PROJECT CITIZEN LEARNING MODEL IN DEVELOPING CIVIC DISPOSITION OF HIGH SCHOOL STUDENTS THROUGH THE SUBJECT OF PANCASILA EDUCATION CITIZENSHIP

Iwan Fajri, *Rusli Yusuf, Ruslan

Department of Pancasila and Citizenship Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Banda Aceh, Indonesia
*Emal: rusliyusuft@yahoo.co.id

Abstract

Pancasila Education and Citizenship Education is one of the subjects that have an important role in shaping the character of students as youth who can become the initial capital of the nation and state to maintain their existence in the future.This research was conducted at SMAN 1 Kutapanjang, Gayo Lues Regency during *Praktek Pengalaman Lapangan – PPL* (Teaching Practice) and this study used a Qualitative Approach. The subjects in this study were students of class XII IPA SMAN 1 Kutapanjang, which numbered 20 people who were deliberately taken according to the purpose of this study (purposive sampling). Then the data collection technique of this study uses observation and interviews, while the data analysis technique is done qualitatively with steps (1) data reduction, namely simplification and selection of data in accordance with the problems to be studied, (2) presentation of data, describing collected narrative, and (3) drawing conclusions/verification which is the final stage of analysis of research data. Research Results The citizen project model can develop the disposition of student citizens, because this model involves students in each learning process, so that the learning process becomes a valuable learning experience that ultimately acquires knowledge, attitudes and skills. In addition, through the application of the project citizen model, many civil dispositions were formed related to the awareness of the community, nation and state. Civic disposition obtained is responsibility, concern for problems, respect for opinions, participation, commitment in learning, thinking critically, communicative, collaborating, and also innovative.
Keywords: Pancasila Citizenship Education, Project Citizen, Civic Disposition

INTRODUCTION

Education is the most important aspect in human life in the effort of human empowerment in facing global challenges. Through this education humans can develop potential, intelligence, skills, personality and morality that can be formed and directed. The same thing was conveyed in Law No. 20 of 2003 concerning the National Education System, Education is a conscious and planned effort to realize the learning atmosphere and development process so that students actively develop their various potentials to have religious spiritual power, self-control, personality , intelligence, noble character and skills needed by him, the people of the nation and the State. Education is an investment in the future of the nation where the nation's children are educated so that they can continue the movement of the nation's life into an advanced and educated nation (Suwarno, 2006, pp.5-6).

According to Winataputra and Budimansyah (2012, p. 90) in this case it states that idealism in the formation of national character and civilization is dignified in order to educate the nation's life and make democratic and socially responsible citizens, filossofi

and psychodegogis a mission. sacre from citizenship education. Citizenship education in particular can be observed in the explanation of article 37 paragraph 1 of Law Number 20 of 2003 concerning SISDIKNAS, in its explanation "Citizenship Education is intended to form students into human beings who have a sense of nationality and love of the country.". In this case we can see that citizenship education is basically national education or national character education.

Pancasila and Citizenship Education is one of the subjects in the school that focuses on applying moral formation and character of students to become good citizens and citizens. Pancasila and Citizenship Education is a science in which there is a study of democratic education so that it is set forth with the intent and purpose of preparing students to be able to think critically and act democratically which is implemented through awareness-raising activities to become democratic. Explanation of democratic education is a form of social life in guaranteeing the rights of citizens.

Pancasila education and citizenship have three important components, namely the Civil Knowledge component, the Civil Skills Component and the Civil Disposition component (Winarno, 2013, p. 19). These three components constitute a unity that complements the integrity of citizenship education content where each component contributes to one another, so the learning process must be carried out thoroughly so that there are no material errors.

Based on the above opinion, the component or Citizenship competency related to the character of the student is the character of citizenship (civil disposition). Winataputra (2012, p. 205) Personal characteristics such as moral responsibility, self-discipline and respect for the human dignity of each individual are mandatory. Civic Disposition competency is the ability and skills associated with citizens 'awareness and commitment about commitment to gender equality, tolerance, pluralism, and commitment to care and be involved in resolving citizens' problems related to human rights violations (Rusnila, 2016, p. 2).

