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THE INFLUENCE OF PROJECT CITIZEN LEARNING MODEL AND CITIZENSHIP COMPETENCE ON STUDENT PPKN LEARNING OUTCOMES AT SMP PAHLAWAN NASIONAL MEDAN

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Abstract

This study aims to analyze: (1) the influence of Project Citizen learning model is higher compare to Conventional learning model; (2) PPKn learning outcomes of students who have higher nationality competencies compared to students who have low citizenship competencies (3) interactions between Project Citizen learning models and citizenship competencies in influencing student PPKn learning outcomes. Quasi Experimental Design research with factorial 2x2. The instruments used are PPKn learning results test and citizenship competency instrument. Data analysis using two-lane anava. The results showed: There is an influence of Project Citizen learning model on the learning outcomes of PPKn students in grade VII of SMP Pahlawan Nasional Medan. PPKn learning outcomes of students who have higher nationality competencies than students who have low citizenship competencies. There is an interaction between the learning model of Project Citizen and Citizenship Competency towards the learning outcomes of PPKn Students at Pahlwan National Junior High School Medan.

Keywords: *Learning Outcomes, Civic Competencies, Project Citizen Learning Model, Citizenship*

A. Introduction

Pancasila is education and citizenship in schools become hopes that can provide color for education graduates, especially in responding to all the demands of change in Indonesia. Similarly, for the implementation of Pancasika and Citizenship Education at the junior high school level. Citizenship Education at the adult junior high school level

according to (DJahiri, 1985, p. 2) *has teachers* in the learning process activities with a high level and multidimensional. This has an impact on the learning scenarios designed to use a more varied approach, in order to achieve a better quality of learning. According to Mulyasa (Mulyana, 2002, p. 101), that the learning process is said to be effective if all students are at least 75% actively involved, both mentally, physically, and socially. While in terms of results, the quality of learning is said to be good if there is a positive change in behavior from within the student as well as the ability to dig and process information, make decisions, connect variables.

Based on the observations at SMP Pahlawan Nasional Medan that students are less active in teaching and learning activities. Children tend not to be so interested in PPKKn lessons because so far PPKn lessons are consider as lessons that only attach importance to memorization alone, less emphasizing aspects of reasoning to cause low student learning outcomes in PPKN subjects. This can be se from the final grade VII students in the last two years as follows:

Table 1. Average Value of UAS Subjects PPKn Students Grade VII SMP Pahlawan Nasional Medan

No	School Year	KKM	Lowest Value	Highest Score	Value Average
1	2017/2018	70	40	80	60
2	2018/2019	70	50	85	65

In accordance with the data obtained, ppkn learning outcomes are still low/have not reached the target of graduation of learning outcomes set by the school. The ongoing learning process also tends to use *teacher centered.* In this workshop, teachers do more learning activities – teaching in the form of lectures, and students are limited to understanding while taking notes, for those who feel the need. Teachers play a central role in the achievement of learning outcomes and seem to be the only source of knowledge. This condition has a big effect on the next learning process, students are less able to apply the accepted knowledge.

This condition is in line with what is stated by Azis Wahab (Setiawan, Pendidikan Kewarganegaraan, 2017, p. 8) reveals some weaknesses that exist in the learningof PPKn, namely:

1. Overemphasizing aspects of values and morals so as to place students as objects obliged to accept certain moral values
2. Less directed at understanding the structure, processes and institutions of the state with all its completeness

3. Dogmatic and relative
4. Oriented to the interests of the ruling regime

Therefore, it is necessary to conduct a thorough assessment of the fundamental problems, so that PKncan be a powerful learning *area.* Strong learning is learning characterized by meaningful, *integrated, value-based, challenging* and *activating traits.* Budimansyah and Sapriya, (Sapriya, 2012, p. 3). Thus the learning of PKntoday and in the future should be:

1. Have consistency between the ideal objectives and the structure of the curricular program, which refers to the mission and function of establishing a strong and independent citizen personality and has a sense of civic and national responsibility
2. Balanced between the development of moral values and the understanding of the structure, processes and institutions of the state with all its completeness
3. Applying pedagogical and methodological approaches that are not dogmatic-indoctrinative, but rather foster a culture of critical, systematic, creative and innovative thinking
4. Integrated with the context of scientific discipline and socio-cultural environment (Winataputra, 2001)

