THE DEVELOPMENT OF CITIZEN PROJECT LEARNING MODEL FOR EDUCATION CHARACTER IN HIGHER EDUCATION

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Abstract: This research aims at analyzing the strategy development the Citizen Project learning model for education character in Higher Education. Methods used in this research and development which is combined with data triangulation analysis, conducted at Universitas SlametRiyadi Surakarta, involving faculty and students who participate in Citizenship Education courses. It was a research method used to produce a particular product and test the effectiveness validity of the product. The funding shows that the development of the Citizen Project model in higher education produced the effective reinforcement and intellectual attitudes based on the civic education competence that is civic knowledge, civic skills, and civic disposition. The improvement and development of life skills which is realized through the achievement of students' competence, to survive, adapt and succeed in life. Instructional Materials based on character values believed by the nation of Indonesia contributed to the development of the government model policy in implementing character education in universities. The improvement is to provide the basic knowledge, skills, learning experiences that build social integrity and realize the character national. In accordance with the quality improvement realization and education relevance which should be done thoroughly, the improvement covers the development of Indonesia fully human dimension, namely moral aspects, attitude, manners, knowledge, skills, and culture. Development of those aspects leads to life skills improvement and development which is realized through the student competence achievement, to survive and adapt and succeed in life.

Keywords: Development; Character Education; Project Citizen; Higher Education

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Introduction

Project Citizen is a problem-based instructional treatment to improve democratic civic knowledge, skills, and disposition, enabling and encouraging participation in the government and civil society. This program encourages the students to actively participate in governmental and civic societal organizations to solve problems occurring in schools or

society in order to sharpen social and intellectual intelligence that are essential to shape democratic and responsible citizenship (Budimansyah, 2010). 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 has a positive and significant impact, especially in developing students' ideas or knowledge, then this program can develop students' skills in citizenship skills, and certainly no matter how the Project Citizen's impact on students' citizenship character is more or less consistent. The difference with the research that will be conducted in this research is more emphasized on the model of study of citizen project that integrates the value of character as an effort to strengthen moral values in the pillars of character education with renewed learning model called Project Citizen.

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 knowlegde, 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 soceity to sharpen social and intellectual intelligence, which are very important for the responsible democratics of the citizenship. Results of research by Vontz, Thomas S, & William A. Nixon. (1999) on "Reconsidering Issue-Centered Civic Education among Early Adolescents: Citizen Projects in the United States and Abroad". Based on the results of his research conducted in three countries, including Indiana, Latvia, and Lithuania, it is to introduce citizen projects and the desire to change student participation in student knowledge, citizenship skills, and civic knowledge, civic skills and civic dispositions. This research was conducted because Project Citizen has been used in various countries as well as an important element to see the effectiveness of this program in these countries.

Additionally, they will be able to be free as learners so that they will grow to be free and responsible either as individuals or citizens of a country. Doni Kusuma (2010) said that the characters that are set in the elementary school will be understood and internalized by learners if applied in a game that one of them is role playing; playing a role often intended as a form of activity in which learners imagine themselves as if they were outside and played the role of another person so that the learners have opportunities to improve their ability to work together, foster high self-confidence and be more pleasant.

Joyce, Weil & Calhoun (2011: 31) states that: there are four clumps of models, namely the clump of information processing model (Personal Information Models), Social Models model and clumps behavior system model (Behavioral Systems):
   a. The Information Processing Models. The learning models included in this family are based on the principles of information processing by human beings by strengthening internal impulses (coming from within) to understand the world by digging and organizing data, sensing problems and solving problems and developing language to express it. This model group emphasizes the learners to choose the ability to process information so that learners who succeed in learning are those who have the ability to process information. In this learning model, there are 7 learning models, namely: a) Concept Attainment, b). Inductive Thinking, c). Exercise Research (Inquiry Training),

d). Advance Organizer, e) Memorization, f) Intellect Development, g) Scientic Inquiry. h). Art enhances creative thinking.

