

Implications of Project-Citizen Based Civic Education Learning: The Key to Obtaining Civic Competence?

Implikasi Pembelajaran Pendidikan Kewarganegaraan Berbasis Proyek dan Warga Negara: Kunci Memperoleh Kompetensi Kewarganegaraan?

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ABSTRACT

The ability of citizens in civic education must have four components of ability, namely *civic knowledge*, *civic skill*, *civic value* and *civic action*. The four competencies of citizens are the most dominant things to be applied. This ability facilitates students in acting and thinking critically to solve problems in various social situations. That ability requires efficient expertise. In line with the overall competence, *competence* can also determine problem solving in learning. The implementation of this learning is based on obtaining the four competencies. This can determine the attitude of awareness and critical thinking of citizens in optimizing their abilities. The application of *project-citizen-based* learning to lead how a student as a citizen can obtain *civic competence* through a problem-solving process with *the project citizen* learning model. The four competencies are *civic knowledge*, *civic skill*, *civic value* and *civic action*, which are obtained when they explain the problem with their assumptions and reflect on the urgency of the problem that has been studied, *civic skill* is obtained when they optimize their role in solving problems by comparing various opinions from experts, *civic value* obtained when solving problems accompanied by solutions as a form of value or result of their studies, and *civic actions* are obtained when they act according to expectations and reality. Thus, it can be concluded that through learning *the citizen project* model, the problem-solving process can move citizens to grow and develop in a society that prioritizes awareness as citizens, thinking skills, values and positive attitudes of citizens (*civic competence*). This is due to the process and way students investigate the urgency of the problem and identify the problem, formulate the problem and determine the solution through *the project citizen* model.

Keywords: Civic Education Learning, civic competence, Project Citizen

ABSTRAK

Kemampuan warga negara dalam pendidikan kewarganegaraan harus memiliki empat komponen kemampuan, yaitu civic knowledge, civic skill, civic value dan civic action. Keempat kompetensi warga negara tersebut merupakan hal yang paling dominan untuk diterapkan. Kemampuan tersebut memudahkan peserta didik dalam bertindak dan berpikir kritis untuk memecahkan masalah dalam berbagai situasi sosial. Kemampuan tersebut menuntut keahlian yang mumpuni. Sejalan dengan kompetensi secara keseluruhan, kompetensi juga dapat menentukan pemecahan masalah dalam pembelajaran. Pelaksanaan pembelajaran ini berlandaskan pada perolehan keempat kompetensi tersebut. Hal tersebut dapat menentukan sikap kesadaran dan berpikir kritis warga negara dalam mengoptimalkan kemampuannya. Penerapan pembelajaran berbasis project citizen mengarah kepada bagaimana peserta didik sebagai warga negara dapat memperoleh kompetensi kewarganegaraan melalui proses pemecahan masalah dengan model pembelajaran project citizen. Keempat kompetensi tersebut adalah civic knowledge, civic skill, civic value dan civic action yang diperoleh ketika memaparkan masalah dengan asumsinya dan melakukan refleksi terhadap urgensi masalah yang telah dikaji, civic skill diperoleh ketika mengoptimalkan perannya dalam penyelesaian masalah dengan cara membandingkan berbagai pendapat dari para ahli, civic value diperoleh ketika menyelesaikan masalah disertai solusi sebagai wujud nilai atau hasil kajiannya, dan civic actions diperoleh ketika bertindak sesuai dengan harapan dan kenyataan. Dengan demikian, dapat disimpulkan bahwa melalui pembelajaran model proyek warga negara, proses penyelesaian masalah dapat menggerakkan warga negara untuk tumbuh dan berkembang dalam masyarakat yang mengutamakan kesadaran sebagai warga negara, keterampilan berpikir, nilai-nilai dan sikap positif warga negara (civic competency). Hal ini dikarenakan proses dan cara peserta didik menyelidiki urgensi masalah dan mengidentifikasi masalah, merumuskan masalah dan menentukan solusinya melalui model proyek warga negara.