From the various challenges presented above, it is necessary to look for strategies that can involve active students in the learning process. Learning that prioritizes competency mastery must be focused on*learners,*as well as provide relevant and contextual learning experiences in real life and develop a rich and strong mentality in students. This is where teachers are required to design learning activities that are able to develop a variety of civic competencies both knowledge, attitude and skills *(civic knowledge, civic dispositon and civic skills).* Activity-centered learning strategies and the creation of a pleasant atmosphere are indispensable for improving civic competence. The learning strategy is to use a project-based learning model *(Project Citizen).*

B. Method

The research was conducted on the subjects of Pancasila and Citizenship Education (PPKn) School Year 2020/2021 Grade VII SMP Pahlawan Nasional Medan Jl. Durung No. 205 Medan. The choice of place is base on the consideration that the researcher is an educator in the school. The school has been accredited B and the school facilities are good enough to support the research, and the research with the same title has never been conducted at the school. Learning is conducted online using *WhatsApp.*

The population in this study is all students of Grade VII SMP Pahlawan Nasional Medan as many as 60 students spread in 2 classes namely VII-A and VII-B. Sampel in this study was taken as a whole population of 54 students consisting of grade VII-A students as many as 30 students and grade VII-B as many as 30 students.

Testing the veracity of a research requires the right data analysis techniques to be used. The data analysis techniques used in this study are inferential statistical techniques. Hypothesis testing in this study was conduct with a two-track variance analysis test (ANAVA) or Two Way Anova with a significant level of 0.05.

C. Finding and Discussion

1. Finding

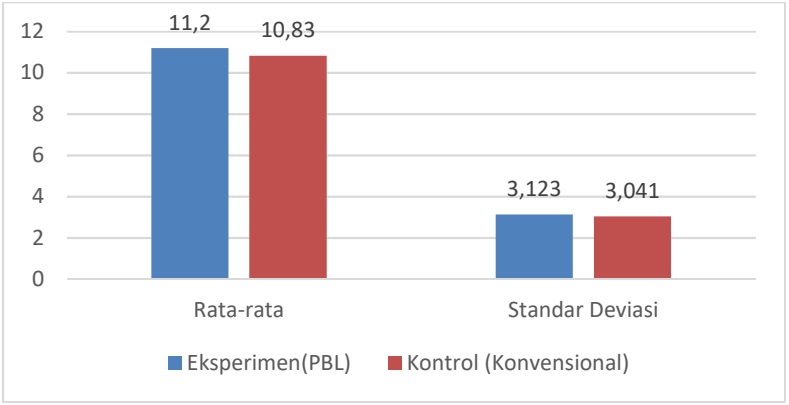
The data in this study was obtained from the results of the dissemination of instruments in the form of student learning test results, citizenship competency questionnaire instrument sheet. The instrument is given to grade VII-A students and grade VII-B students at Smp Pahlawan Nasional Medan. Class VII-A applies the Direct learning model and Class VII-B applies the Contextual Teacher and Learning (CTL) learning model. The results of the study on student learning outcomes and student citizenship competencies were analyzed using SPSS 22.0 software for windows.

Measurement of student learning outcomes using pretest and postest with the same question but different test spread time spans. Measurement of students' citizenship competencies using questionnaire sheet instruments. Pretests, postest and questionnaires were given to each student in two experimental classes, namely grade VII-A which amounted to 30 students and grade VII-B which amounted to 30 students.

Description of *Pretest* Data

Pretest is done before *treatment*is given. Student *pretest* results are conducted with the aim of knowing the average equality of students' abilities in experimental and control classes. *Pretest* data is analyzed using *spss 20.0 for windows*software-assisted descriptive statistics.

