Project Citizen Model as Character Education Strengthening

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Abstract. This study aims to see the effectiveness of the use of the Project Citizen model as strengthening character education in the learning of Pancasila and Citizenship Education. This research is the experimental research. The model is applied to parallel class XII in State Senior High School (SMAN) 8 Pontianak. Class XII IPS 1 and class XII IPS3. Students of class XII IPS 1 were treated by learning the Project Citizen model and class XII IPS 3 by learning ordinary classical models (the teacher used the lecture and question and answer method). Character values seen are religious, independent, cooperation, integrity, and nationalist values. Based on the results of the t-test on the Expansion class and the Control class, the value of t sig (2-tailed) of 0.000 is smaller than 0.05 so that Ho is rejected. It means that there is a significant difference in strengthening character education in the experimental class using a project citizen model with control who use ordinary learning and effect size. From this study, it is known that the impact of enhancing character education in the XII IPS class of SMAN 8 Pontianak is equal to 1 in the high category, thus learning with the Project citizen model is effective as a reinforcement of character education.

Keywords**:** Project Citizen; Character Strengthening Education; Education for Pancasila and Citizenship

I. INTRODUCTION

The occurrence of various phenomena of acts of violence in the community such as the abuse of drugs, acts of corruption, rape, student brawls, the practice of prostitution among students, motorbikes, cheating in examinations and many more are indicative of moral degradation. This condition is very troubling and makes restlessness, not excessive if the experts say that this nation is in trouble and must be handled or repaired through character education as expressed by Mulyasa (2007: 17).

Education plays a huge role in realizing a whole and independent human being and being a noble and beneficial human being in his environment. Knowledge makes people understand that they are creatures who are blessed with advantages compared to other creatures. Education provides a great contribution to the state regarding advancing a nation and becoming a vehicle for understanding constitutional messages and building character (nation character building).

Character education in many opinions of experts can be said as a conscious and planned business that is applied to get a learning process so that students can actively develop their potential as human that has feelings, desires, willingness manifested in positive thinking and acting, wise and responsible. The government, in this case, took the

initiative in the 2005-2025 National Long Term Development Plan by prioritizing character development. This was realized by the Ministry of Education by launching the application of character education for all levels of education, from the level of basic education to tertiary education.

Understanding of characters according to Corley & Minict (Budimansyah, 2009: 45) is said to be a person's attitudes and habits that allow and facilitate moral action. Character is defined as a set of traits that are always admired as signs of kindness, policy, and moral maturity. (Zuchdi, 2008: 39). Character is also interpreted as a value that has become a habit of life so that it becomes a fixed trait in a person, such as hard work, never giving up, being honest, simple and others. (Adisusilo, 2012: 77).

In one study Harmawati (2016: 31) states that the character is a character that can affect all actions of one another. In addition, Kesuma and Permana (2011: 79) also states that the character is a dynamic condition of the anthropological structure of an individual that does not stop at its natural determination but also attempts to become increasingly integral to overcome the determination of nature in itself as a continuous and refinement process. In the formulation of the National Character Building Development Policy (2010), it is affirmed that what is meant by Character is distinctive good values (knowing good values, willingness to do good, good life, and good impact

on the environment) imprinted in self and manifest in behavior .

Character Education which has been proclaimed as a national movement in 2010 turned out the fact was not strong enough. Therefore character education is echoed again and strengthened again as the National Character Education Movement through the national Character Education Strengthening (PPK) program in 2016. The Ministry of National Education has also developed a grand design of Character Education in each path, level, and type of Education unit. The follow-up of the policy is the formulation of the five main values of characters that are interconnected to form a value network and need to be developed as a priority for the Character Education Strengthening (PPK) movement. The five main values are; (1) Religious, (2) Nationalists, (3) Independent, (4) Mutual Cooperation, and (5) Integrity.

