

THE MODEL CITIZEN PROJECT TO IMPROVE THE CIVIC EDUCATION SKILL IN DEVELOPING NATIONALISTIC ATTITUDES

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ABSTRACT

One of the learning models to improve the skills of Civic Education in developing students' nationalistic attitudes is Model Citizen Project, which is a portfolio-based learning model. Through this model, students are not only encouraged to understand the concepts and principles of science, but also develop the ability to work cooperatively through learning activities and empirical practices. Thus, the learning will be more challenging, active and meaningful.

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.

The research is based on the theory that the instructional strategies used in this model, basically depart from the strategies of "inquiry, discovery, problem solving, research-oriented," which are packed in John Dewey's style model "project." In this case, it was determined the following steps: identifying the problem, choosing issues to be studied by the class, gathering information, developing class portfolio, presenting a portfolio, and reflecting the learning experience.

This study uses a quantitative approach. The method used is a quasi experimental design with "nonequivalent control group pre-test and post-test design." In this design, the two groups are not chosen at random. Data was collected using the test questionnaire in pre-test and post-test.

The analysis indicates a significant rise in intellectual abilities, an increase in the medium category of citizenship skill, and participatory skills situate 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 to teachers to practice the teaching Civic Education using the Model Citizen Project because it has been proven favored by students and can improve the skills of citizenship.

Keywords: Project Citizen, Skill of Civic Education and Nationalisme

INTRODUCTION:

The effect of long-standing conflict in Aceh has given rise to a new problem, namely the waning sense of nationalism. Those problems will eventually affect the national identity of the nation. If we look today in terms of the attitude of nationalism (as an important element in the growth of nationalism), we had a lot of setbacks.

The Acehnese younger generation in particular and the Indonesian younger generation in general have been far from a span of '45 heroism (nationalistic values or national spirit of our fighters in 1945). This then makes the young generation lost sense of concern for the national day. They need to recall the events of the past colonial.

In answering this question, the skills of civic education can be influential in solving the problems of nationalism, especially for students who live in conflict and post-conflict areas.

National identity is closely associated with nationalism. Civic Education skills are believed to be one way to cultivate an attitude and a spirit of nationalism. This opinion seems to correspond to that proposed by Ernest Gelner as quoted by Tilaar (2007: 25) who states that:

Citizenship is a moral membership of a modern society. The membership is obtained through national education and usually uses the language selected as a mother tongue or national language.

Tilaar (2007: 25) argues that education is an important factor for growing nationalism in addition to language and culture. Citizenship education is closely related to the values of nationalism and patriotism. It is not a myth. Because it is substantive that civic education aims to form good citizens, which one of the characteristics is the strong shade of nationalism.

Nationalism is an expression of a feeling of kinship within the scope of a nation in the form of awareness and sensitivity to the problems facing the nation, including issues related to the sense of solidarity with the fellow countrymen, and at this point needs to be developed.

In this case, it can be stated that nationalism is a belief held by most of the individuals in which they express a sense of nationhood as a feeling that is shared in a nation.

Nationalism today is certainly different from the nationalism during the struggle for Indonesian independence, as stated by Cohyo (1995: 30)

Indonesian nationalism is the integralistic nationalism, in the sense that does not discriminate against people or citizens on the basis of class or the other, but above all its diversity continues to be recognized. In short, Indonesian nationalism is unity in diversity (Bhineka Tunggal Ika).

Thus, it can be drawn a conclusion that the pride of the nation and the country itself as well as a love for the homeland needs to be owned, because it is a manifestation of the attitude of a citizen who is ready to fight, to sacrifice and uphold the nation and the country in various fields.

Nationalism soul is very important to be owned by any individual, especially the younger generation. However, there is a presumption that says that the younger generation does not have the spirit of nationalism. In fact, some say that there is a spirit of nationalism, but no trigger that can make the spirit of nationalism to appear. Therefore, measures can be taken to stimulate the spirit of nationalism among the younger generation.

Students as younger generation as well as successor to the nation play an important role in cultivating attitude and spirit of nationalism. One of the things that can be done by the younger generation to realize the attitude and spirit of nationalism is to utilize the best possible education, because education is one of the important things in coaching nationalistic attitude.

According to Somantri (2001: 279), civic education has the goal of educating good citizens, who can be described as 'patriotic citizen of the country, tolerant, faithful to the nation and state, religion, democratic ..., true Pancasila.

Intelligence possessed by citizens must be reflected in three aspects, namely civic knowledge, civic education skills, and civic disposition. In line with this, Wahab (2006: 62) argues that "... citizenship developed must contain knowledge, skills, values and dispositions that ideally owned by citizens". If a citizen has been formed in these aspects, the purpose of Civic Education has been relatively successful.

School as a formal institution to provide education has a central role in this regard. Moreover, the school is an institution that is used to implement the objectives of the national education in accordance with the ideals contained in the laws.

Students who are younger generation and successor to the nation must have a strong knowledge of the dynamics of national life. School certainly has the responsibility to do so. In the eyes of citizenship, students are believed to be citizens of the new growth; the citizens who still have to be educated to become aware of their rights and obligations both as individuals and as members of society. Moreover, the attitude of nationalism must be owned by the younger generation who will run the country life in the future.

