# Implementation of the Project Citizen Learning Model in Improving PPKn Learning Achievement at SMK Negeri 2 Salatiga

**Endang Wahyuningsih**
SMK Negeri 2 Salatiga, Salatiga City, Central Java Province, Indonesia
Email: endangw2611@gmail.com

## Abstract

Teachers as educators have not been optimal in developing the creativity and innovative power of students, besides that teachers also still use conventional learning with the lecture method, resulting in low learning achievement from students. Therefore, a learning model is needed that can be used to improve student learning achievement. One model that can be used is the project citizen model. The method used is Class Action Research with qualitative and quantitative approaches. Data collection techniques use test guidelines, observation, and documentation. The findings in this study are that the implementation of the project citizen model in PPKn subjects can increase student learning achievement. This is shown by looking at the results of the initial conditions, cycle 1 to cycle 2 as the final stage of the class action research process. The average value in the initial condition is 70.28 and the average value in the final condition or cycle 2 is 83.28 with a significant increase of 18.49%.
**Keywords:** Learning Achievement, Pancasila and Civic Education, Project Citizen Learning Model

## INTRODUCTION

The national education system is required to be able to ensure equal distribution of educational opportunities, quality improvement as well as the relevance and efficiency of education management to face challenges in accordance with the demands of changes in local, national, and global life. This is stated in Law No. 20 of 2003. One of the efforts that is immediately made to meet these demands is the renewal of education in a planned, directed and sustainable manner. Education renewal strategies to improve the quality of education can be carried out in the learning process in schools. Learning is also defined as an activity of teachers teaching or guiding students towards the process of self-maturation (Suyono and Hariyanto, 2014).

In the school environment, a teacher as an educator in the learning process has an important role in the learning process as an effort to improve the quality of education. To realize the objectives of the subject, A teacher must have adequate knowledge in both academic and pedagogical fields. But in reality, currently there are still various problems found in the learning environment. Teachers as educators still have a tendency to minimize student involvement. The learning process carried out by teachers tends to encourage creativity and innovative power from students. The learning process carried out in the classroom is more teacher-centered so that student participation in the learning process does not appear and students wait more for the teacher's presentation than to find and find for themselves the knowledge, skills or attitudes they need. This is also corroborated by (Muchtar, 2006) there are still many teachers whose teaching process is teacher-centered, directing material in the form of information that does not develop value thinking and only forms a culture of memorization and not critical thinking.

Moreover, another phenomenon related to the problems faced by our education world is the problem of weak learning processes, especially in the subject of Pancasila and Civic Education (PPKn). Most students do not relate what they have learned to the way in which the

knowledge is applied in their current and future lives (Budimansyah and Komalasari, 2008: 29-44). These conditions and realities are problems that must be immediately sought for solutions, because if they are allowed to drag on, they will have an influence on the quality of the process and student learning achievement. This is also corroborated by research written by Aisyah, Jaenudin & Koryati (2017) stated that one of the factors that cause low student learning outcomes is that the approach used in teaching is still dominant by teachers and centered on teachers not on students, Because the methods used are lecture methods, while the learning models are still not varied.

The learning model is closely related to the learning style of students and the teaching style of the teacher. Through the learning model, teachers can help students to gain information, skills, ways of thinking, and expressing their iden. According to Trianto (2007: 1) posits that: "A learning model is a pattern that is used as a guide in planning learning in the classroom or learning tutorials". A learning model is a learning pattern that is depicted from the beginning to the end of the activity. The learning model is systematically arranged and used as a guide to plan learning activities to achieve the learning objectives that have been set as part of helping the renewal process in education become more advanced.

Efforts to update the process lies in the responsibility of teachers who always have a strategic role in determining the course of education. Teachers must be able to create a pleasant teaching and learning process so that the learning process will motivate students to receive lessons. A teacher must be able to creatively and innovatively use various learning models in order to create a healthy and enjoyable learning and teaching classroom climate so that it will affect the learning prospects of students. One of the efforts that PPKn teachers can make in improving learning achievement is to use creative and innovative learning models so that they can attract the attention of students. This is corroborated by research written by Lahir, Ma'ruf & Tho'in (2017) which states that there are many learning models that can be done by teachers or lecturers in order to improve the learning achievement of their students.