The Pancasila and Citizenship Education Subject (PPKn) is one of the subjects taught in school, designed to form students who have noble faith and character as shown by the Indonesian philosophy of life, namely Pancasila so that they can act as effective and responsible citizens. . Pancasila education and citizenship are subjects that have a mission as Pancasila values and moral education, awareness of the norms and constitutions of the 1945 Constitution, developing commitment to the Republic of Indonesia and understanding of the philosophy of Unity in Diversity.

Pancasila education and citizenship in schools aim to prepare students to be good and smart citizens (to be smart and good citizens) based on Pancasila values, namely citizens who have sensitivity, responsiveness, critical. citizens who have knowledge, attitudes and values and skills.

One adaptive learning model currently developed in Indonesia is a model of citizenship learning practice commonly called Project Citizen in which there is a portfolio of student learning outcomes. As a problem-based instructional treatment, the project citizen functions to develop knowledge, skills and character of citizenship. democratic ones. The citizen project is one of the potential models for conducting character-based learning that is believed to be able to transform values into students. (Budimansyah, 2018: 131).

In connection with the enthusiasm for strengthening character education, in this case it is through a class-based approach. Then the citizen project model can be an alternative that can be applied in PPKn learning in schools. In his research report Jayadiputra (2015: 17) said that learning with a project citizen model is very suitable to be applied in PKn subjects, because Civics subjects function as a vehicle for forming intelligent, skilled and character citizens. Looking at this matter, it is worth checking out how citizen project models can be applied to strengthen character education in the learning of PPKn.

II. RESEARCH METHOD

The research design used is Only Pre-test and Posttest Control Group Design (Suryabrata, 2000: 35) The method used in this research is the experimental method. the basis for using this method is because researchers want to know the difference in the Project Citizen model towards strengthening character education. According to Sugiyono (2006: 73) there are four forms of experimental research design, namely: (1) Pre-Experimental Designs (2) True-Experimental Designs (3) Factorial Designs (4) Quasi-Experimental Designs. The form of research used in this study is True-Experimental Designs in the form of posttest-only control design. In this form there is a post, there are two groups, each chosen randomly (R). The first group was given treatment (X) and the other group did not. The treated group is called the experimental group and the non-treated group is called the control group. Thus the results of the treatment can be known to be more accurate, because it can compare with the class given treatment with the untreated.
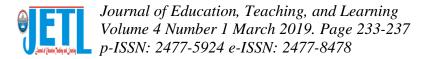
The target in this study is the population of students of class XII IPS in total 316 people. According to Arikunto (2006: 90) the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and drawn conclusions. Maolani, et al (2015: 39) state that the population is all members of a group of people, events, or objects determined in a study.

According to Arikunto (2006: 131) the sample is a portion of the population studied. Whereas according to Maolani, et al (2015: 39) the sample is a part of an object. Agreeing with the thoughts of Arikunto and Maolani, et al., The sample according to Sugiyono (2017: 81) is part of the number and characteristics possessed by the population.

The sample in this study were students of class XII IPS 1 and XII IPS 3 Pontianak 8 N Senior High School. Sampling using purposive sampling technique, with the consideration that both of these classes are classes that have the same academic ability, are taught by the same teacher and the same lesson hours .

Data collection techniques used in this study were (1) direct observation techniques, (2) indirect communication techniques. Indirect communication techniques, namely by distributing questionnaires to students who are sampled after participating in learning with a project citizen model and in students in the control class. Direct observation technique that is by making direct observations in the classroom when the teacher teaches using a project citizen model.

Data collection tools used are two data collection tools, namely observation guidelines, namely note sheets that contain guidelines in making observations or observations during teaching and learning activities, questionnaires or questionnaires. The tools is to collect data in the form of a list of written questions that must be answered in writing by respondents hope that researchers can obtain information or data that is in accordance with their research problems. . Questionnaires will be given to students who were sampled in this study. In this study, the author uses a closed questionnaire by giving questions accompanied by answers that are bound to some possible solutions that have been provided.

