

PROJECT CITIZEN: INNOVATION AND CHALLENGES OF EDUCATION LEARNING MODELS TO IMPROVE MILLENIAL GENERATION CHARACTERS

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Abstract

The purpose of this research is: find an innovation model learning of Citizenship Education through Project Citizen to improve generation millennial, through this study, assist each tertiary institution to develop and implement a character education policy and improve the quality and relevance of education as an effort to improve the quality of Citizenship Education learning. This research method uses research and development. Furthermore, the results of the study show that the Innovation of Citizenship Education Learning through Project Citizen can strengthen the achievement of citizenship competencies from various components of civic knowledge, civic disposition, civic responsibility, and civic value. It is a challenge setting up a national character in the individual is a function of the whole potential of the human individual (cognitive, affective, and psychomotor) in the context of the interaction of social cultural (in the family, the education unit, and the public) and last a lifetime. So that Character Education in a system can instill character values in students, which contain components of knowledge, individual awareness, determination and the willingness and action to carry out values, both towards God Almighty, oneself, fellow humans, the environment, as well as the nation and state.

Keywords: Project Citizen, Learning Model, Citizenship Education, Character.

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INTRODUCTION

Character is part of achieving the competence of students who are able to have a sense of responsibility as citizens and responsibility for the environment, have intelligence in accordance with their students. (Aslan, Mecit, 2011). Not only that, Citizenship Education is one of the compulsory subjects that forms student character. One indicator of the success of the implementation of character education is the participation of citizens in criticizing problems in society are part of the competence of citizens in terms of achieving the skills of citizens and must not be separated from Civics virtue, Civics disposition, civic responsibility, and Civics skill.

Based on the discussions Evaluation of the implementation of the teaching and learning process with the subjects Education Citizenship at the University of Slamet Riyadi, Surakarta (January, 2017) that the learning model used by the lecturer in the classroom is still conventional. The development of learning models used have not been able to integrate character education as a whole, so it is still far short of expectations/ goals that have been planned by the government and the university, because of the poor socialization conducted by Unit of General Course to lecturers and therefore contributes to the achievement professional competence of lecturers and achievement of student competencies. (Trisiana, 2019; Trisiana, 2020; Trisiana, A. et al, 2020)

Furthermore, the results of research conducted by Trisiana (2015) states that: "The implementation of general education needs to be carried out continuously, especially in personality development courses that can develop the character of students". Next based on the pre-survey of students who have taken the Citizenship Education course (January, 2017) the following data is found: Students in taking the Civics Education course still complain about the learning model used by lecturers. The whole learning problem of Citizenship Education can be seen in the following table:

Table 1: Evaluation of Citizenship Education Learning at Slamet Riyadi University in Surakarta

Component	Follow-up	Process
Lecturer Competence	Authority of Civics Unit of General Course Lecturer	60%
Teaching materials	Quantity and Quality of Teaching Materials	54%
Learning model	Innovative Learning Model	40%
Achievement of Competence	Need to develop and improve the realm of affect that touches the character of the Student	45%

From table 1, it is clear that an innovation learning effort needs to be made, so that learning innovation can be done through the learning model used by lecturers. As an alternative learning model used is Project Citizen. Project Citizen is a learning model that is designed to give the experience of a learning to the learners about the measures and methods used in the political process ". Project Citizen basically developed from the approach model think of critical or reflective as pioneered by John Dewey to the paradigm of "How We Think" his or model "Reflective Inquiry". (Haas, Nancy, 2001); James. M, 2006; Center for Indonesian Civic Education, 1999).

Learning of Citizenship Education that develops learning model innovative can integrate value - the value of the character, as well as raise the understanding and behavior of citizens who are able to reflect the value of the character. So that the problems in learning Citizenship Education can be solved by alternative development of learning models that researchers do. And this becomes a fundamental need to answer the challenges of global change, which still prioritizes the character of the millennial generation who still upholds the ideals of the nation and country.

METHODOLOGY

This research belongs to the type of Research and Development (Research & Development), namely research aimed at developing a model, both in the form of hardware or in the form of software. Borg and Gall (2007: 589) define Educational R & D as follows:

Educational Research and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.

Looking at the ten steps of R & D Borg and Gall, and referring to Nana Syaodi Sukmadinata (2015), then briefly in this study, the overall development procedures mentioned above, can be simplified into three main steps, as follows: "Preliminary study; Model development, and Model test "

Place and Time of Research

This research was conducted at Slamet Riyadi University Surakarta in the Even Semester 2019/2020.