Kata Kunci: Pembelajaran Pendidikan Kewarganegaraan, kompetensi kewarganegaraan, *Project Citizen*

INTRODUCTION

Citizenship education paradigmatically plays its function to transform citizens into intelligent, religious, kind and responsible citizens (Mulyoto & Samsuri, 2018). Epistemologically, PKn as a scientific field is the development of one of the three traditions "*Social Studies*" namely "*Citizenship Transmission*", a term that Barr uses in relation to the oldest tradition of social studies (Barr, R. et al., 1978). Citizenship Education epistemologically according to Soemantri is "*synthetic discipline*" (Somantri, 2011). Civic Education is a cross-disciplinary study, which is substantively supported mainly by political science and social sciences, as well as humanities, and is pedagogically applied in the world of school and community education (Winataputra, 2001).

Thus, when observed, the above contains two dimensions, namely; first; substantive dimensions in the form of content *and learning experiences* such as content standards for Civic Education subjects and objects of study and development objects (ontological aspects), second; The dimension of the process is in the form of research carried out through classroom action research, so that teachers will always reflect in every learning they do (epistemological and axiological aspects).

The purpose of civic education in this spirit is to foster citizens' awareness related to social, economic, and political issues. For this reason, the role of civic education can be said to be successful if the competence of citizenship is fulfilled. Because it is through citizenship competence that citizens will play a role in accordance with the needs and desires of the mission and vision of the nation and state.

These competencies are *civic knowledge, civic skill, civic value, and civic dispositions* (Audigier, 2000; Kvieskiene et al., 2000). Through this competence, citizens will be able to be in the midst of the community to play an active and responsible role. In other aspects, civic competence will show an important perspective of Citizenship Education in the form of basic ideas, principles and concepts as well as skills (Ahmet Doğanay, 2013).

The learning model is the key to realizing these competencies. This learning model can bring citizen involvement to participate in dealing with or processing social problems, finding solutions and offering solutions. Judging from the aspect of civic education learning that studies many social problems, of course, the learning model must be adjusted, so that learning goals are achieved. The learning model in question is *Project Citizen* (Dewey, 1909; Liou, 2004; Vontz & Patrick, 2000).

Publication from the Center for Civic Education on *Project Citizen* historically rooted in long-standing theories of education and democracy (Vontz et al., 2000). The late 19th

century America has fundamentally discussed the *Project Citizen* in the era of progressive educational philosophy until the 20th century. In the 20th century, philosophers of education and democracy in America promoted foundational ideas and ideas *Project Citizen* which has an impact on success at various levels of schooling and society. Success sparks ideas *Project Citizen* during the period of citizenship renewal and with clear assumptions and objectives so that it is adopted by the developers *Project Citizen*. This old idea attracted attention to educators in post-communist countries in central and eastern Europe and the former Soviet Union (Vontz & Partick, 2000).

Experts who belong to the progressive era based on their ideas, including Francis Parker, John Dewey, and William Heard Kilpatrick, can directly relate the goals, rationalities, material concepts, and pedagogical of *Project Citizen*. This theory was born from Colonel Francis Parker, not as an expert in philosophy, but very great in his theory and precedent in the era of progressive education. His expertise in theory and practice is focused on Civic Education. The ability in theory and practice is a handle in schools today. The theory built is the theory of democratic education.

There are three Francis Parker programs to seek solutions to the problem of Civic Education, which is then referred to as *Project Citizen* by developing (1) instruction based on children's wishes; (2) the students learn cooperatively; (3) civic education is related to social experience (Vontz & Patrick, 2000).

