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THE DEVELOPMENT STRATEGY OF CITIZENSHIP EDUCATION IN CIVIC EDUCATION USING PROJECT CITIZEN MODEL IN INDONESIA

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Abstract

Civic education in Indonesia tends to emphasize merely on cognitive aspect, leaving the affective and psychomotor aspects untouched. This becomes one of the obstacles in developing students' characters. This research aims at analyzing the strategy development of character education in civic education, i.e. using citizen project model. The employed research method was development and the research was performed in all senior high schools located in Surakarta City. Data were collected from interviews and observation of the teaching process in class. The research results show that the strategy development of character education needs to be carried out continuously. The development of cultural character also needs to be done simultaneously, leading to an active learning, in order to reach cognitive, affective, and psychomotor aspects by the senior high schoolers in Surakarta City. Students are expected to have insight on the nation, attitudes as a nation, and significant skills to develop their personal, social, and national lives. In line with the goals of education, character education offers a new paradigm focusing on the achievement of overall citizen competences, which is how the insight on civic, attitudes, and civic skills are integrated as one whole part reflected on the attitudes and actual actions as a citizen.

Keywords: development strategy; character education; civic education; project citizen

Introduction

Learning process of Civic Education focuses more on cognitive aspect than affective aspect. Ideally speaking, Civic Education must comprise 3

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aspects, which are cognitive, affective, and psychomotor. Margaret S. Branson et al. (1999) argues that in civic education, there are three primary components, which are: 1. civic knowledge, 2. civic skills, and 3. civic disposition. Civic skills include intellectual skills and participation skills. Furthermore, intellectual competencies in the field of civic and government are unseparable and can not stand alone. Critical thinking competence concerns political issues. Significant intellectual competences to be an insightful, effective, and responsible citizen refer to critical thinking competences (Branson et al., 1999).

Civic Education as democracy education enables students to learn their roles and responsibilities as a citizen in the making process and implementation of public policies. In regard to Civic Education curriculum in Curriculum 2013, the re-appearance of this nomenclature is the reaction toward the unpredictable condition of this nation concerning moral character of nation and state that is not in line with the values of Five Pillars. As a result, in teaching-learning process, a teaching model that helps students improve their overall potentials in order to be smart, good, eager to participate, democratic, and responsible citizens needs to be designed to create a humanistic learning process in which the teaching learning condition is friendly and warm (Larry & Narvaez, 2014).

Project Citizen was first used in California in 1992 and then developed into a national program by Center for Civic Education (CCE, 1999) and National Conference of State Legislatures in 1995. 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).

Curriculum 2013 greatly focuses on character building, in which the achievement of the Core Competencies i.e. Spiritual Attitudes, Social Attitudes, vertical as well as horizontal Knowledge and Skills, are integrated into all subjects. This enables students to interact with the teachers, directly contributing to the teachers' deep comprehension on the students' skills and characters supporting their competencies. Therefore, development strategy of character education using a teaching model accommodating and increasing

participation level of the citizens effectively and in line with Study of Civic Education is needed.

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 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 socieity to sharpen social and intellectual intelligence, which are very important for the responsible democratics of the citizenship.

According to Rauner and Maclean (2008) 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) 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 (Winataputra, 2003). Meanwhile, method is systematics way and good thinking to achieve ceratin goal (Joyce, Weil, & Calhoun, 2009).

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 intergrate character values as well as emerge citizen understanding and behavior which are able to reflect moral value.

Method

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). 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 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.

Results

The main teaching principle applied in character education development is to enable students to recognize and accept the values of citizenship as their own characters and to be responsible for the made decisions through a number of steps, i.e. recognizing the choices, evaluating the choices, taking a stand, and selecting the values based on their own beliefs. With this principle, students learn through the processes of thinking, behaving, and taking actions. 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 can not 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.

