THE MODEL CITIZEN PROJECT TO INCREASE THE CIVIC EDUCATION SKILL IN DEVELOPING CULTURAL VALUES OF THE NATION

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Abstract
Character building is an effort to embody mandate of Pancasila (the five principles) and the opening of UUD 1945 (1945 Act of the Republic of Indonesia) which motivated by reality of nationality problems that are arising lately, such as: disorientation and not being lived the value of Pancasila; the limitation of policy device integrated in embodying the value of Pancasila; drifting of etiquette values in living nation and state; fading the awareness toward nation’s culture; threat of nation disintegration; and the wakening of independence of the nation (Source Book of Nation’s Culture of National Policies Character Building 2010-2025). To support embodiment of character building ambition as mandated in Pancasila and in the Opening of UUD 1994 and to resolve current nationality problems, thus the government should make the character building as one priority program of national development. This spirit confirmed implicitly in the national long-term development plan (RPJPN) year 2005-2015, where character building placed as the foundation to manifest vision of national development. i.e. “to manifest noble behaved society, moral, ethical, civilized based on the philosophy of Pancasila”. Model Project Citizen is one of model that can develop nationalistic attitudes through civic education, i.e. a portfolio-based learning, through this model students are not only engaged to understand the concept of principles science but also to develop their skills to work cooperatively by means of empirical practices. Therefore the learning will be more challenging, active, and meaningful.

Keyword: model project citizen, civic education skill, characters

INTRODUCTION
Character building not merely teaches where is the wrong and where is the correct, yet it is more than that, character building implements habituation about good matters so that students become understand about where is the correct and where is the wrong, able to feel good values and get used to do it. In the other words, the good character building has to involve not only moral knowledge but also loving good, moral action. Character building emphasizes on constantly practiced habits.

In tertiary institutions, the Department of Primary School Teacher Education (PGSD) as a formal institution that provides education has a central role in this. Moreover, the Department of Primary School Teacher Education is an institution used to implement the objectives of implementing national education in accordance with the ideals stated in the State Law. Students as the young generation of the nation's successors must have strong knowledge about the dynamics of national life and indeed have responsibility to do it. Students, in the citizenship point of view, are believed as the new grown citizen, namely citizens who need to be educated to be one who is aware of his rights and obligations either as individual or as society member. Moreover, cultural values of the nation must be owned by the young generation who will run this wheel of government.

The results of preliminary observations that the researcher observed that the values of national cultural character values of Elementary School Teacher Education students decreased. This can
be seen from the low attitude of tolerance, mutual cooperation, and understanding of the values of the four pillars of nationality (Pancasila, UUD 1945, NKRI and Bhinneka Tunggal Ika), even though elementary school teacher education students as prospective teachers or educators must have knowledge of character values. National culture which will later instill the values of the nation's cultural character values to students as candidates for the next generation of the nation.

To find out the role of the citizen project model in improving civic education skills in developing the values of national cultural character, one of the learning models in increasing the understanding of the values of national cultural character for students is the project citizen model, which is a portfolio-based learning model. Through this model students are not only invited to understand scientific concepts and principles, but also develop their ability to work cooperatively through empirical practical learning activities, thus learning will be more challenging, active and more meaningful.

METHODE
The research focuses on the project citizen model to develop the cultural character of the Nation. A quantitative approach to measuring differences after a quasi experiment was carried out, while the qualitative approach is to measure the role after a quasi experiment was carried out. To get an overview of the implementation of the project citizen model in developing the character of the nation's culture for students through civic education, a quasi-experimental model is used with the design of "randomized control group pre-test post-test design". This design sample is divided into 2 groups, namely one group with the experiment and one group with the control group. The experimental group learned the concept of national cultural character using the project citizen model, while the control group received lessons using the conventional model. The test used is in the form of a questionnaire to determine the national cultural character of the students in the experimental study group with the control study group and an interview will be conducted to determine the role of the pro-citizen model towards national cultural values.

RESULT AND DISCUSSION
Studying and learning process are indeed related to children mental development which may not be apart from their activities. Thus, children mental development depends on to what extent the active children spend learning media directly (Suparno, 1997). Mental development is not from pieces of separated information, yet this is as a student’s mental construction frame to understand their environment, so that they will feel free to build their own understanding.