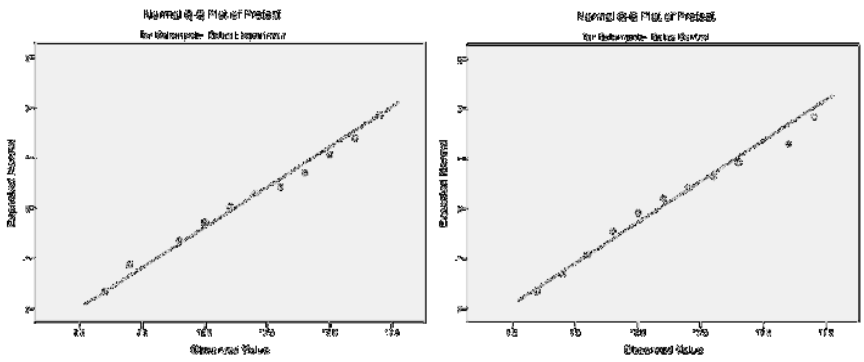
The differences in *pretest* results of students from experimental and control classes can also be seen in the bar diagram provided below:



Graph 1 Average and Standard Deviation *Pretest*
Experimental and Control Class Students

Graph 1 shows that the *pretest* results for both classes were relatively the same, with an average control class score of 10.83 slightly lower than the experimental class of 11.20. this shows that the *pretest* results of students in experimental classes are not much different from those in the control class, so that each class may get different treatment. And furthermore to strengthen the implementation of both classes can be given different treatment need to conduct normality tests and homogeneity tests data to see if the data of both classes are normal distribution and variance dataya homogeneous (same).

Normality test results were conducted to see if the *student's pretest* results data were normally distributed in the experimental class and control class.



Graph 2 Normality *Pretest* Critical Thinking Ability

Based on graph 2 shows that the normality test of student data in experimental classes and control classes is normally distributed. The experiment class has a sig value (= 0.200) greater than the α (= 0.05) and the control class has a sig (= 0.130) greater than

the value of the α (= 0.05) so that H_0 Accepted. Furthermore, in Figure 2 shows that the points of data values are adjacent on one straight line or normal line. Based on the graph above, it can be concluded that the experimental class and control class come from a normally distributed population.

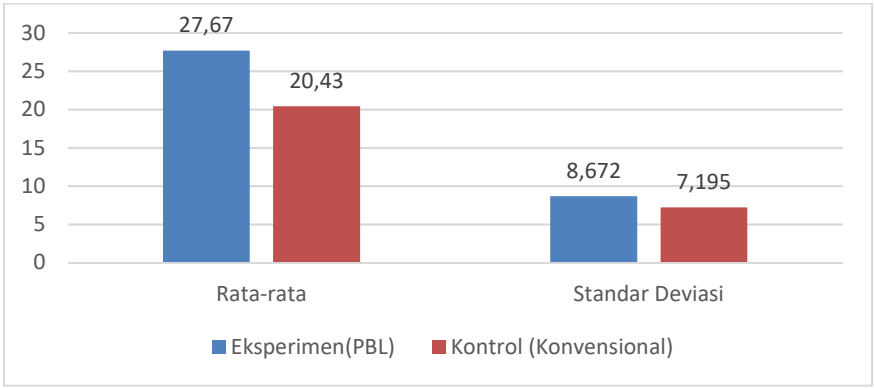
The results of the data homogeneity test in this study were used to test whether a student's *pretest* score had a homogeneous (equal) data variance. The results of homogeneity calculation are presented in table 2 below.

Table 2 *Pretest* Homogeneity Test: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.037	1	58	.848

Table 2 shows that the *student's pretest* data has a sig value (=0.848) greater than the α (=0.05) so that H_0 Accepted. Based on this, it can be concluded, that the experimental class and control class have the same data variance so that each class can get different treatment.

Postest is given after the implementation of treatment or *treatment,* namely the *Project Citizen* model in the experimental class. The results are based on graph 3

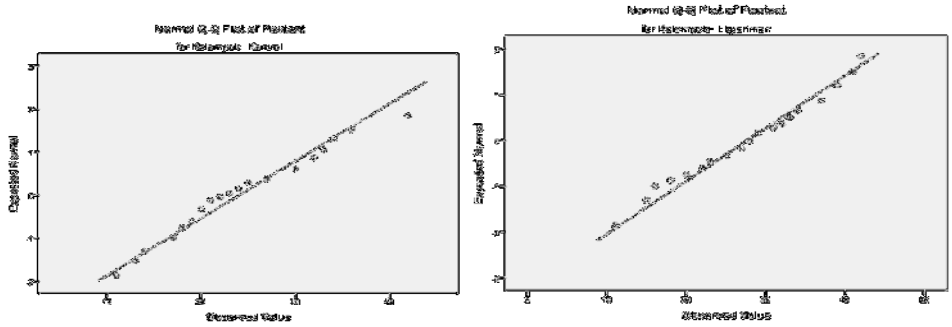


Graph 3 Average and Standard *Deviation Postest* Student Class Experiments and Controls