b. Personal Models Personalized family clusters start from the self or individual selfhood. A deliberate educational process that enables one to understand oneself well, be able to assume responsibility for education and be more creative to achieve a better quality of life. The use of learning models in the personal family is more focused on individual perspectives and seeks to promote productive independence so that humans become more self-conscious and responsible for their goals. In this family of personal models there are 4 learning models, namely: a). Non-Directive Teaching, b). Synectics Model, c). Awareness Training, and d). Classroom Meeting.

c. Social Models of Social Models The use of this social interaction model cluster focuses on developing the cooperative skills of the students. The social learning interaction learning model is based on two basic assumptions, namely (a) social problems identified and solved on the basis and through agreements obtained within and using social processes, and (b) democratic social processes necessary developed to improve society in the widest sense of build-in and continuously. In this cluster of social interaction models there are 5 learning models, namely: a). Group Investigation, b). Role Playing, c). Jurisprudential UInquiry, d) Laboratory Training, and e). Social Science Research.

d. The Behavioral Systems model the behavioral system model attaches importance to the creation of a learning environment system that enables the creation of a learning environment system that enables effective manipulative reinforcement to form the desired behavioral pattern. This model focuses on observed behaviors and the methods and tasks assigned in order to communicate success. Behavior reinforcement not only positively impacts, but can also bring negative impact. In anticipation of negative impacts, it is necessary to strengthen the response / stimulus that can be influenced by the environment. Decision making on negative responses can be suppressed through the conditions of the surrounding environment. In this behavior system model family there are 5 learning models, namely: a). Completed Learning (Mastery Learning), b). Direct Instruction, c). Learning Self-Control (Learning Self-Control), d). Training for Skill and Concept Development, and e). Assertive Training (Assertive Training).

The four learning model clusters mentioned above have the following elements: 1) Syntax is a sequence of teaching steps that refer to the phases / stages that must be done by the teacher when he uses a particular learning model. For example, the deductive model will use a syntax different from the inductive model; 2). The Principles of Reaction relates to patterns of activity that describe how teachers should see and treat students, including how teachers should respond to students. Joyce,Weil, and Calhoun (2011) state that model of teaching and model of learningare 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.

The James Madison University (2006) study shows the phenomenon that the curriculum with the "We the People ... learning package" over a period of two years, from 1995 to 1996 and held in 12 states, has since been disseminated to this learning package, including throughout schools in Samoa, the State of Colombia, Guam and Puerto Rico. And as a result, in

November 2006 an estimated 22,500 teachers have taught and used Project Citizen to more than 1,400,000 students. The Project Citizen learning package can make students work together in identifying public policies that are a source of problems in the environment around students. Then students can examine and evaluate problems to find alternative solutions, which then students can develop solutions that are owned and will be made in the form of public policy. Furthermore, the research reported in the World Congress on Civic Education in Jakarta (July 23-27, 2010) implementation of Project Citizen has changed the learning climate from original content of textbook oriented to project-based learning. The new learning system when compared to the old system appears the following differences: (1) Students get a variety of learning experiences through their chosen project, not just memorizing concepts and data; (2) Students learning in groups do cooperative learning, not only learning individually for their own success; (3) Learning outcomes are obtained by students through the inquiry process, not solely from the teacher's explanation; (4) Motivation to learn arises from achievement motivation (need for achievement), not because of the encouragement of teachers and parents. According to Narvaez and Lapsley (2014): "The strategy in implementing character education in the classroom includes five steps. The five steps are 1) creating a climate that supports the creation of moral behavior and high achievement, 2) fostering ethical skills, 3) using an apprenticeship approach to train students in practicing values, 4) maintaining self-regulation of skills, and 5) structure of support in building character with society ". Research conducted by Hart, D (2007) on "The Development of Moral Identity" Lincolin: University of Nebraska Press. The results of the study show that: The development of moral identity is determined by important issues concerning the learning of social services and their effects on character and moral education. The difference in the study discussed in this study lies in the development of learning models that are integrated with character education in schools that lead to the achievement of competencies and objectives of Citizenship Education.