In the initial observations conducted by researchers when practicing at SMAN 1 Kutapanjang Gayo Lues, researchers found that most students in the learning process often made noise, often making noise with friends and sometimes ignoring what was explained by the teacher. When the teacher gave a feedback question, not a few students seemed enthusiastic about answering questions from the teacher. Furthermore, based on the data in the field when the researchers conducted Field Practice in SMAN 1 Kutapanjang, researchers often saw students arriving late at school every morning, sometimes the scenery outside the school fence was filled with students who were late. Like observing what researchers do, in SMAN 1 Kutapanjang every morning doing activities before entering class. Morning activities start from the bendara ceremony on Monday, reading activities, cultural activities, speeches, reading yasin and gymnastics activities on Saturdays. Every morning the activity is carried out, the teacher checks the attendance of students. students who are late present are not present in the morning activities and if often late the teacher calls students and gives a warning. Because when the end of the semester will be an assessment of the increase in class for students.

Based on the above problems, it can be concluded that the habits or character of students are still wrong, one of the characteristics of discipline. So it is very necessary for the process of developing citizenship characters for students to do every morning or even in the learning process so that habits can change for the better. In this case the researcher tries to do the learning process of PPKn subjects by using the project of learning citizens. Citizen projects are portfolio-based learning models, through this model students are not only invited to understand scientific concepts and principles, but also develop their ability to work together through empirical practical learning activities, so learning will be more challenging, activating and more meaningful. definitely form a good character.

Based on the background of the problem above, the formulation of the problem is: (1) what is the development of civilian disposition through the student citizen model project in SMAN 1 Kutapanjang? (2) What are the Civic Dispositions that have emerged through the community project of SMAN 1 Kutapanjang?

LITERATURE REVIEW
Concept of Project Citizen Learning
The Project Citizen Model is one of problem-based instructional treatment to develop knowledge, skills and character of democratic citizenship that enables and encourages participation in government and civil society (Budimansyah, 2009, p. 1). The aim of the citizen project model is to motivate and empower students to use democratic citizenship rights and responsibilities through intensive portfolios on public policy issues in schools or communities where they interact.

Budimansyah (2009, p. 23) instructional strategies used in this model, basically depart from the strategy of "inquiry learning, discovery learning, problem solving learning, research-oriented learning," which is packaged in a "project" model ala John Dewey. In this case the following steps are set:
1) Identifying problems
   In this step, students will identify problems that are considered important by the community and students also determine which level or government agency is responsible for the problem. After the problem has been collected, students then interview parents and neighbors to record what they know about the problem and how they behave in dealing with these problems.
2) Selecting a problem to study in class
   In this second step, the class discusses all information that has been obtained regarding the list of issues that have been found in the community. The purpose of this stage is for the class to choose one problem as a class study material which is a choice together.
3) Gather information related to the problem
   At this stage, it will be done when the second stage has been completed or in other words the class study problem has been determined, then the students look for information that is used as a source of study material in developing the portfolio in the following steps.
4) Developing a class portfolio
   At this stage students begin to develop a class portfolio. Classes are divided into four groups. Each group will be responsible for developing a part of the class

portfolio. The materials intended in the portfolio should include the documentation that has been collected in the research phase of the problem.

5) Presenting a portfolio before a jury

If the class portfolio is complete, students can present the results of their work before the audience. The presentation or also known as the showcase is carried out before the jury, with this activity the students will be equipped with experience learning how to present ideas and thoughts to others.

6) Reflecting on the Learning Experience

Reflection on this learning experience is one way to learn, to avoid making mistakes, and to improve the abilities students already have.

Citizenship Education

In language, the term Civic Education is partly translated into Indonesian into Citizenship education. According to Susanto (2014, pp. 3-4) substantive Citizenship education not only educates the younger generation to become citizens who are intelligent and aware of their rights and obligations in the context of community life in Citizenship Education, but also build citizens' readiness to become global citizens (Global Society). David Kerr (as cited in Winataputra & Budimansyah, 2007, p. 4) provides an explanation that Citizenship education broadly includes a process of preparing young people to take on their roles and responsibilities as citizens.