Data Types and Sources

Primary data in the form of information about actors / informants, places and events (through site inspection). Informants consist of lecturers in Civics Education courses and students who take Citizenship Education courses in the even semester 2019/2020.

Data Collection Technique

Data collection techniques Data were collected using several methods, namely: Field observation with participant, observation; FGD (Focus Group Discussion); In -depth interview.

Sampling Technique

The sampling technique used in this research is purposive sampling (sampling intended).

Data analysis Technique

The analysis technique that will be used in this qualitative research will be based on an Interactive Analysis Model (Miles & Huberman, 1992). According to this model in data collection researchers always make data reduction and data presentation continuously until a conclusion is made.

RESULTS AND DISCUSSION

The learning model is a wrapper or frame of the application of an approach, method, and learning technique. Nevertheless, often the use of the term learning model is identified with the learning strategy (Battistich, V, 2013; Wahyuni, S. T, 2012). Furthermore, learning design is an effort to plan and organize, implement the learning process, and assess learning outcomes systematically. While the learning approach is the ethical-pedagogical content that accompanies the learning process activities that contain religious/spiritual, rational/intellectual, emotional, functional, exemplary, habituation, and experience. Another case with a learning strategy is certain methods that are used systematically and procedurally in learning activities to improve the quality of the process and learning outcomes. Example: contextual teaching-learning, Quantum teaching-learning, Active learning, Mastery learning, Discovery-inquiry learning, cooperative Learning and PAIKEM. Learning methods are different ways to achieve different learning outcomes under different conditions based on predetermined learning competencies (lectures, questions and answers, discussions, etc.).

For this reason, the learning model is a conceptual framework that describes procedures systematically in organizing learning experiences to achieve learning goals (Dick & Carey, Weils, Society, etc.); (Bandura, A: 1971).

From the results of the above explanation, it can be concluded that there are differences between learning models, learning approaches, learning strategies, techniques and learning methods. Although the difference is not very clear, because all

terms are a mutually supporting unit, to carry out the learning process. So the learning model is a wrapper of the learning process in which there are approaches, strategies, methods and techniques.

One innovative learning model is Project Citizen. Project Citizen is a problem-based instructional treatment to develop the knowledge, skills and character of democratic citizenship that enables and encourages participation in government and civil society. The program encourages students to be actively involved with government and civil society organizations to solve a problem at school or in the community to hone the social and intellectual intelligence that is important for responsible democratic citizenship.

In each country that adopts, the learning packages developed by CCE are translated into their respective national languages. According to Dasim Budimansyah (2009: 10) "The phenomenon of developing citizen projects in various countries is the development of a critical or reflective thinking approach as pioneered by John Dewey, with the paradigm of" How We Think "or a model of" Reflective Inquiry "namely how every citizen can actively participate in the formulation of policies issued by the government. For Indonesia, this model has been adapted to the model of "Citizenship Learning Practices, We Are Indonesian Nation" (PKKBI) which was piloted by the Center for Indonesian Civic Education (CICED) in collaboration with the Center for Civic Education (CCE), Calabasas, USA and the Regional Office of the Department of Education and Culture, West Java in July 2000 - January 2001 in six state junior high schools around Bandung.

Learning using Project Citizen is a model of citizenship learning that puts emphasis on critical thinking orientation and problem solving. This model is known as "a portfolio-based civic education project" which is designed to practice one of the rights of citizens, namely "..... the right to try to influence the decision of people in his / her government makes about all of those problems "CCE (1998).

The following are the rare-step learning model of project citizen as follows (CCE: 1998):

- a) Identifying public policy issues that exist in society
- b) Selection of problems as the focus of class studies
- c) Collecting information related to problems that are the focus of class studies
- d) Development of a class portfolio
- e) Presentation of a portfolio (show case)
- f) A depositional study of the learning experience carried out.

From the above opinion, it can be concluded that the project citizen learning model is a portfolio-based learning model. Through this model students are not only invited to understand scientific concepts and principles, but also develop their ability to work cooperatively through practical-empirical learning activities.

In the Project citizen, various components are integrated, including things such as social problem solving, social inquiry, social involvement, collaboration in learning, simulated listening, in-depth dialogue and critical thinking. clarification of values, learning that is democratic, challenging, active, fun. This model when compared to other models there are very clear differences because in other models it usually only includes certain elements.