So, this research strengthens 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 behavior which are able to reflect moral value. Civic in anywhere basically aims at forming good citizens. However, the concept of "good citizens" is different and often changes along the development of the nation. It is expected that they are to be citizens who are skilled in overcoming the nation problems. Another benefit is to provide recommendations at the national level to develop implementation policy models, character education evaluation in universities, in particular through the development of teaching materials.

The purpose of this study is to develop a learning model of Project Citizen in learning Citizenship Education, expected to strengthen the implementation of character education in Higher Education, as government policies that simultaneously and synergistically will strengthen national character. Citizenship Education Learning that develops innovative learning models can integrate character values, and raises citizens' understanding and behavior that is able to reflect character values.

Methodology
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). Research and development stages according to Borg and Gall include product development, field product trials, and product improvement steps based on input or data obtained after the product is tested in the field.

There are ten stages of research and development procedures according to Borg, among others: "Research and data collection; Planning; Development of product draft; First stage field trials; Revise test results; Second stage field trials; Completion of product of field test result; Test of field implementation; Completion of the final product; Dissemination and implementation. The ten stages are described as follows:

    a. Research and collect information on research materials including reviewing all relevant literature, classroom observations, and preparing reports relating to the condition of the research object.

    b. Plan the research as well as the initial steps to be taken and the targets to be achieved.

    c. Prepare the initial steps and prepare the instructional steps, reference books, and evaluation guidelines.

    d. Prepare field research at 1-3 subject with 6-12 subjects, by doing interview steps, observation with questionnaires to collect data to be analyzed.

    e. Proposed a preliminary revision of the resulting product based on a number of preliminary research results conducted in the field.

    f. Collect data from 5 to 15 subject with a number of subjects between 30 to 100, the results will be evaluated.

    g. Propose revisions to existing products based on experimental results or observations made.

    h. Conducting product trials, conducting interviews on product results, and analyzing them based on questionnaires and data generated from interviews.

    i. Proposed revisions to the products produced based on a number of research results conducted in the field.

    j. Implementation and presentation of reports on scientifically produced products.

The sampling technique used in this study was purposive sampling. Data was collected using questionnaires, interviews, observation, documentation related to learning civic education lesson. This study used analytical technique refers to the model of the comparative study which enclosed the comparison between process and outcomes before and after the character education model implemented.

Results

Education in Indonesia is facing problems related to the increasingly prevalent globalization challenges in all aspects of life, the challenge is not only the cause of the collapse of noble values of the nation, but also will hamper the characteristic and moral regeneration in serving the nation. For that reason, needed some reasons to support the character education model policy, among others, as follows:

1. The purpose of character education is the cultivation of certain values within the student. Teaching dotted from certain social values namely the noble values of Indonesian culture that grow and develop in Indonesian society.

2. According to the noble values of Indonesian culture and the Indonesian nation's view of life, man has various rights and obligations in his life. Every right shall always be accompanied by obligations, for example: the right as a buyer, accompanied by a duty as a buyer of the seller, the right of a child, accompanied by a duty as a child to the parent: the right as a civil servant, accompanied by obligations as a civil servant of the public and the State; etc. In the context of

character education, students need to be introduced to their rights and obligations, in order to realize and be able to exercise those rights and obligations as well as possible.

3. Furthermore, according to the noble concept of the Indonesian nation, human nature is a creature of God Almighty, social beings, and Individual beings. In relation to the essence, human beings have basic rights and obligations, as the rights and basic obligations are also equally appreciated. In the context of character education, students also need to be well introduced with their human rights and obligations.