After getting the research data, the researcher processed the data starting with the instrument test. The first is to test the validity of the data. According to Arikunto (2006: 168) "validity is a measure that shows the levels of validity or validity of an instrument". The validity test in this study is the product moment correlation test using SPSS version 18.0.

After calculated using product moment correlation, value $r_{\chi\gamma}$ is obtained, where the value $r_{\chi\gamma}$ shows the correlation index of the results of the two variables that have been correlated. Then the results are compared with r table and df = n - k with an error rate of 5%, if r table <r counts then the item can be said to be valid. But on the contrary, if r table> shoot then the item is said to be invalid. Based on the results of the validity test, it can be seen that out of 50 questions there are 10 invalid questions.

A reliable instrument, which will reliably produce reliable data too. If the data is indeed in accordance with the reality, then the number of times taken will still be the same. Reliable can be interpreted as trustworthy to be reliable. Therefore the author feels the need to conduct a reliability test so that the instrument used is really a suitable measuring instrument. The calculation of reliability formula researchers used the help of the SPSS version 20.0 program from the reliability test, the authors looked at the value of Cronbach Alpha with the rules of testing that is if the alpha value <0.60 then, the research instrument can be said to be unreliable. Whereas, if the alpha value is > 0.60 then, the research instrument is reliable. Instruments that have been tested with validity and reliability tests are then used for data retrieval. The collected data is then processed which is called data analysis.

From the table of reliability calculation using the help of the SPSS 20.0 program it can be seen that the reliability coefficient value is equal to 0.904 greater than 0.60 then the instrument used is declared reliable or reliable.

According to Sugiyono (2017: 147), "data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are: grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable under study, performing calculations to test hypotheses that have been proposed ".

The data analysis technique in quantitative research uses descriptive percentage analysis techniques. Here are the options for scoring, with criteria for assessment strongly agree with score 5, agree with score 4, disagree with score 3, disagree with score 2, strongly disagree score 1. Then The researcher consulted the results of the percentage calculation with the percentage criteria table.

The steps for processing the data are as follows: (1) Test for normality. The normality test is used to find out whether the data obtained from each variable is normally distributed or not. Data is declared to be normally distributed if the significance level is greater 0.05 (P > 5%), can be calculated using the SPSS 20.0 program with the Kolmogorov-Smirnov test using the formula:

$$Kd = 136 \sqrt{\frac{n1+n2}{n1 n2}}$$

The normality test of the data in this study will use the SPSS 20.0 program. (2) Homogeneity Test, variance homogeneity test was conducted to determine whether or not there was a significant difference in arithmetic mean among the sample groups studied. The formula used is the Leven's formula whose calculation process is carried out with the help of the SPSS version 20.0 computer program. (3) Independent sample T-test. The Independent Sample T-Test is used to determine the average between two independent groups, namely to prove whether or not there is Strengthening of Character Education for students in Pancasila and Citizenship Education subjects between those who use the Project Citizen learning model and those who do not use the Project Citizen learning model.

III. RESULTS AND DISCUSSIONS

A. Results

The analysis used in this study is descriptive analysis of percentages and T-tests. Descriptive analysis of percentages is used to determine the attitude of students' character. And the T-test is used to determine the differences between the two groups, namely to prove whether or not there is Strengthening of Character Education for students in Pancasila and Citizenship Education subjects between those who use the Project Citizen learning model and those who do not use the Project Citizen learning model. To answer the first sub-problem, namely How to Implement the Project Citizen Model in PPKn Learning at SMAN 8 Pontianak, in this study using observations and observations showed that the Project citizen model applied in learning PPKn in class XII IPS 1 of SMAN 8 Pontianak had been carried out according with the stages or steps. This citizen project model in its implementation can activate students in the class as a whole, in the sense that all students are actively involved through the stages that have been implemented as revealed by Budimansyah (2009: 1). The project citizen model is a treatment for developing knowledge, skills and character of democratic citizenship that encourages participation in government and civil society.