So it can be said that One of the efforts that a teacher can make as an educator to overcome existing problems, including to improve student learning achievement is to use innovative learning models to carry out learning in the classroom. In the PPKn subject, there is one innovative learning model that can be used by teachers to improve student learning achievement, namely through the project citizen learning model. Project Citizen encourages learners to work together in identifying what they believe to be a community problem, revealed by Medina-Jerez, Bryant, & Green (2010) through research and interviews with community members, learners can determine the scope of the problem, weigh the problem, formulate a solution, choose a solution as a proposal, and formulate an action plan of public policy that has been evaluated together.

The focus of project citizen as the main curriculum is more on Student academic achievement and civic skills that can be developed through a learning process that includes problem solving, oral and written communication, and research conducted by learners. This statement is supported by the opinion of Medina-Jerez, Taylor, & Bryant (2009) who state that "Project Citizen, which is run by the Civic Education Center, is designed to allow young people to receive citizenship rights and responsibilities. It helps students learn to express their opinions, decide which level of government and which institution is most appropriate to deal with the problems they identify, and influence policy decisions at that level. Students work with each other and with teachers and adult volunteers as they identify problems for learning, gather information, examine solutions, develop public policy positions, and make an action plan".

From some of the opinions above, project citizen has an advantage in improving student achievement results. This is strengthened by Nurul Aini's research (2018) which states that by

using the Project Citizen learning model for Class IX A Students at SMP Negeri 03 Negeri Agung Way Kanan Lampung for the 2018/2019 Academic Year, it can improve civics learning achievement. One adaptive model to improve the quality of learning is the Civic Learning Practice (Project Citizen) (Budimansyah, 2008). In the initial observation at SMK Negeri 2 Salatiga, the learning achievement of PPKn Material Norms for students was still low. The fact that the learning outcomes of Pancasila and Citizenship Education are low norm material can be seen from the value of implementing the pretest. There are still many students who have not scored above KKM, which is 75.

Based on this background, this research focuses on the application of project citizen learning model in improving the learning achievement of class XI students in PPKn subjects at SMK, which currently in 2022 has used a new curriculum, namely independent learning. In learning using project citizens, students are invited to solve real problems in the life of society, nation and state. Here learners learn to find problem-solving alternatives. In addition, students also develop a process of reasoning and clarifying grades. Then students develop public policy proposals and propose action plans. Based on the background of the above problems, this research is intended to analyze the Implementation of the Project Citizen Learning Model in Improving PPKn Learning Achievement at SMK Negeri 2 Salatiga.

**RESEARCH METHODS**

The Research Method used in this study is Class Action Research which is implemented in 2 cycles. Cycle 1 or cycle 2 consists of planning, implementing, observing, and reflecting. The approaches used are qualitative and quantitative. The data collection techniques used in this study were in the form of tests, observations, and documentation. The test is carried out through 2 tahp, namely pre-test as the value on the initial conidition and the second is the post test or daily test which is used as the value of cycles 1 and 2. This class action research was carried out at SMK Negeri 2 Salatiga. The number of respondents used in this study was 36 students, namely students of kela XI TKJ A. To analyze the data obtained from the research results will use data analysis techniques Test results by calculating the percentage. This study uses numeral calculations and analysis is carried out by interpreting them.

**RESULTS OF RESEARCH AND DISCUSSION**
**Research Results**

Classroom action research carried out by looking at the initial condition of the education program which is then continued in cycle 1 and cycle 2. The following is an explanation of the initial condition of students when teachers in carrying out learning have not used the Project Citizen model. The initial condition of the students can be seen from the pre-test score on the Norma material which is still low, most of the daily test students are still below the KKM, which is 75. of the 36 number of students, only 16 people have scored above KKM, and still as many as 20 people have not scored above KKM. The initial data on the level of learning achievement of class XI students of TKJ-A SMK Negeri 2 Salatiga obtained from the pre-test are as follows:
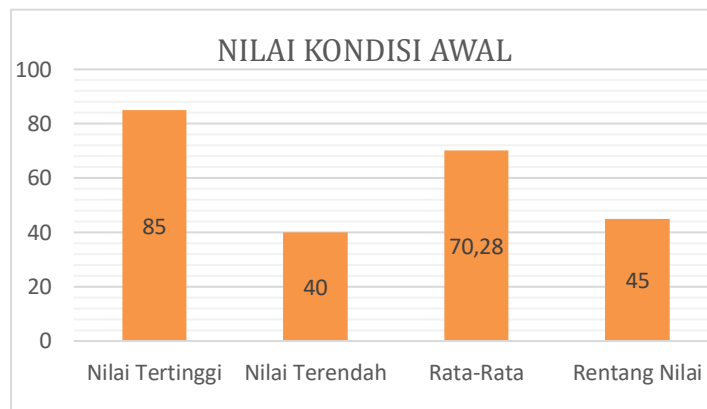
**Figure 1. Initial Condition Pre test Value Graph**