At the very least, according to a theory from a psychologist, Kohlberg (1992), and an expert on elementary education, there are four stages of character education, i.e. (a) the stage of “habituation” as early character development of children, (b) the stage of understanding and reasoning against values, attitudes, behavior, and character of students; (c) the stage of implementation various behaviors and actions of students in everyday reality; and (d) the stage of meaning which is a stage of reflection of students through the entire assessment of the attitudes and behavior that they understand and do and how the impacts and usefulness in life both for themselves and others. If all of those stages have been passed, the effect of education on the students’ character building will be sustainable.

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 kinesthetic 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 kinesthetic development refers to the processes of perception, readiness, imitation, manipulation, and creation of new activities as well as sportivity, 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). Civic skills include *intellectual skills* and *participation skills*. Moreover, the current trend leans toward character education to create students as young generations.

Character education, according to Muhammad Furqon (2011) “needs to be integrated into all aspects in life, including school life. Educational institutions, especially schools, are viewed as a strategic place to build characters”. Students need to demonstrate good and strong characters in their

words, attitudes, and behaviors. 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.

Discussion

Quality improvement strategy of character education which is aligned with Indonesia's 2013 curriculum development has to be in line with the mission of Civics Education teaching students on how to be a good citizen, meet their enhancement of moral character, and conform to the moral character education method specifically that of Civics education.

A citizen's character is expected to deal with a moral character of nation, state, and society. It can be inferred from Udin S. Winataputra (2003) statement that "The Civic Program" is substantially and pedagogically designed as an education mode aimed to facilitate the students to improve themselves to be a smart and good citizens. Hence, building that citizenship competencies may support the role of students to actively overcome the issues occurred in society.

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.

Furthermore, those models are re-analysed beginning from preparation design, process design, and evaluation design led to the objective and civic competence specifically to civic knowledge, civic disposition, and civic skill. The model enhancement may be defined as the extension from the leveling situation to the perfect/complete or better situation. The improvement design may be aligned with the model ADDIE, (Analysis-Design-Develop-Implement-Evaluate). This model uses 5 steps of improvement as the following picture:

1. Analysis

The analysis includes needs assesment, problem identification (needs), and task analysis. The step of analysis is the process to define what will be studied by the students with those analysis. Thus, the output may be the characteristic or profile of the candidate student, discrepancy identification, needs identification, and specific task analysis based on the needs.

2. Design

The first step to conduct in design process is formulating learning objective called SMAR (Specific, Measurable, Applicable, and Realistic). Then, the step deals with compiling the task based on learning objective which has been previously formulated. Lastly, the step is determining proper learning media strategies to comply the objective. In addition, other supporting sources must be considered such as relevant learning sources, proper learning environment, and so on. All of them are in one document named Blue-Print which is clear and detail.

3. Development

Development is the process of making a Blue-Print or design to be a real one. 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. The step of trial is included in of ADDIE elements which is Evaluation.

4. 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.

5. Evaluation

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. That evaluation is called by formative evaluation in which its objective is used for revision. The evaluation is the last steps of design model in ADDIE learning system. It is functioned to add the value to the learning program.

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:

Learning characteristic in each education unit is aligned with the graduate competency standards and content. The graduate competency standards influences conceptual framework in terms of the expected learning goal while the content standards gives that 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 and the goal of learning including the improvement of attitude, knowledge, and skills which is elaborated for each education unit. Those three competencies have a different pattern (psychological process). Moreover, the attitude is gained through the activities “receiving, conducting, appreciating, comprehending, and implementing”. In addition, knowledge is obtained through the activities “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. As the result, the students may be able to increase their competencies about 60% from the basic competence, indicator, learning condition, and prescribed learning material.

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.

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 model 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.

Furthermore, there is an impelmentation or delivering learning material as the fourth steps of PC learning model which is a guidance for students to reach the goal or competencies. Learning characteristic in each education unit is aligned with the graduate competency standards and content standards. 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.