Below are the stages of Project citizen implementation which are used to implement character education with seven stages which successively begin with steps (1) Explanation of information according to Basic Competencies) (2) Identifying problems based on character values, (3) choosing problems to be studied by classes based on character values (4) gathering information related to selected problems (5) developing poster media based

on character values (6) presenting poster media and (7) Reflecting learning experiences based on character values.

The Project Citizen Learning Model is relevant to Citizenship Education. Citizenship Education in Indonesia has a role important in supporting the Indonesian Government objective. Systematic citizenship education is in the context of the realization of the functions and objectives of national education based on the Pancasila and the 1945 Constitution of the Republic of Indonesia. Civics education is related and goes hand in hand with the development journey of national and state life. Citizenship education is an integral part of the ideas, instrumentation, and praxis of Indonesian society, nation and state life (Udin Winataputra, 2008 ; Carr, W, 2008); Battistich, V, 2013). In fact it is said, our national education is essentially civic education so that Indonesian citizens are born of good quality in social and national disciplines, in work ethics, in work productivity, in intellectual and professional abilities, in social, national, humanitarian and moral responsibilities, character and personality. Traditional values that develop the nation's personality and culture need to be preserved. (Naily.N.Ket all, 2020)

In the context of today's national education goals, good citizens who are interested in citizenship education are democratic citizens who are responsible (article 3) and citizens who have a spirit of nationalism and love for the motherland (article 37 of Law No. 20 of 2003). It can be concluded that the aim of citizenship education in Indonesia is to form citizens who are democratically responsible, have a spirit of nationalism and love for the motherland.

Citizenship education as a curricular program is citizenship education carried out in schools or the education world which includes intra, academic and extracurricular programs. As a curriculum program specifically intra-curricular, citizenship education can be realized with the name of a subject that stands alone (separated) or integrated with other subjects (integrated). As a social program is citizenship education carried out by and for the community.

Citizenship Education is inseparable from the character. Character indeed we need to strengthen. Character will emerge when the example has been familiarized in the life of our society. Character needs to be developed and

planned. Character education developed by the Ministry of National Education, (2011: 7) aims :

" Developing the values that shape the nation's character, namely Pancasila, includes: (1) Developing the potential of students to become good-hearted people, think well, and good behavior. (2) Building a nation characterized by Pancasila. (3) Developing the potential of citizens to have a proud attitude of pride in their nation and country and love humanity ".

In the context of character education, abilities that must be developed through schooling are various abilities that will make humans a godly being (subject to the concept of God) and carry out the mandate as a leader in the world. In addition, character education must be directed towards character formation (Haas, Nancy: 2001; Carr, W. 2008).

The Indonesia Heritage Foundation formulates nine basic character values that are the goals of character education. The nine values include: (1) love for God and the universe and its contents, (2) responsibility, discipline and independence, (3) honesty, (4) respect and courtesy, (5) love, care, and cooperation, (6) self-confidence, creative, hard work and never give up, (7) justice and leadership, (8) good and humble, and (9) tolerance, peace and unity. (Kevin. G: 2003).

While the Character Counts in America indicates that the characters be some value that is: trustworthy (trustworthiness), the respect and attention (respect), responsibility (responsibility), honest (fairness), care (caring), nationality (citizenship), sincerity (honesty), daring (courage), perseverance (diligence), and integrity (Tillman, D. (2001). Furthermore, Kessler, R. & Catherine, F. (2000) theory ESQ thrusting their thoughts 7 basic character, namely: (1) honest, (2) responsibility, (3) discipline, (4) visionary, (5) fair, (6) caring, and (7) cooperation.

What about the character of students at the University of Slamet Riyadi Surakarta?. The following traces the data that has been done, then linked to the study of problems in accordance with the character, which focuses on the development of attitudes namely, intellectual attitudes. Spiritual attitude, and social attitude as the table below:

Table 2: Character Relevance and Attitude Development

Intellectual Attitude	Spiritual Attitude	Social Attitude
Alertness (Being aware of what is happening around and responding appropriately and correctly)	Assertiveness and Confidence (Quality that shows assertiveness, ability to express emotions and personal needs with confidence, courage, especially related to maintaining personal rights and seizing the rights of others, without acting aggressively)	Affection (Having and showing feelings of affection, loving and being full of tenderness)
Analytical (Attitudes and behaviors that like to reason or act based on the perception of parts or interrelations of a subject)	Willingness (Always ready to serve and consider personal plans and priorities secondary).	Courage (Having the confidence to say or do what is considered right, right, and just)
Anticipatory (A character characterized by courage, determination to anticipate)	Virtue Provides the basic needs of others without having a motive for personal praise / gifts.	Caring (Treating others with kindness and generosity, being sensitive to other people's feelings, ready to help people who need help, never being rude and hurting others, caring for the environment)