In the new paradigm, Civic Education is one of the fields of study that carries out a national mission in an effort to educate the Indonesian people through a corridor of "value based education" with a systemic framework as suggested by Budimansyah in (Susanto,2014) Citizenship Education curricular aims to develop various kinds of potential individuals to become Indonesian citizens who are noble, intelligent, participatory and responsible. Theoretically contains dimensions of cognitive, affective and psychomotor (Civic Knowledge, Civic Skills) that are mutually penetrating and integrated in the context of the substance of ideas, values, concepts and moral Pancasila, democratic citizenship and state defense.

Citizenship Competence

Citizenship competency is the ability that must be mastered by a student which includes knowledge, values and attitudes, as well as the skills of students who support to become a participatory and responsible citizen in the life of the community, nation and state. The National Standards for Civics and Government (Center For Civic Education, 1994) formulated the main components of Civic Education including knowledge of Civic Knowledge, Civic Skills and Civic Disposition.

Citizenship Knowledge

Civic Knowledge is a substance material that must be known by citizens.

Civic Skills

Civic Skills are skills developed from Citizenship knowledge so that the knowledge gained becomes something meaningful, because it is used in dealing with life problems of nations and countries.

Civic Disposition

Buchanan et al. (in Komalasari, 2011, p. 50-51) explain that civic disposition is the attitude and habits of citizens thinking that supports the development of healthy social functions and guarantees the general interests of the democratic system.

Branson in (Susanto, 2014. p. 8) asserted that Civic Diposition inspired the public and private characters that were important for the maintenance and development of constitutional democracy. Citizenship attitudes as citizenship skills develop slowly as a result of what someone has learned and experienced both at home, school and in the community and organizations of the Civil Society.

Winarno (2014, p. 177) stated that civic disposition is one component of Citizenship education which is translated as the character, attitude, or character of Citizenship. According to Setiawan (2012, p. 162) he explained that Civic disposition is a component related to values that contribute to the formation of the character of citizens. According to Winataputra (2012, p. 205) Civic Disposition is basically a public character and a private character.

Based on theories above, this study only focuses on one component or competency of Citizenship education, namely Civic Disposition competency. This is in accordance with the aim of this study which is to see the attitude of students after implementing the learning process with the Project Citizen model. In this case, the researchers attempt to develop several characters or attitudes through the Project Citizen model.

METHODS

This research was conducted at SMAN 1 Kutapanjang, Gayo Lues Regency and the time of this research was carried out when researchers were on Teaching Practice (PPL) from July to September 2018. This study uses qualitative methods and types of research. The subjects in this study were students of class XII IPA SMAN 1 Kutapanjang who answered twenty people with Criteria according to the purpose of this study (purposive sampling). Furthermore, the technique of collecting data from this study uses observation and interview techniques. Observations are used to view activities. Student learning activities and interviews are used to obtain information from students about community projects in developing Civic Disposition. Then the data are analyzed qualitatively with steps namely, (1) Data reduction, namely simplification and selection of data that is in accordance with the desired, (2) Presentation Data, which is describing data that has been collected narratively, and (3) Drawing conclusions/ Verification which is the final stage of research data analysis.

RESULTS AND DISCUSSION

Results

Development of Citizenship Attitudes through the Citizenship Project Learning Model for SMAN 1 Kuta Panjang students Gayo Lues

The results showed that the Pancasila and Citizenship Education (PPKn) subject teachers at SMAN 1 Kutapanjang Gayo Lues in the learning process still used conventional methods. This, causes a lack of student understanding of the material being taught because it does not involve directly, only teaches abstract concepts. Therefore, teachers need to apply new learning methods in accordance with the development of student knowledge.

The results of the study show that through the application of citizenship project learning models students can reason, present information about resolving the rights and obligations of citizens in the values of Pancasila. This needs to be done because it involves students in the learning process. Thus, the application of citizenship project learning models is better able to improve students' skills in carrying out life both in society, nation, and country. When researchers carry out the learning process, students do all activities and work, each student does not have a job in this citizenship project model.