After being given different treatment, the average score of postest results of the student's mathematical critical thinking ability in the experimental class (27.67) was greater than in the control class (20.43). then when viewed in figure 3 shows that the postest value of the experiment class and the postest value of the high control class of the diagram are much different. Based on the graph above postest results obtained where many students in the control class are unable to solve the problem well than the experimental class, it can be concluded that the experimental class and the control class

have relatively unequal values, but to perform a hypothetical test, a statistical prerequisite test must be met, namely the normality test and homogeneity test.

The results of the data normality test in this study were conducted to see if the *student's postest* result data was normally distributed in the experimental class and control class. Graph 4 below;



Graph 4 *Postest* Normality

Based on graph 4 shows that *the postest* data of experimental grade students has a sig score. (=0.200) greater than the value α (= 0.05) and *the control class's postest* data have a sig value. (=0.157) greater than the value α (= 0.05) so that H_0 received. Graph 4 indicates that the average points of the data value are located adjacent to one straight line or normal line. Based on the graph above, it can be concluded that the experimental class and control class come from a normally distributed population. Therefore, the data statistics test has been fulfilled i.e. normally distributed sample data. The results of homogeneity calculation are presented in table 3 below.

Table 3 *Postest* Homogeneity Test: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.543	1	58	.464

Table 3 shows that the student data has a sig value (=0.464) greater than the α (=0.05) so that the decision taken is H_0 accepted and H_a rejected. Based on this, it can be concluded, that both samples have homogeneous data variance. This indicates that the *Project Citizen* model class group and the Conventional class group have homogeneous data variances. Therefore, the data statistical test requirements have been met i.e. homogeneous sample data variance.

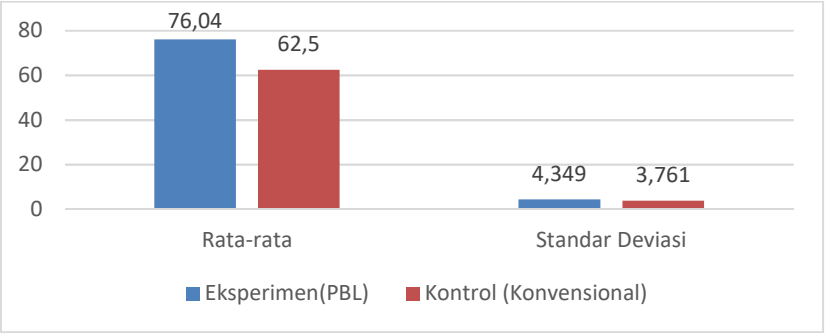
Description of Citizenship Competency Questionnaire Data

The dissemination of questionnaires is conducted to determine the Citizenship Competency of students after being given *treatment.* The poll data was analyzed using descriptive statistics assisted *by SPSS 20.0 for windows* software. The calculation results are presented in table 4 below.

Table 4 Description of Poll Results

Class	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Experiments (PBL)	30	69	84	76.04	4.364	19.043
Control(Conventional)	30	53	70	62.50	3.767	14.187
Valid N (listwise)	30					

Differences in the results of the civic competency questionnaire from the experimental class and control class can also be seen looking at the bar diagram that has been provided below:

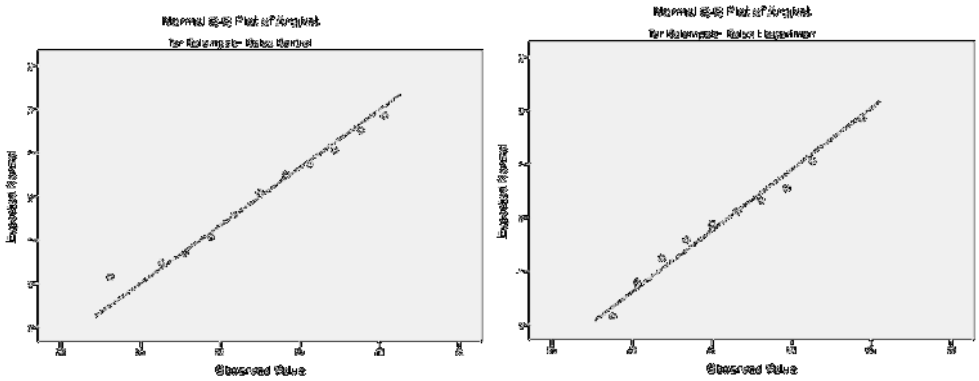


Graph 5 Average and Standard Deviation of Questionnaires

The graph above shows that the average student poll score in the Experiment class was 76.04 and in the control class 62.5. Then in Figure 4.5 show that the experiment class poll bar chart is higher than the control class. Based on the above information, it can be concluded that the experimental class and control class have relatively unequal values, but to test the hypothesis of this study, statistical requirements are conducted tests of normality and homogeneity. The results of the normality test calculation are presented in the following table 5 and 6 graphs.

Table 5 Normality Test of Citizenship Competency Questionnaire

Group		A Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Polls	Experiment Class	.132	30	.195	.938	30	.082
	Control Class	.134	30	.181	.971	30	.554



Graph 6 Normality of Questionnaires

Based on Table 5 shows that the questionnaire data of students in the Experimental class has a sig. score (=0.195) greater than value α (= 0.05) and the control class has a sig value. (= 0.181) greater than the value of α (= 0.05). So H_0 accepted and H_a Rejected. Figure 4.6 shows the average point of the data value located adjacent to one straight line or normal line. Based on table 5 and Graph 6, it can be concluded that the experimental class and control class come from a normally distributed population. Therefore, the data statistical test requirements that have been met are normally distributed sample data. The results of homogeneity calculation are presented in table 6 below.

Table 6 Questionnaire Homogeneity Test

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.586	1	58	.113

Table 6 shows that the student questionnaire data has a sig value (=0.113) greater than the α value (=0.05) so that H_0 Accepted. Based on this, it can be concluded that both samples vary homogeneously. Therefore, the requirements of statistical test data has been met i.e. the sample has a homogeneous variance, with the fulfillment of the prerequisite test, it can be continued with a statistical hypothesis test.

The first statistical hypothesis testing was conducted using a two-track ANAVA. The results of the first statistical hypothesis test using *a two way anova* test assisted *by SPSS 20.0 For windows* software are presented in table 7 below:

Table 7 Hypothetical Test Results I

$\mathbf{F}_{count}$	$\mathbf{F}_{\mathbf{table}}$	Sig.	α
12.106	4.01	0.001	0.05

Hypothetical test results are known that 12.106 and sig. 0.001 in this case to and obtained by using interpolation i.e. 4.01. Seen from table 7 that α (=12.106) > (=4.01) and sig. (=0.001) < α (=0.05), so there is enough evidence to make a decision that H_a rejected and H_0 accepted. Thus, the learning outcomes of students who use the citizen *project* model are higher than the learning outcomes using conventional models.

The second statistical hypothesis test was conducted using a two-track ANAVA. The results of the second statistical hypothesis test using *a two way anova* test assisted *by SPSS 20.0 For windows* software are presented in table 8 below:

Table 8 Hypothetical Test Results II

F_{count}	F_{table}	Sig.	α
172.355	4.01	0.00	0.05

Hypothetical test results are known that 172.355 and sig. 0.00 in this case to and obtained by using interpolation i.e. 4.01. It is seen from table 8 that (=172.355) > (=4.01) and sig. (=0.00) < α (=0.05), so there is enough evidence to make a decision that H_a rejected and H_0 accepted. Thus, the competence of citizenship taught using the citizen *project* model is higher than that using conventional learning.

The third statistical hypothesis test was conducted using a two-track ANAVA. The results of the third statistical hypothesis test using a two way *anova* test assisted *by SPSS 20.0 For windows* software are presented in table 9 below:

Table 9. Hypothesis III Test Results

F_{count}	F_{table}	Sig.	α
0.103	4.01	0.750	0.05

Hypothetical test results are known that 0.103 and sig. 0.750 in this case to and obtained by using interpolation i.e. 4.01. Seen from table 9 that (=0.103) < (=4.01) and sig. (=0.750) > α (=0.05), so there is enough evidence to make a decision that H_0 accepted and H_a rejected. Thus, it can be stated that there is an interaction between the model (ProjectCitizen and Conventional) and the competence of citizenship to the learning outcomes of students.

