

# MODEL PROJECT CITIZENSHIP IN DEVELOPING NATIONALISM ATTITUDE THROUGH INTELLETUAL CITIZENSHIP

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## ABSTRACT

*This study aims to determine the difference between pre-test and post-test results of students adopting the model citizen project in learning process with students who learn conventionally to improve the ability of civic education in developing nationalistic attitudes.*

*This study uses a quantitative approach. The method used is a quasi experimental design with "non equivalent control group pre-test and post-test design." In this design, the two groups are not chosen at random with 210 samples. This is conducted when the population is homogenous. Data was collected using the test questionnaires in pre-test and post-test.*

*The analysis indicates a significant rise in intellectual abilities between the experimental class and the control class. Analysis of the data shows that students respond positively to learning civic education using the model citizen project.*

*From the results above, this study recommends teachers to practice the teaching civic education using the model citizen project because it has been proven favored by students and can improve the intellectual citizenship.*

**Keywords:** Project citizen, intellectual of civic education and nationalism

## INTRODUCTION:

The spirit of nationality is necessary to be developed on any personal especially the Indonesian youthsters. However, some say that young generations do not have nationalism spirit. But there does nationalism soul exists, With no trigger that is able to make it appear. Here are many ways though which the nationalism soul can be sowed among young Indonesian generation.

A university student is seen as the hope for the nation's youth and the country has an important role to embody attitude towards nationalism soul. One thing that can be conducted by those Indonesian youths to embody attitude toward nationalism soul is to utilize education science, as it is one of the important things in creating nationalism attitude.

The intelligence possessed by Indonesians youth must be mirrored in three aspects such as civic knowledge, civic skill, and civic disposition.

Colleges as the formal a educational institution organizing in deed have the vital rules.Exceedingly colleges use regulations to implement objectives of national education in accordance with the idealities in Indonesian constitution.

University students as the nation's next young generation must have good knowledge about the dynamics of national life. Colleges of course have responsibility to creatuch an environmente for the students. From civic point of view students are believed as the new citizens, means that they are citizens who need be aware of rights and obligations either as an individual or community members. Especially the attitude of nationalism should be owned by the younger generation who later will run the government of this country.

One of the learning models to develop student's nationalism is to use citizen project model. This model learning is portfolio based and, through this model students are not only persuaded to understand the concepts and scientific principles but also they can develop their abilities to work cooperatively through empiric practice of learning activities. Therefore the learning process is getting more challenging, active and meaningful.

## DISCUSSION:

Learning is associated with children's mental development that is not separated from their activities. Therefore children's mental development is dependent on to what extent children manipulate tools and other learning tools (Suparno, 2009). Mental development is not a plan from piece of separated information. Yet it is a mental frame construction by students to understand their environment, so they are free to develop their own understanding.

There are four learning pillars that are determined by UNESCO (Budimansyah D. , 2009) :

1. Learning to know is a learning process that allows students to master the technique of finding (discovery) knowledge and no merely to find (inquiry) knowledge.
2. Learning to do is learning to achieve the ability to carry out controlling, monitoring, maintaining, designing, and organizing. Learning by doing something concrete in the potential not just limited to the ability of mechanistic, but also includes the ability to communicate, cooperate with others and to manage and resolve conflict.
3. Learning to live together is to equip the ability to live together in diversity from others with tolerance, mutual understanding and without prejudice.
4. Learning to be is the success of learning to achieve this level of success required the support of the first pillar, the second and third.

Those four pillars are addressed for a student's birth who seek information and find out knowledge that is capable of solving problems, cooperation, and tolerance in diversity. If those fuor succeed in a satisfactory manner it will increase the students' confidence so that they will become a responsible citizen and civilized human being who can recognize themselves with steady and independent personality and have the emotional stability with intellectual knowledge. They are also able to control themselves consistently, which is otherwise called as Emotional Quotient.

It is also important to improve the national education standard because of the low quality as stated (Alwasilah C, 2013)" BSNP or the Board of National Education Standards oversees the standards of educations in the country. The standar of education is already set up for eigh nations and all schools follow the standards for benchmarking. The standards are perceived differently by both groups of teachers. On the national standard of education secondary teachers believe that the standards are: (1) not met yet (64.42%), (2) appropriate (17.4%), (3) Too high to achive (15,0), and (4) Already achieved (3.2%).