The results obtained by researchers when observing students doing palajar assignments are assisted by citizenship projects, researchers find that various types of attitudes or skills are raised by students when performing tasks with the model. This attitude or skill begins to emerge from the first step of identifying the problem until the sixth step reflects the learning experience. In addition, researchers also collected data through interviews to explore what the researchers wanted. This is because the citizenship project model is also done when returning home from school. The results obtained were, of the twenty students interviewed, only three people from each group did not participate in the task with the citizenship project model. The reason they do not have time to help with work is because they have other activities. Interviews of 20 people indicate that the citizenship project model can improve citizens' attitudes or skills. When they implement this citizenship project model, they do it well and this model can develop citizenship attitudes as an example when students gather information in the second step. In the second step, students gather information by interviewing community leaders about the problems they are working on.

Based on the research findings above, it can be concluded that the citizenship project model can develop students' citizenship attitudes in daily life. This attitude of citizenship was raised from each step undertaken by each student who had been given each assignment before. The citizenship project model develops citizenship attitudes such as: Responsibility, collaboration, polite behavior, caring about problems, participating, respecting opinions, discipline, critical thinking, participating, innovative, commutative and commitment to learning.

The Forms of Civic Attitudes that Emerged through the Citizenship Project Learning Model at SMAN 1 Kuta Panjang students Gayo Lues

The results of the study show that through the application of citizenship project learning models many attitudes of students can be formed related to awareness of community, nation, and state. The skills acquired or that can be developed through the Project Citizen learning model are creativity, sense of responsibility, compassion for the problem, respect for opinions, participation, discipline, participation, comintent learning, critical thinking, communicative, collaborative and innovative.

Thus, the application of a very effective citizenship project learning model is applied in the learning process by Pancasila Education teachers and citizenship as an effort to build student character in accordance with Pancasila values. The following is a character table that appears from each step of the citizenship project model

Tabel 1. Steps to the Citizen Project learning model

Steps	Description
Identifying Problems	Responsibility, Students are trained with the task given in the form of identifying problems that exist in the community.
	Polite and good behavior, In this case students in finding problems in the community well and polite behavior when meeting with the community.
	Care for social problems, students look for problems related to the community environment
	Participate in problems together with open ways between groups and communities.
Choosing Problems for Study in Class	Responsibility, students are responsible for the assignments given by the teacher or given by group friends
	Appreciating the opinions of group friends when conducting group discussions.
	Compromising, students together in choosing problems that will be used as study material.
	A sense of caring, students after compromising on choosing their study material feel concerned about what is used as priority.
	Courtesy, students in speaking propose arguments to be chosen as material for study with good and polite behavior.
Gathering Information	Responsibility, Students are responsible for finding sources of information on the task problems that have been agreed upon in the previous step.
	Critical Thinking, students in gathering information by sorting out according to the problem.
	Participate actively, students are involved in the process of gathering information.
	Discipline, students are divided into each task in gathering information with a specified time
	Courtesy and good behavior, students when meeting other people in information gathering
Developing a Portofolio	Responsibility, we have a responsibility attitude in completing research by making a portfolio and completing a portfolio.
	Discipline, students in making portfolio with time and portion that has been determined in completing.
	Courtesy, students in working on portfolios have good behavior towards group friends
	Critical Thinking, students in making portfolios carefully and thoroughly enter the appropriate information
	Compromising, students cooperate with each other in bringing together ideas in making a portfolio
	Respect, students in expressing opinions of other students respect it.
	Participate in making portfolios together.
Presenting a Portofolio	Responsibility, each student has responsibility in presenting portfolio.
	Kepudulian as citizens, students in presenting portfolios by explaining information about the problems that occur in the

	country.
	Heeding the rules of the game, students in the portfolio presentation have sorted in the presentation.
	Learning Commitments, students explain the portfolio well because they have learned before the presentation.
	Confidence, students in explaining the portfolio with good tone and voice in conveying.
	Willing to listen to the opinions of others, students from other groups who listen to their friends' presentations
Reflection on Experiential Learning	Responsible, students have responsibility in completing portfolio presentations.
	Courtesy, students politely ask questions to other group friends.
	Willingness to listen, students listen to the answers to questions raised by other groups.
	advance the general good, students provide arguments against the answers given by the group that answers.