The Center For Civic Education (CCE) has been developing and adapting *Project Citizen* over a period of 19 years. The adaptation of the *Project Citizen* development model has been carried out in around 50 countries in the world and Indonesia is one of them. *The Project Citizen* learning model, which is generic and basic, has the advantage of containing relevant materials in each country. This model aims to educate students to be able to analyze the dimensions of policies made by the government. This ability is very relevant for young citizens to be able to provide input and make choices about policies in their environment. This choice is the expected result of the *Project Citizen* model's contribution to creating creative, prospective, intelligent, and responsible citizens.

Learning model *Project Citizen* has been applied by various countries in social studies. The country that implemented this model first in California in 1992 and later became a national program by *Center For Civic Education* (CCE) and the National Conference of State Legislators in 1995 (Budimansyah, 2009). This program is called "*We the People... Project*". Program Development "*We the People... Project Citizen*" Started in 1995-1996

involving 460 teachers in 45 states in the United States covering 1000 classes with 28,000 students (Budimansyah, 2010).

This learning model program is developed on the basis of the "*Reflective Inquiry*" by using the steps: "*Identifying public policy problems in your community, Selecting a problem for class study, Gathering information on the problem your class will study, Developing a class portfolio, reflecting on your learning experience*" (CCE, 1998). While the goals to be achieved with the learning package are "*providing the knowledge and skills required for effective participation, providing practical experience designed to foster a sense of competence and efficacy, and developing and understanding of the importance of citizen participation*" (CICED, 1999). On this basis, the purpose of this study is to look at the learning model *Project Citizen* as a key process to acquire knowledge, attitudes, and skills as well as citizen engagement (*vicic competence*).

Thus, the expected results of project-based learning by integrating theoretical learning with relevant field conditions can provide changes for young citizens or the nation's generation who have received education in schools and universities as a reference in solving problems that exist in society, nation and state.

METHOD

This community service is carried out through several stages, including: a) question and answer and explanation, this method is often called the lecture method to describe the learning model and how it works that must be passed by students while participating in lecture assignments given by lecturers; b) demonstration, where this method provides an explanation of the steps of the citizen project so that they can easily understand and do the tasks given and thus get them to the four competencies of the citizen; c) Practice, at this stage students practice how to carry out Project Citizen learning during the lecture process. This training provides guidance and work steps that students must take. The focus of the research is to further explore the role of civic education learning by using the key *citizen project* model to obtain *civic competence*.

Some of the stages that will be carried out in the citizen project learning activities include the following:

Stage I: identifying problems, where students are asked to discuss in raising urgent problems that need to be solved. They can explain these problems according to the wishes of each group.

Stage II: determining the problem, at this stage where students are asked to choose the problem they will study and find a solution, determining the problem for the class study is done by voting.

Stage III: Collecting information related to the problem that is the focus of the class study, after the problem is democratically chosen, then the next task is for students to search for information that can support the solution of the problem that has been determined by the class.

Stage IV: portfolio, at this stage students pack the class portfolio by providing notes from determining the problem to finding the solution.

Stage V: showcase, at this stage students are asked to explain what they are doing from finding problems to determining solutions, at this stage each group will take part to explain it in front of the class.

This stage is carried out to provide the competencies they need to have, such as *civic knowledge*, *civic skills*, *civic values*, and *civic dispositions*. Thus, the fulfillment of these competencies will have an impact on students' ability to solve problems, have a sense of empathy, and be responsible. Then the data was analyzed through a benchmark of success in presenting the tasks of the citizen project learning and then an evaluation was carried out to determine the success rate of this learning. Success is reviewed from the achievement of student group assignments by packaging portfolios, and showcases and solutions offered. The achievement of success indicators in this activity is that students are able to convey orally and in writing the tasks they are doing (*knowledge*), have creativity in solving problems (*skills*), have a sense of responsibility, and can contribute or have value (*value*), then of course cooperation or teamwork (*dispositions*).