2. Discussion

Student PPKn Learning Outcomes

Based on the results of the study obtained the average learning outcomes of students taught using conventional models of 62.50. while taught with the *Project*

Citizen model of 76.04. The results showed that the learning outcomes of students taught under the Project *Citizen* model were higher than the Conventional model. The result of t-test calculation against the learning result obtained a t_{count} score (=68,500) greater than the$_{table}$ t value (=4.03) and t_{count} positive value so that H_0 is rejected. Based on this, it can be concluded that hasil learning PKnstudents are taught using the Project Citizen model higher than students who are taught using conventional learning models.

In this study, there are two learning models compared to conventional learning models and *Project Citizen* . Based on the above characteristics, it is in accordance with the results of the study that the learning model of Project Cirizen is considered to have a better influence than conventional learning models. The learning process will run well and creatively if the teacher gives students the opportunity to find a rule (including concepts, theories, definitions and so on) through examples that describe the rules at the source. If the student learns only with Vygotsky's opinion on the social environment without any rules or examples that should be used as a source such as Bruner's opinion then the student will learn anything without him understanding the material studied and its purpose.

Citizenship Competency.

Based on the results of the study using a questionnaire of student citizenship competencies where indicators for citizenship competency criteria are (1) In making friends choose based on ethnicity, race, religion; (2) respect the opinions of others; (3) participating in the regional dance competition, and the results of student citizenship competency, it can be concluded that the influence of project citizen model is higher compared to direct learning model on student citizenship competency. This can be seen based on the SPSS output obtained that (=27,875) > (=4.03) and sig. (=0.00) < α (=0.05), The analysis result obtained a nationality competency significance value of 0.00. Because of the sig value. 0.00 < 0.05, so the hypothetical test results reject H0 or receive Ha in alpha level 5% means there is an interaction between the learning model and civic competency in influencing the learning outcomes of PPKn.

Limitations in Research

This research has been attempted to comply with scientific research procedures, but of course also does not escape the inevitable limitations. Maximum efforts are made in the hope that conclusions are obtained which is the effect of the treatment given. But whatever efforts are made, not closed there may be shortcomings, because in this study implementers and respondents are human beings who are not separated from all the

limitations and weaknesses, therefore things that can not be controlled and avoided can also affect the results of research so that in this study there are limitations that are expected to open opportunities for other research to conduct similar research that will be useful for the expansion of scientific insights. Among the limitations are:

1. At the time of the implementation of this research is still in the atmosphere of the Covid 19 pandemic that requires every school to conduct face-to-face activities by replacing it with online learning (online) as advised by the Government. Thus enabling the encroachment of interaction activities between teachers and students in learning.
2. During the distance learning process, many students have difficulty when doing online learning. That is, internet access is inadequate and if the weather is bad the students have problems with the signal that is disturbed so that in the process of following the learning activities the students become out of focus.
3. In addition, there are some students still accompanied by parents in the distance learning process, because some of these students do not know from the use of WhatsApp Group in the distance learning process.
4. At each meeting there is still very little to implement the steps of Project Citizen's learning model, especially in group discussion sessions. That causes not all groups to have the opportunity to expose the results of their group work.
5. In the collection or submission of assignments submitted, there are still many students who are late to submit them due to various problems, both unsupporting networks and students who still do not understand the problems given by the teacher.
6. The limitations of research that cause the rejection of alternative hypotheses are caused by several things, namely relatively short research time and distance learning.
7. This research sample only comes from 1 School (SMP Pahlawan Nasional Medan) so the results of the study are not necessarily in accordance with other schools or other areas that have different characteristics.

D. Conclusion

Based on the problem formulation, research objectives, and research results as stated in the previous chapter, several conclusions are obtained as follows:

1. The civic competency of students taught using the Project Citizen learning model is higher than that of students who are taught using conventional learning models.
2. The learning outcomes of students who are taught using the Project Citizen model are higher than those taught using conventional learning models.

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