One of the learning models in developing civic education is citizen project model, i.e. a portfolio based learning model, through this model the students are not only persuaded to understand the concept and scientific

principles but also encourage to develop their abilities to work cooperatively through empiric practice of learning activities. Therefore the learning process is getting more challenging, active and meaningful.

According to (Budimansyah D. , 2009), with citizen project model, it is capable to upgrade a student's understanding towards what is discussed especially citizenship. This program encourages students to be actively involved with government organizations and civil societies to resolve one obstacle in a college or society to sharpen social inelegance and intellectual that is important for responsible democratic citizenship.

(Budimansyah D. , 2002) said that there are some basic learning models on the basis of portfolio, of which the *firs is* rodent active learning. The process leaning uses portfolio based learning centered on students. Therefore, this model embraces student active learning. Student's activities are almost involved all proses: learning, from the student planning phase is involved in problem identifying through brain storming techniques. Each student must submit an issue appealed to him, in addition of course related to lesson material. Once the problem is collected, the students vote to choose a problem for class discussion. In field activity high students activities appear. With various techniques (for example: interview, observation, questioner and so on) they collect the needed data and information post which they answer the problem as their material class discussion. For completing those data and information, they take pictures and make sketch, provide clipping, and if necessary, an important event can be recorded with a camera. In the phase of reporting their activities are focused on creating the class portfolio. Various data collected are then arranged systematically and saved in an order map (portfolio documentation section).

The most important and interesting data/ information is pasted in portfolio in documentation view which is a panel board made from used cardboards or any other provided materials. When the portfolio is finished then it is displayed to public hearing to showcase activities in front of juries. This activity is the summit of student activities, in this phase, students results are examined and judged by the juries in front of juries. At the last phase of this citizen project model the reflection of learning experience is conduct.

There are two cooperative learning processes involved such as learning process by using portfolio based learning model and applied cooperative learning principles, i.e. learning process based on cooperation. There is a cooperation exist among students and among other components in a university including college staff parents or related institutions.

Third, participatory learning, this learning process uses portfolio based learning model that embraces basic principle of participatory learning. Because through this model students learn by doing. One of the actions is that students learn how to live democratically. For example when voting for class discussion material, it appears that students put honor to each other over the decision made by their friends. Furthermore, during the discussion, they learn how to express ideas, listen to other people ideas, criticize and vice versa and learn how to accept criticism. Thus, in this case, students are involved in learning process.

Fourth, reactive learning, to implement this model learning teachers need to create appropriate strategy in order to students have a high motivation to learn. This sort of motivation can be created if teachers can ensure their students about the studying material that it is useful in the real life. Then, the teachers are also required to be able to create a situation so that the subject matter presented is always interesting and not boring. Teachers also must have a high sensitivity to find out whether the learning activity is already boring for students.

Fifth, democratic learning, learning of civic education based on portfolio support for creation of democratic learning, which means learning of civic education is a mean for learning democracy in order to develop student to be intelligent democratic citizen, responsible and participative. Learning of civic education based on portfolio democratic as democratic learning, is learning activity based on social issues or problems that aims to develop knowledge, skills, democratic citizenship deposition and enable and encourage participation in government and civilized civil society.

According (Somantri, 2001) civic education has goals to educate citizen well, that can be described with patriotic citizens, tolerance loyalty to nation, religion and democracy. The real *Pancasila*, (Wahab, 2006) furthermore said that a good citizen is a citizen who obeys and follows laws and regulations as per the legislative provisions with a full sense of responsibility. He or she do not damage the environment, do not pollute the water and air in the vicinity as well as maintain and capitalize upon the environment responsibly.

Citizenship skill competencies as stated (Branson, 1998), are as follows: 1) Civic knowledge that is related to content or what should be known by citizen; 2) Civic skills are intellectual and participatory skills which to citizens; and 3) Civic disposition which are hinted at public or private character that are important for the maintenance and development of constitutional democracy.