This also to elevate national education standard because this education standard is low. As mentioned by Chaedar A (2013): "BSNP or the board of national education standar oversees the standards of educations all over the country. The eight nations standard of education. Are already set up and all school use it for benchmarking. The standard are perceived differently by both groups of teachers. On the national standard of educations secondary teacher believe that the standard are: (1) not met yet (64.42%), (2) are appropriate (17.4%), (3) Are too high to achive (15.0), and (4) are already achieved (3.2%)

One of learning models to increase civic education standard is model project citizen, i.e. a learning model based-portfolio, through this model students are engaged not only to understand the concept of knowledge principles but also to develop theirs skills to work cooperatively by means of empirical-practice. Therefore the learning will be more challenging, active, and valuable.

Innovation steps on civic education learning through Model Project Citizen Learning.

Step 1
Problems Identification
Dividing students into 10 groups (each group consists of 3-4 students). Each group to identify problems including public policies in their areas (each group to pick up one problem). Then collecting the problem and writing them on the board.

**Step 2**

**Selecting Problem**

Each student to choose 3 problems (1 to 3 vote). Counting the votes up from each selected problems. If the amount of obtained vote by the first rank does not reach 50% plus 1, then it needs to do the other selection of step 3 to gain one problem as the class discussion. After obtaining the problem for discussion, then the class divided into 4 portfolio groups. Each portfolio group is in charge of producing 2 portfolio reports, i.e. show case, portfolio files (research and support reports such as: interview, literature review, scrapbook etc.). Task of each portfolio group: a, portfolio group 1 explains problem, background and the importance of the problem for discussion. b, portfolio group 2 reviews any alternative policy, this group is in charge of explaining the problem and assessing the existing policies / being arranged. c, portfolio group 3 suggests an alternative policy. d, portfolio group 4 develops work plan, this work plan consists of the steps that possibly could be taken as a way to make the government accept and implement the proposed policy.

**Step 3**

**Collecting Information**

To obtain the accurate and comprehensive information, each group needs to collect information from any sources, either from literature review, observation, interview or information from any relevant sources. Here are example of information resources: 1. Acts; 2. Library; 3. Newspaper/magazine; 4. Professor and expert; 5. Professional (police, Judge, Psychologist, counselor etc.); 6. Non-government Organization; 7. Religion leader/community leader; 8. Electronic information network; and 9. Government agencies.

**Step 4**

**Developing Portfolio Group**

To step into this step, each portfolio group must has finished the research. Each portfolio group to write its report, including: 1. Report of this show case is a panel portfolio from used cardboard, sty foam or other material with size no more than 90 cm x 80 cm. this section consists of written questions, list from any information sources, map, graphic, artwork photos etc. 2. Section of documentation, this section consists of group research report by attaching the supported data from literature review, interview and observation. When each very group accomplished its report, portfolio panel show from each group are coupled so that it become one portfolio document class show.

**Step 5**

**Presenting Portfolio**

The purpose of this activity is to equip experience to students how to deliver ideas to others, and how to convince others of the steps to be taken. In this session each group to present its research result before audiences and juries, the popular call is SHOWCASE. The presentation is held alternately starting from portfolio group 1,2,3 to the last group. To motivate students, teacher can bring in another teacher, community leader or expert as an observer or jury, while subject teacher acts as the moderator. When the presentation is done, the juries ask several questions to test the student’s research results. To live up to the atmosphere, before the presentations each group introduces themselves and shouts the group’s yells and after the presentation perform an art performance. Then they are expected to be more active.
Step 6
Reflection of Study Experience
The reflection of the learning experience is done after all the groups are done with the presentation. This is important to be conducted to find out to what extent the activity of learning model in developing student’s skill and to get rid of errors. As the closing of the agenda, board of jury assess every group’s presentation (Budimansyah, 2009). According to Fauzi in Budimansyah (2009), model project citizen is able to increase student’s understanding about what is discussed particularly about citizenship. The program encourages students to be actively involved in government organizations and civil society to solve problem in Education for Primary School Teachers (PGSD) department or society and to hone social intelligent and intellectual which is necessary for responsible democratic citizenship.