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. In this process, there are steps to perform (Anita, 2015):

1. The description of information is aligned with the competency standards;
2. Identifying problem based on character value;
3. Selecting the problem to study by character value based-class;
4. Collecting related information;
5. Developing class portfolio based on character value;
6. Presenting protfolio via poster;
7. Conducting evaluation based on character value.

In evaluation process of the fourth steps, there is formative evaluation aimed to revise the needs. It functions to find out student’s attitude to the whole of learning activities.

The enhancement of student competencies is influenced their participation in learning program benefiting to the school authorities since they participated PC learning model and effectivity model which is then analysed quantitatively.

The followings are the product specification generated from the following steps:

- Creating a grand design by identifying the regulation in the composition of lesson plan;
- Identifying graduate competency standard, core competence and theme which are in accordance with the basic competence written in lesson plan;
- Designing the process led to the PC development;
- 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.
- Creating PC teaching model manual book, which will later be complied with the regulation in curriculum 2013, i.e. by creating the teacher book and student book.

The following is the teaching learning process which represents the implementation of the lesson plan with PC model, including the pre, main, as well as the post activities:

1. *Pre activities:*

- a. preparing students psychologically and physically to follow the teaching learning process emphasizing the character values;
- b. motivating students to learn contextually in line with the benefit and application of the material for daily life, by giving examples of moral value then compares them locally, nationally and internationally;
- c. proposing questions bridging the previous and current lesson through character building education approach;
- d. explaining basic competence and indicators to reach; and

e. delivering the scope of materials and the details of activities in accordance with basic competence and ... indicators on core competence 1, 2, 3 and 4.

2. *Main Activities*

The main activities use PC learning model, teaching method, teaching media, and learning source which is suitable with either the students' characteristic or the subject. The decision to use scientific and/or inquiry and discovery and/or project based learning based on problem solving on PC model is in accordance with the characteristics of competence and educational level, i.e senior high school level. The scope, which is then developed, will include:

- a. Attitude, referring to the characteristic of attitude, one of the alternatives chosen is, then, the affection process including accepting, proceeding, respecting, internalizing, and conducting. All learning activities is directed to the phase of competence that encourage students to do the activity.
- b. Knowledge, the knowledge is acknowledged through the activities of knowing, understanding, implementing, analyzing, evaluating, and creating. The characteristic of learning activities in knowledge domain has some differences and similarities with leaning activities in skill domain. To strengthen the scientific approach, PC model becomes an alternative to encourage students to create a creative and contextual work, either individually or in group, which is suggested to use the problem solving approach.
- c. Skill is acquired through observation, questioning, trying, memorizing, presenting, and creating. All materials (topic and subtopic) on the school subject derived from the skill should encourage students to observe and creation. To realize the skill requires the teaching learning process implementing moral value based learning mode and the project based learning developed in PC model through the following steps:
 - i. Explanation on the information referred to the basic competence: sustain the unity of the Republic of Indonesia;
 - ii. Identifying problems, conformed with the character values (*Observation*): there are 4 themes including Group 1 (the Values of Pancasila), Group 2 (Obedience towards the Law), Group 3 (the Integration of Nation) and Group 4 (Democraton);

- iii. Choosing a problem to be studied by the class based on the character values (*Questioning*): Students guided by the teacher make the observation instrument as well as the Interview;
- iv. Collecting information related to problems (*Collecting Information and Communicating*): Students observe and interview);
- v. Developing Poster as Media based on the character value in the class; equipped with field note after interview (*Creating Links*);
- vi. Presenting poster (*Presenting*): All groups present the field study based on the observation and field interview in accordance with the Poster;
- vii. Do the reflection on the learning experience based on character value (*Concluding*): Teacher and stakeholder determine the result from the poster presentation as well as some consideration on the public policy.