Another intellectual skills are fostered by civic education is the ability to describe. The ability to describe the functions and processes such as the system of checks and balances or judicial review showed a lack of

understanding. Seeing clearly and describing trends such as participating in the life of the citizenship, immigration, or employment, helping citizens to assimilate towards actual events in the long term. Besides hinting knowledge and intellectual abilities, education for democratic citizen must be focused on the required skills for the participation of responsible, effective, and scientifically, in the political proses of civil society. Those skills if we borrow it from (Branson, 1998) can be categorized as interacting, monitoring, and influencing. Interacting related to citizenships skill in communication and cooperation with others. To interact is to be aware of other citizens. Interaction means to question, to answer, to negotiate politely, similarly to create coalitions and to manage conflicts peacefully and honestly. To monitor political system and governance, to hint the skills needed to engage citizens in the political process and governance. Monitoring also means oversight function of citizens. Finally, participatory skills in terms of influence, is hinting at the ability of the political processes and governance processes either formal or informal - in the community.

**RESEARCH METHOD:**

This study uses a quantitative approach with quasi experimental method. In the study, the focus is model project citizen to develop the intellectual of students' nationalistic attitudes. The method applied is quasi-experimental research. The method was used to obtain information that is approximate to the data that can be obtained with the real experiment, because circumstances do not allow for control of all the variables. Methods of quasi experiment with the design of "randomized control group pre-test post-test design" (Fraehkel, 1993) was used. With this design, the sample was divided into two groups: one group is experimental group and another is control group. The experimental group, which consist of 5 male and 25 female students, receives teaching of the nationalism concept with the model project citizen while the control groups, also consists 5 male and 25 female students, With a total 210 samples.

The figure from the research design pretest-postest control group is displayed in the following table:

**Table of research design from pretest-postest control group**

Class	Pre-test	Attitude	Pos-test
E	O	X	O
K	O		O

**Note:** O = Pre-test and Post-test in Control Class and experiment X = Project Citizen Model Approach. E = Experiment Class K = Control class

The population of this study is all university students of PGSD (Teacher college for elementary school) in Banda Aceh which amount to 700 students. The research had been conducted in 2016, before conducting this research the permission need to be prepared in order to the research run fluently. The data of learning group can be seen in the following table: (Source: kopertis year education 2016/2017)

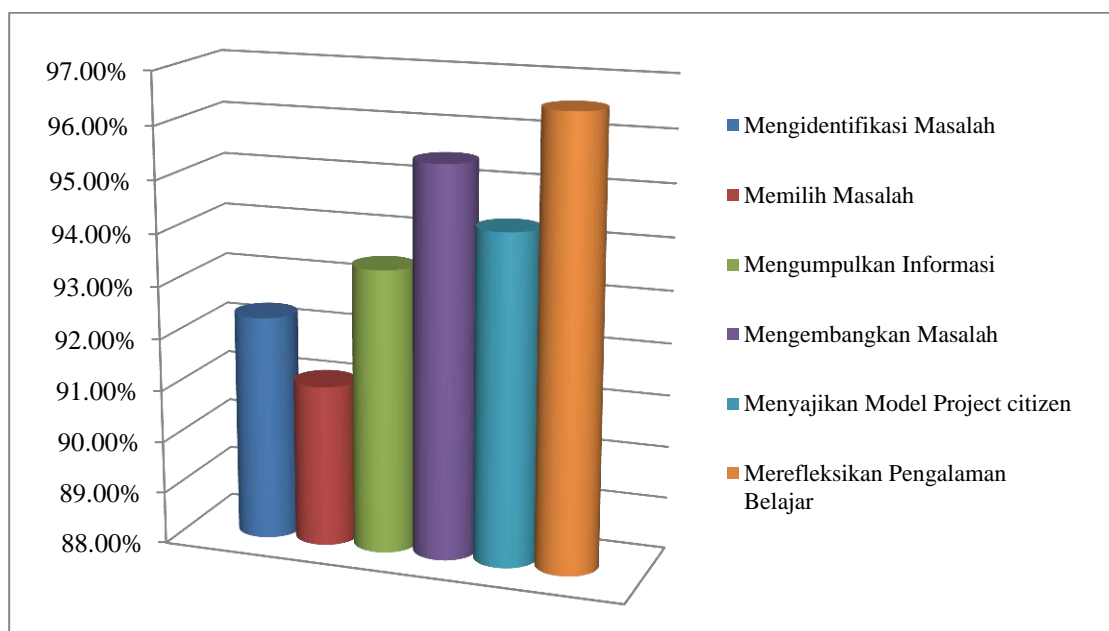
Group	PGSD1	PGSD 2	PGSD 3	PGSD4	PGSD5	PGSD6	PGSD7	Total
	(USM)	(USM)	(UNSYIAH)	(UNSYIAH)	(UNSYIAH)	(UNSYIAH)	( getsem)	
Student	P.150	P.150	P.150	P.150	P.150	P.150	P.150	700
	S.30	S.30	S.30	S.30	S.30	S.30	S.30	210