One of the learning models to improve the skills of Civic Education in developing students' nationalistic attitudes is Model Citizen Project, which is a portfolio-based learning model. Through this model, students are not only encouraged to understand the concepts and principles of science, but also develop the ability to work cooperatively through learning activities and empirical practices. Thus, the learning will be more challenging, active and meaningful.

According to Budimansyah (2009: 2), the model citizen project can improve students' understanding of what is being studied, especially concerning citizenship. The program encourages students to engage actively with government organizations and civil society to solve the problems in the school or community and to sharpen the social and intellectual acumen essential for responsible democratic citizenship.

Departing from the above explanation, the researcher is interested in conducting a study concerning the development of nationalistic attitudes of students. This is caused by the presence of a belief that education and schools are institutions that can form thoughts, attitudes, mental as well as the spirit of the students. On this basis, the title of this study is The Model Project Citizen to improve the Civic Education skill toward the concept of development of students' nationalistic attitudes.

RESEARCH METHOD:

This study uses a quantitative approach with quasi experimental method. In the study, the focus is model project citizen to develop the skills of students' nationalistic attitudes. The method applied is a quasi-experimental research (Best, 1982). 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 or control all the variables.

To get a picture of the implementation of model project citizen to develop students' nationalistic attitudes through civic education, methods of quasi experiment with the design of "randomized control group pre-test post-test design" (Fraenkel, 1993) have been used. With this design, the sample was divided into two groups: one group is experimental group and another is control group. The experimental group receives teaching of the nationalism concept with the model project citizen while the control groups receive instruction with conventional models.

RESULTS AND DISCUSSION:

Instruction of Civic Education with the Model Project Citizen significantly affects the intellectual skill of students:

The Model Project Citizen to improve civic skills has a significant influence. Based on SPSS output, because the variances are not equal, then in viewing the results of the t test we must use the results of the second row (equal variances are not assumed). P-value of 0.000 obtained, because the p-value <0.05, it can be seen that there are differences between the mean scores of intellectual skill with an indicator that identifies significant problems between control and experimental classes.

Significantly strong influence that exists between the **model project citizen** to improve intellectual skills can be analyzed from several sides: First: the **model project citizen** in the learning process, is associated with the context of the daily life of students, so as to form a life skills and broaden students insight in accordance with the real life in society. These life skills are what will be used by students when entering the real life in the community. In this case, students are required to be able to think more deeply by looking what problems occurred around their neighborhood. And in this process, then there is a learning process for the students themselves.

In line with that expressed by Surya in Sutrisno (1997): "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 skills.

Second, the use of Model Project Citizen to put more emphasis on better attitude and behavior in the learning process is closely related to intellectual skill. As stated by Andriyan (2007) that intellect, as we always understand is a set of attitudes and behaviors that are wiser, more directed to the brain and rational approach and always consider what will be taken based on the risks that will occur later. In short, the intellectual is a person who always puts the principles of prudence and rational consideration than emotional. Intellectual is always going to try to avoid anything that is violence and irrationality that would undermine the intellect. Therefore, the intellectual is always looking for ways and better solutions than just promote muscle and rude behavior alone.

As stated by Susanto (2008) that education is an important process in human life, because human beings are formed and born as human being and actual intact through 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 inherently increase with the level of empowerment, and therefore is not inherent with the level of independence.

SPECIFIC CONCLUSION:

Based on the analysis of data and findings obtained in the field around the implementation of model project citizen to improve the civic skill, it can be summed up as follows:

1. In the experimental class that received instruction using the model citizen project, it appears that the differences are not significant, but they increase in the medium category for civic skills. In the measurement of civic skills there was significant difference between students' civic skills that use the model project citizen with students who received conventional teaching. This is because at this stage of the measurement of the civic skills, students in the experimental class can do a little better for indicators of intellectual skills and participatory skills as seen from the result of measurement through instrument for intellectual and participatory skills.
2. In the experiment class that receives instruction with the model project citizen, it is visible the significant changes to the intellectual skills. There are significant differences between the results of students using the model project citizen with the control class at the final measurement (post-test) for intellectual skills. This is because at this stage of the measurement of the intellectual skills, students in the experimental class can perform very well such as how to think critically about the issues of their study materials where students can think more effectively and accountable based on their knowledge. Thus, students can identify and create a description, explain and analyze the problems that exist around them.
3. In the experimental class that was taught with the model project citizen, it is visible that differences are not significant for participatory skills. But an increase in the medium category. In the measurement of participatory skills, there are significant differences of participatory skills among students who received instruction with the model citizen with the students who did not receive treatment. This is because at this stage of the skill measurement, the students in the experimental class can do a little better for the indicator participatory skills in measurement phase, the students in the experimental class can perform well and know how to participate in a responsible, effective and scientific environment, where students can communicate and cooperate with good and decent way. Then, at that stage the students can learn and interact with small groups in order to gather information, exchange ideas, and develop plans of action in accordance with the knowledge possessed by the students.

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