Budimansyah (2002) said there are some basic principles of portfolio-based learning model i.e.: first; rodent active learning. The learning process using a portfolio-based learning model where student is the center. Thus, this model adheres to the principle of active student learning. Almost all student’s activities in learning process; learning, from the beginning activity plan phase, students involved in problem identification by using brain storming technique. Every student is allowed to convey problem that is interesting to him/her and of course related to the subject. When the problems are gathered, students vote to choose one problem for study group discussion. In field study, student’s activity is more perceptible. With various technics (such as: interview, observation, questioner and so on) they collect the needed data and information to answer the issues that become their class discussion. To complete data and information, they take some pictures, make sketch, prepare, scrap book, and if it is needed the important events can be recorded by camera.

In the activity reporting phase they focused on creating a class portfolio. Various data and information that have been obtained then arranged systematically and stored in a map order. The most important and interesting data and information are when they are pasted on portfolio show section, i.e. Panel board that made of used cardboard or other provided materials. When the portfolio is done, then do public hearing in showcase activity in before the juries. Showcase activity is the summit student’s performance from, in this phase, the result of student work will be examined and debated before the juries. As the last stage from this project citizen is reflection of learning experience.

Second, cooperative learning group. Learning process using portfolio-based learning model it also applies cooperative learning principle, is learning process based on cooperation. Cooperation is conducted among students and among other components in the educational environment, including Education for primary school teachers along with parents and related institutions.

Third, participatory learning. The learning process using portfolio-based learning model embracing the basic principles of participatory learning, because through this model students learn by doing. One of this activity is that student learn how to live democratically. As an example in problem selection for class discussion, it is obviously that students appreciate to each other over the made decision by other fellows when selecting class study matter. Then, during the discussion, students learn to express opinions, hear opinions of others, criticize or vice versa. So, in this case, students truly participate in the learning process.

Fourth, reactive teaching. To apply learning model based on portfolio, teachers need to create a proper strategy in order to students have high motivation in learning. This sort of motivation will be automatically created if teachers are able to convince students about the learned material that it will be useful in the real life. Later, teachers are required to be able to create a situation so that the subject matter is always interesting and not boring. Lectures must have high sensitivity to find out whether teaching-learning process is boring to students.

Fifth, democratic learning. Learning of civic education portfolio-based supports the creation of democratic learning, which means that civic education is a mode for democracy learning in developing students to be intelligent democratic citizens, responsible, participative. In the learning
of civic education portfolio-based as democratic learning is, a learning activity problem-based or social issues that aims to develop knowledge, skill, and disposition, democratic citizenship and enable and encourage participation in civilized government and civil society.

The development of civic education (civics) which is known today begun in 1957 and named citizenship. In 1957 named civic, in 1962 name civic education (civics), in 1975 named pancasila moral education (PMP), under the legalization of act year 2003 no. 20 about national education system then the naming changed to be civic education (civics).

In the act it is stated that civics must be contained in primary, secondary and higher education. Then in the explanation of article 37 clause (1) it is explained that “civic education is intended to create from students to be human being who has sense of nationality and love the motherland.”

The provisions on the depth of curriculum content were developed by the National Education Standards Board (BSNP) and set by ministerial decree no. 22 year 2006 about standard content of civic subject involving those aspects:

1. Unity of the nation, including: living harmony in diversity, loving environment, proud of being Indonesian, youth pledge, the oneness the Unitary State of the Republic of Indonesia, participating in the state defense, positive behavior toward the Unitary State of the Republic of Indonesia, openness and bail of justice.

2. Norms, laws and regulation, include: being orderly in family life, school’s regulations, the applied norms in society, local regulations, national legal and judicial systems, international law and justice.

3. Human rights including: rights and obligations of the child, rights and obligations of society members, national and international human rights instruments, promotion, respect and protection of human rights.


5. State constitution including: The first proclamation of independence and constitution, the constitutions which had been used in Indonesia, the state's basic relationship with the constitution.

6. Power and politics including: village and sub-district government, local government and autonomy, central government, democracy and political system, political culture, democratic culture towards civil society, system of government, press in democratic society.

7. Pancasila including: The position of Pancasila as the basis of state and state ideology, the process of formulating Pancasila as the basis of the state, the practice of the values of Pancasila in everyday life, Pancasila as an open ideology.