**Note:**  
 USM : Serambi Mekkah University P: Population  
 UNSYIAH : University of Syiah Kuala S: Sample  
 GETSEM : University of Getsampena

Both primary and secondary data sources were used in this study. Various methods were used to collect data of which first, intellectual skill which was adopted from civics assessment database from National center for learning and citizenship. This is used to find out students skill in citizenship. Second was the observation and the last is direct interview based data collection. The obtained data from this research has been analyzed using gain score formula.

**RESULTS AND DISCUSSION:**

Instruction of civic education with the model project citizen significantly affects the intellectual skill of students



- Mengidentifikasi masalah : problems identification
- Memilih masalah : selecting problems
- Mengumpulkan informasi : collecting problems
- Mengembangkan masalah : problems development
- Menyajikan model projek : citizenship project model presentation
- Reflection of study experience

Based on SPSS output, because thevarian cesare not equal, thenin viewing the results ofthe t-test we mustuse the result softhe second draw (equalvariances are not assumed). P-valueof 0.000 obtained, because thep-value<0.05, it can be seen that there are differences between the means cores of intellectual skill with an indicator that identifies signify cant problems between control and experimental classes.

Significan tly strong influence that exists between the **model project citizen** to improvein tellectual intelletual can be analyzed fromseveral sides: First: the **model project citizen** in the learning process, is associated with the context of thedaily life of students, so as to form alife skill sand broadens tudent sin sight in accordance with thereal lifein society. These life intelletualare what willbe used by students when entering thereal lifeinthe community. In this case, students are required to beable to think more deeply by looking what problem soccur reda round their neigh borhood. Andin this process,then there isa learning process forthe students them selves.

In line with that expressed by (Suryadi, 2009) "learning can be defined as a process carried out by an individual to acquire new behavior changes as a whole, as a result of the individual's own experience in interacting with the environment". Based on these opinions, it can be explained that by studying, the overall behavior change will happen, and that it is derived from the interaction between humans and the environment in which students live. Thus, students may be able to think more critically and able to develop their intellectual intelletual.

Second, the use of model project citizen to put more emphasis on better attitude and behavior in the learning processis closely related to intellectual skill. As stated by (Andrian, 2007) that intellect, aswe always understand isa set of attitude sand behaviors that are wiser, more directed to the brainand rational approach handal ways consider what will betaken based on therisks that willoccur later. In short,the intellectualis a person whoal ways puts the principles of prudencean drational consideration than emotional. Intellectual is always going to try to avoidany thing that is violenceandir rationality that wouldun dermine the intellect. There fore, the intellectualis always looking for way sand better solutions than just promotemus clean drude behaviora lone.

As stated by (Banks, 1997) that education is an important processin human life, because human being sare formed and born as human being and actual in tactth rough this process. Education should be responsible for the intellectual process of the nation and has a strong implication in the process of empowerment. This needs to be reaffirmed, since the level of education does not always sinherently in crease with the level of empowerment, and therefore is not inherent with the level of independence.

**CONCLUSION:**

Of the results of this study concluded that there is a difference in student learning outcomes among students who used the model project citizen with students just learning conventional. It is seen a significant different for intellectual skill in experiment class with project citizenship model. It is found a significant different between students who used citizenship project model and who as the control class in the post-test for intellectual skill. This because the test of intellectual skill, students in the experiment class were able to act well how to think critically about their study materials and able to think more effective and responsible based on the knowledge they have. Therefore students of Teacher College can identify, describe, explain and analyze their surrounding problems.

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