To answer the second subproblem, namely how is the value of strengthening student character education after the project citizen model was applied in PPKn learning at SMAN 8 Pontianak then using descriptive percentage analysis. The value of strengthening student character education after the project citizen model was applied in PPKn learning at SMAN 8 Pontianak The results showed that of the five indicators of reinforcement of character education in the classroom, religious 89.32% independent 82.5%, 86.08% integrity, Nationalism 85.33% and Collaboration work (Gotong Royong) 86.21, it can be concluded that the strengthening of character education is 46.42% while the category is quite high while the Research Results show that of the five indicators of strengthening character education in the Control class namely 81.82%

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independent 83.31%, 80.06% integrity, Nationalism 80.13% and Mutual Cooperation 88.37. It can be concluded that the strengthening of character education is 50.07% while in enough category. To answer the third sub-problem namely Is there a difference in the reinforcement value of character education in PPKn learning between the experimental class and the control class. (1) Test the normality of data.

TABLE I
DATA OF NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test		Experiment	Control
N		37	37
Normal Parameters[a,b]	Mean	171.32	155.16
	Std. Deviation	12.959	14.745
Most Extreme Differences	Absolute	0.145	0.078
	Positive	0.145	0.058
	Negative	-0.078	-0.078
Kolmogorov-Smirnov Z		0.883	0.474
Asymp. Sig. (2-tailed)		0.417	0.978

a. Test distribution is Normal.
b. Calculated from data.
Source: SPSS output

Based on the normality test, it can be obtained that the Kolmogorov-Smirnov Z value in the experimental class is 0.552 with sig of 0.921 and Kolmogorov-Smirnov Z in the control class is 0.751 with sig of 0.625. From these data it can be seen that Asymp. Sig. (2-tailed) the distribution of data obtained is greater than alpha 0.05. It can be concluded that Asymp. Sig. (2-tailed) on each variable with normal distribution. (2) test data homogeneity. then the homogeneity test was conducted to find out whether some sample data groups came from populations that had the same variant.

TABLE III
DATA OF HOMOGENITY TEST

Test of Homogeneity of Variances			
Questionnaire result			
Levene Statistic	df1	df2	Sig.
0.453	1	72	0.503

Source: Output SPSS

This homogeneity test uses the Levene test with the SPSS 20.0 program with a significance level of 5%. The decision-making criteria is if the value of sig <0.05 then the data comes from a population that has a non-homogeneous variance, conversely if the value of sig> 0.05 then the data comes from populations that have homogeneous variance. It can be concluded that the distribution of data on homogeneous students or the same variant. (3) T-test to find out the difference in reinforcement values of character education in PPKn learning between the experimental class and the control class.

TABLE IIIII
T TEST

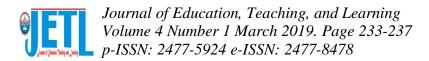| Questionnaire Result		Experiment	Control
Mean		16.162	16.162
Std. Error Difference		3.227	3.227
95% Confidence Interval of the Difference	Lower	9.729	0.078
	Upper	22.596	0.058
t		5.01	5.01
df		72	70.8
Sig. (2-tailed)		0.00	0.00

Source: Output SPSS

It can be seen that the sig (2-tailed) value of 0,000 is smaller than 0.05 so Ho is rejected. From these results indicate a difference in the strengthening of character education in the XII IPS class of SMAN 8 Pontianak in the experimental class with the control class. From the results of the effect size calculation, it is known that the impact of strengthening character education in the XII IPS class of SMAN 8 Pontianak is equal to 1 in the high category.

