citizen model adapted from John Dewey, and developed syntactically under the new name "MPC" (Modification of Project Citizen), which is associated with character education can be an alternative for developing Civic Education through various government policy programs, contribution to program evaluation, which is accompanied by increased participation of learners to become skilled, critical, and responsible citizens. Furthermore, in the lesson, the instructional impact and the impact of the accompanist, which is part of the achievement of core competencies in the curriculum of 2013, are in the domain of spiritual and social attitudes reinforced by intellectual attitude as the renewal in this research, while also strengthening the implementation of character education.

E. Conclusion

The implementation of Modification of Project Citizen 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. The importance of character education that children need to be trained through habit, independent, respect, creative, active, hard work, and responsible. Children's creativity and activeness also need to be grown and to be motivated gradually. Character education as a pedagogical effort has purpose to make every single person comprehend fully on his individuality.

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