

The Effect Of The Project Citizen Learning Model On Students' Civic Skill Development

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Abstract

This study aims to examine the effect of the Project Citizen learning model on the development of students' civic skills in Civic Education (PPKn). The research employed a quantitative approach using an ex post facto design with correlational and causal analysis. The study was conducted at Al Amanah Senior High School, Ciwidey, during the 2024/2025 academic year. Data were collected through a closed-ended questionnaire that measured the implementation of the Project Citizen learning model and students' civic skills, which include critical thinking and participatory skills. The collected data were analyzed using descriptive statistics, Pearson Product Moment correlation, simple linear regression, t-test, F-test, and coefficient of determination analysis with the aid of SPSS version 26. The results showed a strong and significant positive relationship between the Project Citizen learning model and students' civic skills, with a correlation coefficient of 0.714. The coefficient of determination (R^2) indicated that 50.9% of the variation in students' civic skills was influenced by the implementation of the Project Citizen model. Furthermore, the results of the t-test and F-test confirmed that the effect was statistically significant. These findings demonstrate that the Project Citizen learning model is effective in enhancing students' civic skills by promoting active participation, critical thinking, and contextual learning. Therefore, the Project Citizen model can be considered a strategic and meaningful approach to improving civic competence in Civic Education learning.

Keywords: Project Citizen, civic skills, civic education, learning model, senior high school

INTRODUCTION

Education is the most crucial aspect of human life, contributing to human empowerment in facing global challenges. Through education, humans can develop their potential, intelligence, skills, personality, and noble morals, which can be shaped and guided. A similar principle is also stated in Law Number 20 of 2003 concerning the National Education System, which states, "Education is a conscious and planned effort to create a learning atmosphere and development process so that students actively develop their various potentials, possessing spiritual and religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, the nation, and the state (Fajri, I., Yusuf, R., & Mohd Yusoff, 2021). Civics has long been considered a subject that is more political than academic, with a weak scientific foundation and no visible scientific figure. This makes Civics less challenging and less appealing to students. This assumption is indeed true, if traced from the history of the development of the subject of Civics, both in elementary school, secondary school (SMP/SMA), and in higher education (Murdiono, 2018). The reality, in Indonesia, Civics

learning that emphasizes the mastery of civic competencies still occurs inequity, both in the curriculum structure and in classroom learning. The findings of several research results in Civics learning demonstrate this. The results of a study by the Curriculum Center (Puskur) of the Research and Development Agency of the Ministry of National Education, on the Education Unit Level Curriculum (KTSP), show that the Civics subject only contains 12% of the KD aspects of civic disposition and 20.17% aspects of civic skills/participation, while those that contain aspects of civic knowledge are 69.43% (Mulyoto, G. P., & Samsuri, 2017).

One of the main factors causing the ineffectiveness of Pancasila Education learning is the still conventional learning model. This has several shortcomings in developing students' civic skills. First, learning tends to be passive, where students receive more information from the teacher rather than being actively involved in the learning process. Second, the material taught is often too theoretical and less relevant to students' real lives. As a result, students have difficulty connecting the material learned with problems occurring in their surroundings. Third, there is a lack of opportunities for students to practice and apply the knowledge and skills they have acquired. This condition triggers feelings of apathy towards the PPKn subject, which ultimately reduces the effectiveness of civic education in instilling Pancasila values and skills for participating as active and critical citizens. Based on these problems, an appropriate learning model is needed to improve students' civic skills in Civic Education learning. So the right model for developing citizenship skills or civic skills is through the application of the citizen project model.

METHOD

This study used a quantitative approach with a survey method to determine the effect of the Project Citizen learning model on the development of students' civic skills. The research design used was ex post facto with a correlational and causal approach. This research was conducted at Al Amanah High School in Ciwidey during the even semester of the 2024/2025 academic year.