4. In character education in Indonesia, content or value factor is very important. In contrast to moral education in liberal societies, concerned only with the process or skill in making moral interests, the teaching of values in that view is an indoctrination that should be shunned. Students should be given the freedom to choose and determine their own value. This view is different from the philosophy and noble culture of the Indonesian nation, who believe in God Almighty. For example, adultery, is a disgraceful act, to be avoided: parents should be respected, and so on. These values must be taught to the child, as a guide to behavior in everyday life.

Research result by Arthur, J. (2005) stated: "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". Those three processes are aimed at developing students' skills in conducting social activities and at encouraging the students to view themselves as a part of the society. These characters cannot be developed speedily and instantly, but need a long, thorough, and systematic process. According to the perspectives developed in the history of human thinking, character education needs to be performed based on the stages of child development between early age and the end of adolescence. Character Education is back on the agenda in British education policy. However, there is much uncertainty as to how it should be implemented in schools and there is no one definition of what it means. This is not surprising, since the Victorian period of ill conceived, ineffective and failed efforts at character education in Britain and elsewhere.

The character education policies that the Labour Government is seeking to promote in schools are an integral element of the current political culture, part of which at has created. The character configuration in the context of total psychological and socio-cultural process can be categorized into *spiritual and emotional development*, *intellectual development*, *physical and kinesthetics development*, and *affective and creativity development* (Ministry of National Education, 2010). Spiritual and emotional development has to do with feelings and belief/faith, creating the characters of honesty and responsibility. Furthermore, intellectual development is closely related to logical process to find out and use knowledge critically, creatively, and in innovative ways to create an intelligent person. Physical and kinesthetics development refers to the processes of perception, readiness, imitation, manipulation, and creation of new activities as well as sportively, generating clean, healthy, and attractive attitudes. *Affective and creativity development has a close relation to the* willingness and creativity reflected in the concern, image, and innovative creation, producing the characters of concerns and creativity (Lickona, 1991).

A comprehensive understanding and internalization of character education is performed to filter foreign cultures that may destroy the morals of the young generations. Thus, educational institutions must be able to be good media to provide comprehensive understanding toward character education. 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. Civic skills include *intellectual skills* and *participation skills*. Moreover, the current trend leans toward character education to create students as young generations (Trisiana, 2015).

Then, those models may be analysed according to the steps such as orientation, hypothesis, definition, exploration, verification, and generalization. The linkage between the character education development model tailored to the values to be developed, among others, meets the following principles: 1. 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 student's self-motivation, 8. Engages the school staff as learning and moral community that shares responsibility for character education and attempts to adhere to 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: 2 -5).

The model enhancement may be defined as the extention from the leveling situation to the perfect/complete or better situation. Steven. J. M. (2000) show that: "The improvement design may be aligned with the model ADDIE, (Analysis-Design-Develope-Implement-Evaluate)". If design needs a software such as learning multimedia, the multimedia needs to be developed. One important things involved in development steps is making a trial before implementation. Implementation is a real step to implement learning system which is still designed. It means that all the things that has been developed, installed, and set up in this step has to be in line with their function, thus they can be further implemented. The implementation or learning material delivering method is the fourth steps of design in ADDIE learning system.Evaluation is the process to see whether the established learning sytem is aligned with the expectation. However, evaluation steps may be occured in each previous steps.

The development of ADDIE instructional model is then adopted to the step of learning model development of Project Citizen (PC) in which the steps are as follows:

Those three competencies have a different pattern (psycological process). Moreover, the attitude is gained through the activities "receiving, conducting, appreciating, comprehending, and implementing". In addition, knowledge is obtained through the ctivities "memorizing, comprehending, applying, analysing, evaluating, and creating". Lastly, competency is acquired through the activities "observing, questioning, trying, mentioning, delivering, and creating".In this analysis, needs assessment is undergone to the PC learning model

development by identifying the problem (needs), and conducting task analysis. Therefore, the output may be the characteristic or profile of the candidate student, discrepancy identification, needs identification, and specific task analysis based on the needs.