Graph 1 shows the value that the highest score obtained by the learner in the initial condition is 85, while the lowest score obtained by the learner is 40, with an average score of 70.28. The range of values is the difference between the highest score and the lowest score obtained by students is 45.00. Based on the pre-test score, if it is concentrated, it can be seen that of the 36 students of class XI TKJ A who have achieved a complete score of 16 or 44.4%, while still 20 students or equal to 55.6% have not reached the complete score. Based on the explanation above, it shows that the percentage of student learning achievement levels is still low with the presentation of students who have not received a score above KKM is 30 students or 55.6%. Meanwhile, students who received complete scores in the pretest implementation were 16 students or 44.4%.

Furthermore, after seeing the initial condition of the learners, continued at the stages of cycle 1 and cycle 2 by looking at the start of the process of planning, implementing actions, observations and reflections. After implementing the project citizen learning model in cycle 1, the following results were obtained:

**Table 1. Comparison of Learning Achievement on Daily Deuteronomy and Cycle 1**

| No | Description | Skor | | Percentage Increase |
| --- | --- | --- | --- | --- |
| | | Initial Conditions | Cycle 1 | |
| 1 | Top Rated | 85,00 | 95,00 | 11,76% |
| 2 | Lowest Value | 40,00 | 60,00 | 50% |
| 3 | Average Value | 70,28 | 79,31 | 12,85% |

Based on the table above, that the initial condition to siklu 1 for the highest value increased by 11.76%, the lowest value also increased by 50%., while for the average value increased by 12.85%. The highest and average scores have indeed increased, but for the lowest scores, there are still students who get the lowest score, namely 60, which means that there are still those who get scores below KKM. So it resumed on the 2nd cycle.

In the stage of cycle 2, reflection is carried out by comparing the results of learning achievements in ppkn subjects of norm material in class XI TKJ A SMK Negeri 2 Salatiga, competency observations are carried out by comparing learning achievements from the initial conditions, cycle 1 and cycle 2.

**Table 2. Comparison of Learning Achievement Initial Conditions, Cycle 1, Cycle 2**

| No | Value Categories | Initial Conditions | Cycle 1 | Cycle 2 | Percentage Increase |
| --- | --- | --- | --- | --- | --- |
| 1 | Highest | 85,00 | 95,00 | 95,00 | 11,76% |
| 2 | Lowest | 40,00 | 60,00 | 75,00 | 87,5% |
| 3 | Average | 70,28 | 79,31 | 83,28 | 18,49% |

From these results, it can be seen that at the time of the initial condition the lowest value was 40 and the final condition increased to 75 so that there was an increase of 87.5%. As for the highest value, which was at the initial condition of 85.00 and the final condition of 95.00, there was an increase of 11.76%. And the last one is the average initial condition of 70.28 to the final condition to 83.28 showing a significant increase of 18.49%. From these results, it can be said that through the use of the project citizen learning model on norm material, it can improve learning achievement for class XI TKJ-A students at SMK Negeri 2 Salatiga.

**Discussion**

The use of the project citizen learning model, basically when a teacher uses a creative and innovative learning model, it will directly have a good influence on students. and always help to realize the learning objectives to be achieved. This is corroborated by the opinion of Suprihatiningrum (2013: 145) mentioning the notion of a learning model, namely imitation or conceptual framework that describes learning procedures systematically in managing the learning experience of students so that certain desired learning goals can be achieved. This means that in general, teachers have demands to develop themselves with creativity and innovation in carrying out learning activities through the application of learning models in the classroom.

If it is related to the results of research that states that "the use of the project citizen learning model is significantly proven in improving student learning achievement" it means that specifically the project citizen learning model in the subject of Pancasila and Civic Education can help improve student learning achievement. Learning achievement basically comes from two syllables namely achievement and learning. Self-study achievement means a standard test to measure proficiency or knowledge for a person in one or more of the lines of work or study. The word achievement also means the ability, skill, attitude of a person in getting things done. According to Tu'u (2004:75) learning achievement is "Mastery of knowledge or skills that are developed and then shown by test scores or numbers given by the teacher".