Experience in participating in PPKn learning. The main instrument used in this study was a closed questionnaire compiled based on the variable indicators of the Project Citizen learning model (variable X) and students' civic skills (variable Y). The instrument has gone through a validity and reliability testing process before being used in data collection. In addition to the questionnaire, the researcher also used documentation to complete the necessary data. Data were collected by distributing questionnaires to respondents and analyzed using descriptive and inferential statistical techniques. Untuk menguji hubungan dan pengaruh antarvariabel, digunakan analisis korelasi Pearson Product Moment dan uji regresi linear sederhana. Selain itu, dilakukan pula uji-t untuk mengetahui signifikansi pengaruh, serta perhitungan koefisien determinasi (R^2) untuk mengukur kontribusi variabel independen terhadap variabel dependen. Sometimes it is necessary to cite references in this section so that readers who want to know more can find and read the reference books. If statistical software packages are used, the name of the software needs to be mentioned in full, including the version.

RESULTS AND DISCUSSION

This research was conducted at Al Amanah Ciwidey Senior High School, located on Jalan Komplek Mesjid Besar Ciwidey, Ciwidey District, Bandung Regency, West Java

Province. Al Amanah Ciwidey Senior High School received an A accreditation in 2024 based on Decree number 104/BAN-PDM/SK/2024. Al Amanah Ciwidey Senior High School is known for its conducive learning environment, both in terms of facilities and human resources. Al-Amanah Ciwidey Senior High School is an educational institution that is not only academically superior but also adaptive to current developments and student needs.

A learning model capable of developing thinking skills and knowledge is the Project Citizenship Learning Model. Project Citizenship Learning is a learning approach that helps students identify problems from real-life events, gather information through self-determined strategies, and then make problem-solving decisions, which are then presented in the form of demonstrations (Astuti, H., & Sahono, 2022). The project citizen learning model is an alternative for strengthening civic skills. Civic skills are integrated citizenship skills that form competencies in civic education. By adopting a project-based learning approach, education can be more effective in developing civic skills, where students are involved in practical activities relevant to their social and cultural context. Through direct experience, students are expected to understand and internalize these values and play an active role in creating a better society (Solihah, R., Prakoso, C. V., Purwinarti, W., & Hidayat, 2024).

Civic skill development is one of the primary goals of Pancasila Education. Research shows that students' civic skills have significantly improved after the implementation of Project Citizen. Indicators of critical thinking skills include the ability to gather and assess information, clarify and prioritize information, identify and assess consequences, and evaluate and reflect. Participatory skills include the ability to communicate, negotiate, collaborate, resolve conflicts peacefully and fairly, and fulfill agreements (Prasetiyo, 2018). This is supported by the research results of (Widodo, susilo tri, Renggani, 2019) and states that the project citizen learning model is one form of innovative learning model that is developed to provide powerful learning or meaningful learning and is pedagogically characterized by the principles of meaningful, integrative, value-based, challenging, activating, and joyful (Widodo, susilo tri, Renggani, 2019). This is supported by (Kalsum, U., & Makkasau, 2023), which states that instilling civic knowledge in students is not only aimed at ensuring that students understand their rights and obligations as citizens, but also at developing students with civic skills. Each student has the ability to think intelligently and use their intuition to solve various problems. This way, everyone can think critically, creatively, and innovatively, thus becoming a person of good quality. Hasil This study shows that the implementation of the Project Citizen learning model significantly influences the development of students' civic skills in PPKn subjects at Al Amanah Senior High School, Ciwidey. Based on the results of questionnaire distribution and data analysis, information was obtained that the majority of students showed a positive response to this learning model, especially in the aspects of intellectual and participatory skills.

The normality test aims to determine whether the sample used has a normal distribution or not. In this study, the normality test was carried out using the Kolmogorov-Smirnov Test available in SPSS version 26. If the probability value < 0.05 , then the data is not normally distributed. Based on the results of the Data Normality test with the Kolmogorov-Smirnov Test, the results showed $0.200 > 0.05$, which means the Kolmogorov-Smirnov results are greater than 0.05. Thus, it can be concluded that the data is normally distributed.

A correlation analysis between the Project Citizen model and students' civic skills using the Pearson Product-Moment technique showed a correlation coefficient value of $r = 0.714$.

This value is in the strong category and indicates a significant positive relationship between the two variables. The results of this study indicate a strong and significant relationship between the implementation of the Project Citizen learning model and the development of students' civic skills in the PPKn subject at Al Amanah Senior High School, Ciwidey. The correlation value of 0.714 indicates that the more optimal the implementation of the Project Citizen model, the better the students' ability to think critically, participate actively, and demonstrate attitudes as responsible citizens.