RESULTS AND DISCUSSION

Based on the service through the implementation of *this citizen project-based* learning, starting from giving assignments to students looking at various journals about *the citizen project* model, many studies are carried out by researchers with social studies, especially civic education. The study was reviewed and studied in groups in tracing the learning model fundamentally. Then students filter information about *citizen project* learning. So they feel that this learning model is important and urgent. This is also found in various research studies and writings, that learning this project model is important in educational, social and humanities circles. Various citizen project journals have been distributed since 1992 until now, the majority of which have been published since 1998. The

results of the study prove that *the citizen project* model can influence civic competence. Thus, this learning is also directly known by students by tracing how much they contribute to learning.

Furthermore, the process of implementing *project-based learning* is determined from the first meeting of the lecture by providing lecture operational standards, lecturers share groups and discuss what problems will be raised for review. As is known, *the project citizen* learning model provides steps to solve problems when students are faced with problems that have been identified. The steps of the *project citizen learning model* are as follows:

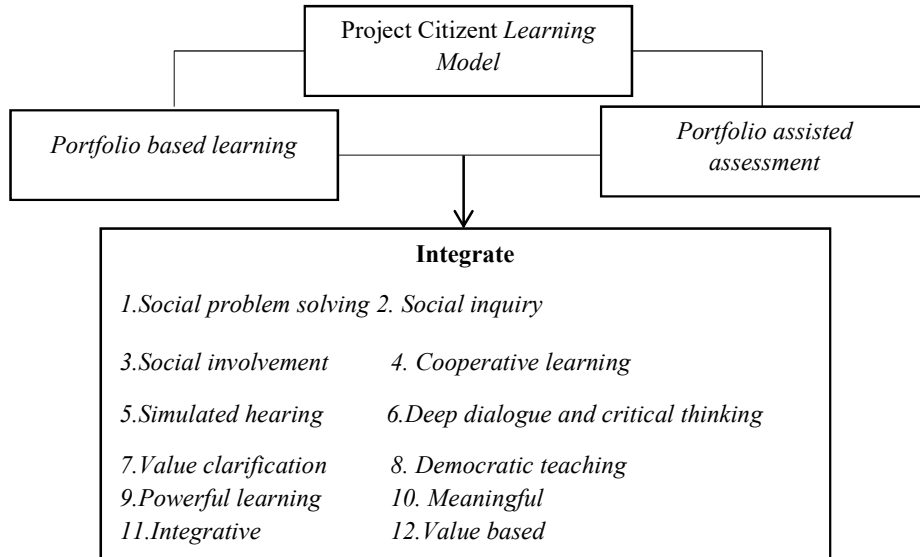
1. Articulating public policy problems that exist in society
2. Problem selection as the focus of class study
3. Collecting information related to the problems that are the focus of the class study
4. Development of a class portfolio
5. Portfolio presentation
6. Study of learning experiences conducted

Some of the steps above are assignments given to students by lecturers by explaining how they must work. This can be seen as the following image:



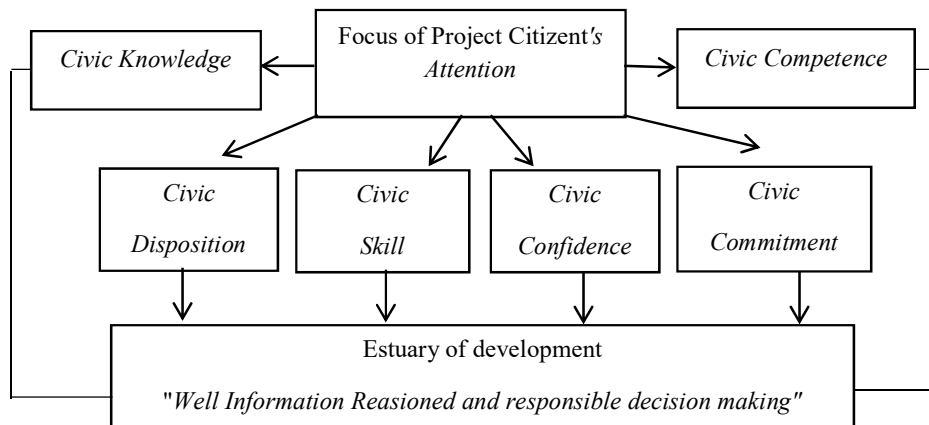
Figure 1. Lecturers Provide an Understanding of The Project Citizen Process