8. Globalization including: Globalization in the environment, Indonesian foreign policy in the era of globalization, Impact of globalization, international relations and international organizations, and Evaluating globalization

According to Numan, S (2001) that civic education has goal to educate good citizen and it only can be described as a patriotic, tolerant, loyal citizen to nation, religious, and democratic. That is the truly Pancasila. Aziz.W (1996) further suggested that the good citizen is the citizen who abides by and implements laws and rules and regulations with full of responsibility. Does not damage the environment, does not pollute the surrounding water and air as well as chooses and utilizes its environment responsibly who will bring fort a competitive Indonesian.

The competitive people, according to Azwar. I (2011), are 1) superior personality and love excellence 2) High spirited fighting 3) self-independence 4) never give up 5) developer and networks builder 6) making friend with changes 7) innovative and being agent of changes 8) productive 9) quality consciousness 10) global oriented 11) long life education.

Competence of civic skills as mentioned by Budimansyah (2009) are: 1) civic knowledge, related to contents or everything that should be known by citizen; 2) civic skill, intellectual and
participatory of relevant citizen; and 3) civic disposition that implies public character or important private for constitutional democracy maintenance and development (Branson, 1998).

Civic skill is skill which is developed from civic knowledge, which is meant that the gained knowledge become something meaningful. As it can be utilized in the life of nation and state. Citizenship skill is including intellectual skill and participation skill.

Another intellectual skill that is cultivated by qualified civic education is the capability to describe. The capability to describe functions and process such as checks and balances system or judicial review that shows an understanding. Seeing obviously and describing tendencies like participating in citizenship life, immigration, or work, will help citizens to be always adapt with the current actual events in long term pattern.

The qualified civic education is trying to develop competencies in explanation and analysis. If citizens can explain how something works, for instance, presidential government system, checks and balances system, laws system, so they will have a better capability to find out and correct the error functions. It is necessary for them to own analyzing capability on certain things as components and consequences goal, social processes, economy, or politic and institutions. The capability in analyzing will enable one to distinguish between facts and opinion or between ways and propose. Therefore, they need to develop and keep honing the ability to evaluate, to take, and to defense opinion. This ability is important if they are later required to assess related to public issues and to discuss their assessment with others in private and public issues.

In addition, to beckon knowledge and intellectual capability, education for citizens and democratic society must focus on the needed skills to responsible participation, effective and scientific in politic process of civil society. Those skills, if borrowing from Branson`s term (1998), can be categorized as interacting, monitoring, and influencing. Interacting related to citizenship skills in communication and work with other cooperatively. Interaction is being care to other citizens. Interaction means questioning, answering, and negotiating in a polite way, as well as building up coalitions and managing conflict in a peaceful and honest manner. Monitoring politic system and government, it implies that the needed skills by citizens to be involved in political and government process. It also means citizens watchdog. Finally, participatory skill in the affection, it implies that politics and government skills process either formal or informal process in society

The term of characters are always hooked with attitudes, the way to behave and or habits that are affected by one`s interaction to his environment. Character determines attitude, words and actions. Almost every problem and success achieved by anyone is determined by the character he possesses (Fathurahrohman, 2013).

The issue of values of nation`s character in this global era are not merely happened in Indonesia. The United States of America as the superpower country with the power of unmatched in politic, economy, culture and laws has to try hard to build character values of the nation for its citizens. So do other countries. Even Malaysia, for example, has been busy to discuss this issue. Noticing the realness of the problem above where the problem of developing the value of the cultural character of the nation is currently facing severe challenges. It is necessary to initiate efforts to re-establish the theme of nation-building. Especially in the other side, the discussion about value of cultural character of the nation in Indonesia is decreasing (or maybe not increasing at all).

In reinforcing the implementation of character building, government should identify 18 items which sourced from religion, culture and philosophy of the nation, they are: (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) self-independence, (8) democracy, (9) curiosity, (10) spirit of nationality, (11) love motherland, (12) achievement appreciation, (13) friendly/communicative, (14) love peace, (15) love reading, (16) environment care, (17) social care, (18) responsibility (Amirulloh syarbini, 2012)

CONCLUSION
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Model project citizen is a model that is able to develop values character of nation through civic education, it is portfolio-based model, through this model students are not only engaged to understand the concept of principles science but also to develop theirs skills to work cooperatively by means of empirical practices. Therefore the learning will be more challenging, active, and meaningful that consist of 6 steps, they are: step 1 problems identification, step 2 selecting problem, step 3 collecting information, step 4 developing portfolio group, step 5 presenting portfolio, step 6 reflection of study experience.

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