From Table 2. Regarding the relevance of character and attitude development above, the next step is to arrange the learning steps of Project Citizen. Where problem based instructional treatment can develop the knowledge, skills and character of democratic citizenship that enables and encourages participation

in government and civil society. This program encourages students to be actively involved with government and civil society organizations to solve a problem at school or in the community to hone social and intellectual intelligence that is important for responsible democratic citizenship. In applying the

project citizen learning model, you and the teacher will go through several stages as below:

- 1. Explanation of Information according to Basic Competence**; activities - reading, listening, listening, and viewing (without or with a tool) to the teacher's explanations related to basic competencies, namely to maintain the integrity of the The Unitary State of the Republic of Indonesia, then Lecturer divide the class, into 4 groups, which will be solve problems with a number of themes a) Pancasila Values, b) Comply with applicable legal rules, c) Integration of nations and d) Democracy with competencies that must be achieved is to practice sincerity, **patience, accuracy** and ability to distinguish general and specific information, analytical, critical, deductive and comprehensive thinking skills. This will lead to competencies developed to achieve **Civic Knowledge**.
- 2. Identifying Problems based on character values**; This activity is Asking questions about information that is not understood from what was observed or questions to get additional information about what was observed (starting from factual questions to questions that are hypothetical): Students make Instrument interview guidelines, and observations guided by the teacher in class. With competencies to be achieved such as developing creativity, curiosity, the ability to formulate questions to form critical minds that need to live smartly and learn throughout life, this will lead to competencies developed to achieve **Civic skills and Civic Disposition**.
- 3. Selecting Problems to be studied by classes based on character values**; Your activities are -Conduct an experiment in reading sources other than textbooks observing objects / events / interviewing activities with resource persons in accordance with the location of each region by developing a **conscientious, honest, polite** attitude, **respecting the opinions of others, communication skills**, applying the ability to gather information through various ways that are learned, developing learning habits and lifelong learning, this will lead to the competencies developed to achieve **Civic skills and Civic Disposition**.
- 4. Collecting Problems related to the selected problem**; activities are processing information that has been collected both limited from the results of the activities of collecting / experimenting as well as the results of observing activities and activities of gathering information. processing information collected from those that add breadth and depth to processing information that is looking for solutions from a variety of sources that have different opinions to those that conflict with this activity you can develop an attitude of **honesty, conscience, discipline, obedience to rules, hard work**, the ability to apply procedures and the ability to think inductively and deductively in concluding, this will lead to competencies developed to achieve **Civic skills and Civic Disposition**.
- 5. Developing Poster Media based on character values**; this activity is Delivering the results of observations, conclusions based on the results of analysis verbally, in writing, or other media: Making field notes from interviews (CLHW). develop an attitude of **honesty, conscientiousness, tolerance, ability to think** systematically, in this activity you are expected to express opinions briefly and clearly, and develop good and correct language skills, this will lead to competencies developed to achieve **Civic skills and Civic Disposition**.
- 6. Presenting Poster Media**; This activity is Modifying, rearranging to find new ones, and finding new ones original in this activity. You are expected to be able to foster **Creativity and honesty** and appreciation for the

work of others and other nations, **Civic skills and Civic Disposition**.

- 7. Reflecting Learning Experience based on character values; in this stage** Lecturer, along with all- student, and Stakeholders conduct an assessment of the reflection of learning outcomes existence of alternative formulation of public policy in solving the problems in accordance with the theme by the experts (education, law, social), This will lead to the competencies developed to achieve **Civic skill and Civic Disposition**.

CONCLUSION

Character building through education is one of the best solutions so that future challenges can be answered, so that the policy of implementing character-based education is used as the strength of the nation. Formal education through schools is used as a foothold as harmony in the functions and objectives of National Education. Achievement The objective in developing the directed Project Citizen learning model is by giving lecturers and students an introduction and education about the project citizen learning model, and the steps used in learning inside the classroom and outside the classroom. The purpose of this activity is to develop the active commitment of students as millennial generation, towards citizenship and government by:

- Provide knowledge and skills needed to be able to actively participate
- Providing practical experience designed to develop competencies and attitudes
- Develop an understanding of the importance of citizen participation
- Developing character education in a real way in the family, school and community

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