Figure 1 above describes the classroom situation where the lecturer gives direction and instruction to students. This shows the technical process carried out when *the citizen project* is carried out by explaining two things, namely theoretical and practical. Such as identifying problems and conducting studies is the work of the mind in the theoretical realm, then in the practical realm such as making observations and collecting information. Schematically, how the *project citizen model works* is described as follows:



Scheme 1. Project Citizen Learning Model

In the scheme above, it is explained that; This model in the entire process of students is facilitated to gain knowledge, attitudes and skills both theoretically such as thinking and practical skills as well as research activities and interactive dialogues through a portfolio of impressions (CCE, 1998). However, in terms of the purpose of the model learning process *Project Citizen* focused on the pedagogical operational framework, portfolio packaging and instructional strategy. It pays attention to the direction in developing and the key to acquiring *Civic Competence*. As for *Civic Competence* also focused on other abilities such as *Civic Knowledge*, *Civic Dispositions*, *Civic Skills*, *Civic Confidence*, *Civic Commitment* and *Civic Competence*. *Civic competence* It can be described as follows:



Scheme 2. Project Citizen's Focus on Civic Engagement

The description in Figure 2 shows the goals and directions of the citizen project learning model focused on various aspects of citizens' abilities. This illustrates that students' abilities will be realized if the model *Project Citizen* applied to civic education learning. As is known, Citizenship Education is paradigmatic to educate citizens, both in terms of knowledge, skills, values and involvement in society (*Dispositions*) (Adha et al., 2019; Beny Dwi Lukitoaji & Sapriya, 2015; Budimansyah, 2008; Nusarastriya et al., 2013; Wahab & Sapriya, 2011).

Classroom studies are part of the first process that they must complete is to determine the problem, then then they will carry out the process of determining this topic as they should to move on to the next stage. From this process, it is possible that students need to be directed so that the chosen topic is as expected by the community.



Figure 2. Helping to Direct Students in Determining Class Study Topics

Efforts are made to carry out *the citizen project* model in learning civic education to make it easier for students as citizens to move on scientific and social aspects of society in seeing together the condition of community problems. This can be seen in the following image:



Figure 3. Each Group Presented Their Views on The Issues That Had Been Chosen

Exposing problems in society by students needs to be done so that students are able to identify and analyze problems in society, this supports them to realize their sense of responsibility as citizens in the social aspect and become *good* citizens in the scientific aspect as students. Then furthermore, students of each group give their views in front of the class as a form of confidence that must be instilled in order to be able to explain it when the problem they choose is their idea. This can be seen in the following image:



Figure 4. Student Enthusiasm when Reflecting on Learning

The picture above shows explaining the topic they chose to study for their class. At this stage, the implementation of *citizen project-based* learning will train *civic knowledge* and *civic skills*, where when providing a view in front of the class, students are sought to be able to reason and explain and be able to explain with their language skills in detail and detail.

In the next stage, all competencies become the main foundation in completing their class studies through performances in the class portfolio. The forms of activities carried out in class through portfolio packaging displayed by students are as follows:



Figure 5. Project Citizen Learning Showcase

The showcase carried out by students is a form of *teamwork* in completing class study assignments that require skills that they need to have, including *civic knowled, skills, values, and dispositions*. The implementation of *citizen-based* learning can acquire citizen skills in terms of knowledge, skills, values, and participation. This can be seen in the following table.