3. Post Activities

In this stage, teacher along with the students either individually or in group, does the reflection to evaluate:

- a. all teaching learning activities as well as the results is directed to find the benefit from the activities either directly or indirectly; (*Adaptation towards values*);
- b. giving feedback on the process and learning result (*Value internalization*);
- c. give some feedback by giving tasks, either individual or group task (*Value integration*) and,
- d. informing the next meeting learning activities.

The above is the result on the development of Project Citizen teaching model in civic education, which is a new paradigm alternative in character education.

Conclusions

Strategy in developing character education through a leaning model focused in teaching steps has clearly strengthen the teaching learning process that implements character education, i.e. by integrating students' character with the core competence, and competence in civic education, which show 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.

All government and society components are committed and responsible to implement the character education in family, school, and society. Therefore, 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.

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NOTES FOR AUTHORS

Manuscript format

All manuscripts forwarded for publishing will be edited in English in an A4 format with 12 point TNR characters and 2 line spacing. The length of the manuscript may not exceed 25 pages (for empirical studies and theoretical synthesis) or five pages for interviews, comments and reviews.

Typescripts: The style and format of the typescript should be in accordance with the specifications given in the *Publication Manual of the American Psychological Association* (5th Ed.).

The first page of the article should contain only the title of the article, the names and surnames of the authors and also contact details for the first author (address and e-mail), thus assuring an efficient review process.

All manuscripts will contain at page 2 an abstract in English of maximum 200 words and up to five keywords, and starting from page 3 the text body will be introduced.

References within the text will show the mentioned author's name and the year the reference source was published. The reference at the end of the article will be typed according to the APA [*Publication Manual of the American Psychological Association* (2001), 5th Ed.] publication standards. Titles of journals and books should be given in full, as shown below:

Russell, B. (1932). *The Conquest of Happiness*. London: Allen & Unwin.

Marian, M. (2012). The way perception of behavioural determinants influence the dysfunctional attributions in depression. *Journal of Psychological and Educational Research*, 20(2), 44-60.

Levenson, M. R., Aldwin, C. M., & D'Mello, M. (2005). Religious development from adolescence to middle adulthood. In R. F. Paloutzian & C. L. Park (Eds.), *The psychology of religion and spirituality* (pp. 144-161). New York: Guilford Press.

Tables, graphics or figures (BW) will be numbered independently in accordance with the order of appearance in the text body and will be accompanied by an adequate title. These will be presented individually on separate pages at the end of the manuscript and in the text body a clear reference will be made with regard to the place of insertion of the table, graph or figure.

All editing should be done in MSWord format.

Manuscript submission

Manuscripts will be submitted in electronic format (as an attached document) via e-mail at the following address: *jper.journal@gmail.com* or in printed form in two copies at the following address: *Mihai Marian*, Universitatea din Oradea, Facultatea de Științe Socio-Umane, Departamentul Psihologie, st. Universității, no. 3, Campus 2, 410087 Oradea, Bihor, Romania; on the envelope please mention „for *Journal of Psychological and Educational Research (JPER)*”. Upon its arrival, the first author of the article will be notified via e-mail.

The review process

All received manuscripts will be sent to two reviewers that are independent of the editorial staff, which will analyze the material without knowing the identity of the authors. The review criteria are the following:

1. The relevance of the subject to the domain of psychology and education;
2. The topicality of the investigated subject;
3. The scientific value of the article; and
4. The clarity and adequacy of the research method used.

After the review process the first author will receive one of the following feedbacks regarding the submitted material: *accepted, minor review, major review or rejected*.

In case a review by the authors is necessary, the manuscript will be sent to the first author with the suggestions and comments of the reviewers.

Manuscripts submitted as Brief Articles will receive a simple accept or reject disposition in the shortest possible time. Brief Articles should be restricted to empirical or methodological papers (not theoretical ones) of up to 4000 words with maximally 25 references and 3 tables or figures (e.g., 2 tables, 1 figure). A word count should be included on the title page.

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