Coefficient of Determination Test

The coefficient of determination (R^2) is used to assess the extent to which a model is able to explain variation in the dependent variable (Ghozali, 2012). The R^2 test measures the extent to which the independent variable influences the dependent variable. The test criteria are: if the R^2 value approaches 0, it indicates a smaller effect. If the R^2 value approaches 1, it indicates a larger effect. The coefficient of determination (R^2) is 0.509, meaning that 50.9% of the variation in students' civic skills can be explained by the Project Citizen model, while the remaining 49.1% is influenced by factors outside this study.

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Based on the test, the F count figure was obtained at 80.898. Meanwhile, the significance figure was obtained at 0.000. Based on the F table from $df = (n-k) = (n-2) = (80-2) = 78$, it is 3.96. So it can be concluded that the F count value is $80.898 > F$ table 3.96. So H_0 is rejected and H_1 is accepted, which means there is an overall influence between the independent variables on the dependent variable.

Simple Linear Regression Test

The effect of the Project Citizen learning model on students' civic skills was analyzed using simple linear regression. The analysis results showed the regression equation: $Y = 5.879 + 1.314X$.

The equation above can be translated as a constant value of 5.879, stating that statistically, without the project citizen learning model (X), the magnitude of students' civic skills (Y) is 5.879. The regression value of X of 1.314 states that statistically, for every increase in students' civic skills, the project citizen learning model is 1.314.

Quantitative data shows that students are actively involved in the learning process, from identifying social problems and discussing them, gathering information, to developing solutions through projects. This process fosters what is known as "civic agency," the individual's capacity to act as an active and reflective citizen. Beyond simply passively understanding the theory of Pancasila or the 1945 Constitution, students, through this model, experience a dialectical learning process between theory and practice, between discourse and social reality. The research

findings indicate that the developed learning model has a positive impact on the learning process. This finding reinforces constructivist theory, which states that learning will be more meaningful when students are directly involved in the process of building knowledge and skills through real-life experiences (Wahab, G., 2021). The Project Citizen model, which is project-based and oriented towards solving public problems, reflects a constructivist approach that allows students to connect the subject matter to their life contexts. Thus, the results of this study not only strengthen the existing theoretical foundation but also provide new empirical contributions to the context of Civics (PPKn) learning in high school. The integration of Project Citizen into learning has been proven to bridge the gap between theoretical knowledge and practical skills needed in community life.

CONCLUSION AND RECOMMENDATIONS

Based on the analysis and discussion, it can be concluded that the Project Citizen learning model has a significant influence on the development of students' civic skills in the PPKn subject at Al Amanah High School, Ciwidey. This model has proven effective in creating more contextual, active, and meaningful learning. The Project Citizen learning model has been successfully implemented in the PPKn subject at Al-Amanah High School, Ciwidey. This project-based learning process actively involves students in identifying social problems, analyzing them, developing solutions, and presenting the results in class forums. This activity increases student participation, collaboration skills, and awareness of the nation's basic values, such as Pancasila, democracy, and human rights. Students show high enthusiasm for this learning method because it is considered contextual, fun, and meaningful. Based on the analysis and discussion, it can be concluded that the Project Citizen learning model has a significant influence on the development of students' civic skills in the PPKn subject at Al Amanah High School, Ciwidey. This model has proven effective in creating more contextual, active, and meaningful learning. The Project Citizen learning model has been successfully implemented in the PPKn subject at Al-Amanah High School, Ciwidey. This project-based learning process actively involves students in identifying social problems, analyzing them, developing solutions, and presenting the results in class forums. This activity increases student participation, collaboration skills, and awareness of the nation's basic values, such as Pancasila, democracy, and human rights. Students show high enthusiasm for this learning method because it is considered contextual, fun, and meaningful. Based on the statistical analysis, it was found that the Project Citizen model had a significant influence on the development of students' civic skills. A correlation value of 0.714 indicates a strong relationship between the learning model and students' civic skills. The coefficient of determination of 50.9% indicates that half of the variation in students' civic skills can be explained by the implementation of this model. The results of the t-test and F-test also showed that this influence was statistically significant. Thus, Project Citizen can be relied upon as a strategic approach to improving civic competence in PPKn learning.

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