Table 1. Description of Project Citizen-Based Learning Activities

It	Model <i>project citizen</i>	Working Process	<i>Civic Competence</i>
1	Identifying problems	Students explain urgent problems	
2	Problem selection	Students choose problems that are important and urgent to solve	
3	Information collection	Students search for information, news, and public officials	<i>Civic Knowledge,</i>
4	Classroom portfolio development	Students summarize the data they have collected as panel assignments and documents	<i>Civic Skill, Civic Disposition,</i>
5	Portfolio presentation	Students perform a show explaining to the judges	<i>Civic Competence</i>
6	Study experience study	Reflecting on work experience as an evaluation and assessment	

From Table 1, the working mechanism of students to obtain citizen competencies through the citizen project learning model has been explained . When exposing problems indirectly, students are required to gain knowledge about the problems in their environment that are important to solve. When choosing a problem in the learning step, the two students are required to identify what problems need to be chosen to be solved, the direct involvement of students through this model changes the role of students as decision-makers. Furthermore, overall by going through the project-based learning process , students acquire citizen competencies, namely knowledge, skills, values, and involvement.

Based on monitoring of learning implementation activities *Project Citizen* The above describes the steps to implement model-based learning *Project Citizen* which are carried out by students together. This can be seen in the following image. Previously, it can be reviewed from a philosophical point of view that Civic Education has its own foundation. embryologically, civic education developed from the concept of "*civics*" which is literally taken from Latin "*civicus*" (Cresshore, 1986; Winataputra, 2001). *Civicus* in ancient Greece it meant a citizen, which later in Indonesia was adapted to "Citizenship Education". The scientific ontology of Civic Education has currently undergone development from its embryo, therefore the study of Civic Education has two aspects of scientific study, first; aspects of curricular programs, second; aspects of socio-cultural activities, both multifaceted and multidimensional (Winataputra & Budimansyah, 2007). Thus, civic education has

become a separate study as a group of sciences that can be studied and developed in forming citizens who are democratic, critical, responsible and have awareness in action.

Because it has a fairly broad study both scientifically and socially, the purpose of Citizenship Education is how to educate its citizens so that they can help carry out the vision and mission of the nation and their country with the knowledge they have, involve themselves as citizens who can provide the best solutions to every problem that exists in society. For this reason, model learning initiatives *Project Citizen* as a model and learning strategy to create competent citizens in problem-solving skills (Owen, 2020). Competence is about how each citizen makes decisions that are relevant to the personal and general will of society (Banks, J., 1985).

The citizen project *model* is here to obtain civic competencies for students as citizens. The implementation of this *citizen project* learning is carried out in the third semester students. Based on the learning steps of *the citizen project* where students are very enthusiastic during the learning process, then with the citizen project learning they also understand social problems better and how to solve them. From the learning process activities applied by students.

CONCLUSIONS AND SUGGESTIONS

The implementation of *citizen project* learning is a learning strategy that is able to lead students to acquire civic competence. This is obtained by students by carrying out their roles when participating in learning with a *project-based citizen* method. Through learning steps such as identifying problems, determining class studies, searching for information, making class portfolios and *showcases*. The implementation of *citizen project-based* learning has led students to find their role as students who have awareness and a sense of responsibility as citizens. This can be seen through their role in presenting a class portfolio *showcase*, where each group presents and explains their studies according to the tasks they have previously shared. Such as explaining the background of their choice of class study to finding solutions from the study they chose. Civic's ability can be felt when they play their role in conveying the message of their class study. So that *civic competence* through the implementation of *citizen project-based learning* can be said to be achieved and they are able to play a role.

This service gives its own impression and message in practicing learning, especially in learning Civic Education. Civic education focuses more on producing the younger generation in fulfilling social and governmental knowledge, both political, economic, legal

and so on, then from this capital will have a positive impact on citizens, especially in carrying out the role of citizens who have integrity, a sense of nationalism, patriotism and of course foster high awareness. Therefore, it is very necessary for the teachers of the Civic Education course to implement project-based learning so that the needs of potential citizens are met so that they have a high awareness of the nation and their country, and are able to perform their proper role in the nation and state.

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