Figure 1. Developing a portofolio

Figure 2. A ready portofolio

Figure 3. Presenting a portofolio

Discussion

Development of Citizenship Attitudes through the Citizenship Project Learning Model for SMAN 1 Kuta Panjang students Gayo Lues

Efforts to develop citizenship are a necessity, not only by parents and the wider community. In this case, the development of this citizenship attitude is a duty and responsibility, especially by teachers of Pancasila and Citizenship Education in all types, levels and levels of education. Lubis (2018, p. 5) Pancasila and Citizenship Education is an Increasing Subject from the Course of Citizenship Education (PKn) which was initially known in the 2006 curriculum. This improvement was carried out on the basis of considerations: (1) Pancasila as the basis of the nation and the life view of the nation played and interpreted as the core of the reference source and the success criteria for achieving the level of competence and organization of the entire scope of the PPKn subject. (2) The substance and spirit of the 1945 Constitution of the Republic of Indonesia, the values and spirit of Unity in Diversity and Commitment of the Unitary Republic of Indonesia were placed as an integral part of the PPKn which became a Psychological-Pedagogical vehicle for the distribution of Indonesian citizens with Pancasila characteristics .

Law No. 20 of 2003 concerning the national education system article 3 states about "for the development of potential students to become human beings who believe and serve the Almighty God, have noble, healthy, knowledgeable, creative, independent, and become citizens who democratically responsible. Thus, it is realized that the efforts to develop smart and good citizens can be done with a number of approaches, one of which is the approach of the theory of psychological logic development. Psychopathic logic development is an approach that assumes that character development will succeed if the character is internalized, implanted or educated in students (Kurniawan, 2011)

The results of the research conducted by Ai Ida Suraya show that the most prominent component of citizenship is that students respect the opinions of friends; have concern for problems that occur around them (local, regional, national, global); have empathy for others affected by the problem; and have high social responsibility (in Budimansyah and Sapriya, 2012, p. 12). Character values can beto be integrated in this citizen project because this model involves students in each learning process, so that the learning process becomes a valuable learning experience and students will eventually acquire the knowledge, attitudes and skills.

The Forms of Civic Attitudes that Emerged through the Citizenship Project Learning Model at SMAN 1 Kuta Panjang students Gayo Lues
Many citizenship attitudes must be possessed by students as a part that cannot be separated from citizens. The government has formulated several citizenship attitudes that must be owned by citizens. Regarding the findings in this study, the application of this learning model wants to develop citizenship attitudes given the awareness of the community, nation and state. Citizenship Citizenship or Citizenship character is a component of Citizenship Competence (Citizenship Citizenship) that is related to the character, attitude, and character of citizens. In short, the character of citizenship is aimed more at the personal character and public character of citizens. According to Winataputra and Budimasyah (2012, 205) explaining personal character is a character associated with a sense of moral responsibility, self-discipline and respect for the human dignity of each individual. Then while public character is a character associated with caring as a citizen, politeness, heeding the rules of the game and compromise.

School is one of the most efficient character building places, because in schools the citizens of the students with a system that has been made is very good. Citizens at school age character formation is very good to do, because it is still easy to be taught something especially about character problems. Seeing a lot of character problems carried out by students, of course there is something wrong during the learning process. Even though schools are expected to make a good contribution in forming the character of the nation's children.

CONCLUSION
Development of citizenship attitudes through the citizenship learning model of students in Gayo Lues SMAN 1 Kuta Panjang students enables them to think and provide information about the struggles of the rights and needs of citizens in the values of Pancasila. Moreover, the forms of citizenship attitudes arise through the application of citizenship learning models to Gayo Lues students of SMAN 1 KutaPanjang about the awareness of the community, nation and state.

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