B. Discussions

Observation Results and Observations conducted indicate that the Project Citizen Model applied in learning PPKn in class XII IPS 1 of SMAN 8 Pontianak has been carried out in accordance with the stages or steps. In this implementation, the citizen project model can activate students in the class as a whole. As revealed by Budimansyah (2009: 1) that the Citizen project model is a treatment to develop knowledge, skills and character of democratic citizenship. In each stage of the citizen project model, students get experience to sharpen their cognitive, affective and psychomotor skills and can be seen the emergence of the primary values of strengthening character education, religious values, independence, integrity, mutual cooperation and nationalism. Changes that arise from the learning process are displayed in character, as behavior based on noble values (Koesoema, 2007). This is also in line with the results of Trisiana's (2016) study which stated that the implementation of the Project citizen model in Pancasila education and citizenship in high school resulted in an affective and intellectual reinforcement that influenced to social attitudes, social skills and spiritual attitudes.

The results of the study show that of the five indicators of character education reinforcement in the Experiment class namely religious 89.32% independent 82.5%, 86.08% integrity, Nationalism 85.33% and Mutual Cooperation 86.21, it can be concluded that strengthening character education is 50,07% while the category is quite high while the results of the study show that of the five indicators of strengthening character education in the Control class namely religious 81.82% independent 83.31%, 80.06% integrity, Nationalism 80.13% and Mutual Cooperation 88, 37, it can be concluded that the strengthening of character education is 46,42% while the category is quite high

The results of data analysis showed that there were differences in character education reinforcement in the IPS XII class of SMAN 8 Pontianak in the experimental class with the control class. Based on the results. 2-tailed) equal to 0,000 less than 0.05 so Ho is rejected. From these results indicate a difference in the strengthening of character education in the XII IPS class of SMAN 8 Pontianak in the experimental class with the control class. From the results of the effect size calculation, it is known that the impact of strengthening character education in the XII IPS class of SMAN 8 Pontianak is equal to 1 in the high category.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion it can be drawn the following conclusions: 1) Implementation of Project Citizen Model in PPKn Learning at SMAN 8 Pontianak The first activity carried out, namely groups are asked to submit prospective problems. The process of selecting class problems is done through elections. The problem chosen is about "Corruption". the four groups that have been formed each have problems that must be resolved and for their last assignment the students do a showcase. In this broadcasting event, the group's appearance is judged by the jury. Overall, each group was very enthusiastic when they came forward. Each group member strives to appear optimally. Students who had never actively argued, at the showcase were able to argue, in conclusion the Implementation of the Project Citizen Model in PPKn Learning at SMAN 8 Pontianak following the stages or steps. The model of this citizen project can enable students in the class as a whole. 2) The value of strengthening student character education after the project citizen model was applied in the PPKn learning at SMAN 8 Pontianak. The results showed that of the five indicators of character education reinforcement in the class, namely Religious 89.32% independent 82.5%, 86.08% integrity, Nationalism 85 , 33% and Collaboration work (Gotong Royong) 86.21, it can be concluded that the strengthening of character education is 46.42% while the category is quite high while the results of the study show that of the five indicators of strengthening character education in the Control class namely 81.82% independent 83, 31%, 80.06% integrity, Nationalism 80.13% and Mutual Cooperation 88.37, it can be concluded that the strengthening of character education is 50.07% while the category is quite high. 3) Differences in the reinforcement values of character education in PPKn learning between the experimental class and the control class can be known based on the T-test that the sig (2-tailed) value of 0.000 is smaller than 0.05 so that Ho is rejected. Character education in class XII IPS in SMAN 8 Pontianak in the experimental class with the control class. From the results of the effect size calculation, it is known that the impact of strengthening character education in the XII IPS class of SMAN 8 Pontianak is equal to 1 in the high category.

B. Suggestions

Based on the conclusions that have been submitted, the suggestions are as follows:
1. The Project citizen model can be used as an alternative in teaching Pancasila and Citizenship Education which can be a reinforcement of class-based character education.
2. Educators can use the Project Citizen Model as an application to hone the cognitive, affective and psychomotor abilities of students in the learning process.

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