Student learning achievement in terms of knowledge or academic aspects of students increases with the use of the project citizent learning model. This is also supported by research conducted by Haan (2001) that project citizen can improve the academic achievement of students whose achievements are directly related to curriculum goals with achievement standards the specified. Because, the project citizen learning process provides a stage where a thorough evaluation is carried out in an assessment and performance-based carried out by students can develop their knowledge. Not stopping there, the results of other research that support the use of the project citizen learning model can improve student learning achievement can be seen from the research conducted by Nurul Aini (2018) from Nurul Aini from PGRI Yogyakarta University with the title Efforts to Improve Pkn Learning Achievement With a Project Citizen Model for Class IX A Students at SMP Negeri 03 Negeri Agung Way Kanan Lampung Academic Year 2018/2019 which shows the results of the study that with using the Project Citizen learning model for Class IX A Students at SMP Negeri 03 Negeri Agung Way Kanan Lampung For the 2018/2019 School Year can improve civics learning achievement pre-cycle 61.26, in cycle I of 73.57, and increased in cycle II of 83.88.

The implementation of a well-structured project citizen can benefit education, schools, teachers and students. This is also explained and corroborated by Fischman & Gandin (2016) that, the main structure of the citizen project in schools is: 1) schools as access to democracy, 2) democratization as school administration, and 3) democracy as access to knowledge, so that citizen projects applied in schools can improve the quality of education. This means that with the use of the right learning model by the teacher, it will have a good influence on the

achievement of learning objectives, one of which is learning achievement. The project citizen learning model is very suitable and effectively applied to students in class because it creates an atmosphere that supports the enthusiasm of students in learning and activates student participation both in the learning process nor expressing opinions.

There are also characteristics of project citizen adapted in Indonesia, namely subtantive and psycho-pedagogical characteristics, which were proposed by Dasim Budimansyah (2009) First, moving in the context of substantive and socio-cultural public policy as one of the corridors of democracy that functions as a vehicle for citizen interaction with the state in carrying out their rights, obligations, and responsibilities as an intelligent, participatory, and responsible Indonesian citizen, Currically and pedagogically is the main content of civic education. Second, applying the "portfolio-based learning" and "portfolio-based assessment" models designed in a learning design that synergistically integrates problem-solving models, social research, social engagement, learning together, simulalsi with opinions, in-depth dialogue and critical thinking, value clarification, and democratic learning. Thus this model has the potential to produce "powerful learning" or learning that is weighty and meaningful and pedagogically characterized by the principles of "meaningful, integrative, value-based, challenging, activating (activating), and joyfull (fun). Thirdly, the basic pedagogical oprational framework used is the modification of the steps of the problem-solving strategy with steps: problem identification, problem selection, data collection, portfolio creation, show case, and reflection. The portfolio packaging includes a presentation panel (live portfolio) and documentation files (documentation bundles) packaged using systematics of identification and selection of problems, policy alternatives, policy proposals, and action plans. Meanwhile, the show case activity was designed as a hearing forum.

Project citizen has advantages in learning in schools, namely a) being able to meet the needs of the community, b) being able to achieve curricular goals, c) reflecting the learning experience, d) developing an attitude of responsibility of the learners, e) building partnerships in the community, f) learning for future plans, g) equipping learners with the necessary knowledge and skills. Furthermore, Mukhamad Murdiono (2012) explained the advantages of the project citizen model with portfolio media, namely: 1) The project citizen learning model with portfolio media can be used as an alternative in civic learning. Furthermore, Mukhamad Murdiono (2012) explained the advantages of the project citizen model with portfolio media, namely: 1) This project citizen learning model with portfolio media can be used as an alternative in civic learning. So from the discussion above, the project citizen learning model is very relevant to be used in the learning process as part and effort to improve the learning achievement of students.

**CONCLUSION**

The Project Citizen model in PPKn learning is one of the treatments that aims to change the learning paradigm of Pancasila and Citizenship Education which is no longer boring but active and meaningful learning. After conducting research and analysis, in this stage the researcher will present specific conclusions based on the formulation of the problem that has been determined. The conclusions are as follows: There was a significant increase in student learning achievement after applying the Project Citizen model to the Norma material by looking at the average value in the initial condition of 70.28 and the average value in the final condition or the second cycle of 83.28 showed a significant increase of 18.49%. So it can be concluded that both theoretically and empirically that there is an increase in learning achievement of PPKn Norma material by using the project citizen learning model for class XI TKJ-A students of SMK Negeri 2 Salatiga in the Odd Semester of the 2022/2023 Academic Year.

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