Further step is designing process which is the second steps of PC learning design model performed by determining learning experiences students need to master during learning activities, and considering whether PC learning program can solve the differences of students competencies. The development is the third steps in applying PC learning model comprising selecting activities, prescribing proper method, media and learning strategy used in delivering material or the substance of program which have to be in line with the subject and expected competency standards. Civic skills include *intellectual skills* and *participation skills*. Moreover, the current trend leans toward character education to create students as young generations (Trisiana, 2015).

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 graduate competency standards influences conceptual framework in terms of the expected learning goal while the content standards gives the conceptual framework related to the teaching-learning process which is derived from the level of competence and the scope of material. It is conducted in accordance with the graduate competency standards, the goal of learning including the improvement of attitude, knowledge, and skills which is elaborated for each education unit.The result shows that the effectiveness model testing using t-test shows that there is significance difference between the use of conventional model   and Project Citizen (PC) model with statistical testing $P_{value}< 0.05$. (4) the implementation of Project Citizen model in civic education learning in senior high school resulted the existence of moral value toward character education in learning process, with average 0.6% , learning material and students worksheet 79.4%, and civic education teacher 81.8%. The improvement of learning syntax accomplishment of teacher activity 68.2% and students' activities increase 67%.

Further steps is ensuring a solving problem/solution to handle the discrepancy of learning results faced by the students, and in the last of learning program, student may acquire the competencies consisting of required knowledge, skills, and attitude related to moral value on civic knowledge, civic skill, and civic disposition.

    The followings are the product specification generated from the following steps:
  a. Creating a grand design by identifying the regulation in the composition of lesson plan;
  b. Identifying graduate competency standard, core competence and theme which are in accordance with the basic competence written in lesson plan;
  c. Designing the process led to the PC development;
  d. Designing the assessment that includes authentic assessment for the process and the learning result where the competence for designing authentic assessment and learning result indicator on spiritual assessment, social assessment, knowledge assessment and skill assessment is comprised by:
     - identifying regulation in authentic assessment for the process and learning result; and

- identifying the type and form of assessment for the process and learning result in accordance with the characteristic of the learning subject.

In accordance with the objectives outlined above, the following reasons for supporting the character education model policy include the following.

1. The purpose of character education is the planting of certain values in the students' lectures. The teaching starts from certain social values, namely the noble values of Indonesian culture that grow and develop in Indonesian society.
2. According to the noble values of Indonesian national culture and the view of the Indonesian people, humans have various rights and obligations in their lives. Every right is always accompanied by an obligation, for example: rights as a buyer, accompanied by obligations as a buyer to the seller, rights as a child, accompanied by obligations as a child to parents: rights as civil servants, accompanied by obligations as civil servants to society and the State; etc. In the context of character education, students need to be introduced to their rights and obligations, so that they are aware and able to carry out their rights and obligations as well as possible.
3. Furthermore, according to the noble concept of the Indonesian people, the essence of human beings is God Almighty, social beings, and individual beings. In connection with its essence, human beings have basic rights and obligations, as basic human rights and obligations are also valued equally. In the context of character education, students also need to be introduced to their rights and obligations as human beings.
4. In learning character education in Indonesia, content or value factors are very important. In this case, it is different from moral education in a liberal society, which only emphasizes the process or skill in making moral interests. Teaching values according to this view is an indoctrination which is to be shunned.

Conclusion

Developing character education through a leaning model focused in teaching steps has clearly strengthen the teaching learning process that implements character education. character will play an important role in the acquisition of competence of being responsible as citizen, being responsible to the environment and having intelligence that accords with their courtesy. Intellectual attitude as to realize spiritual and social attitude in civic education that makes it the leading value in Project Citizen teaching model developed in this study. One of the measure successes of the development of character education, that there is changing of learners' social attitudes towards better. Those behaviors include cognitive, affective and psychomotor. Cognitive enhancement is not only limited to the increasing of social knowledge, but also covers social reasoning and ability to seek alternatives to solve social problems.

Acknowledgement

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