

# The Impact of the Project-Based Learning Model on Enhancing Students' Civic Skills in Maintaining National Diversity through Digital Literacy in Eighth Grade at SMP Negeri 2

Alfina Putri Wijayanti<sup>1</sup>, Wildan Nurul Fajar<sup>2</sup>, Elly Hasan Sadeli<sup>3</sup>

<sup>1,2,3</sup>Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

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## ARTICLE INFO

### Article history:

DOI:

[10.30595/pssh.v18i.1220](https://doi.org/10.30595/pssh.v18i.1220)

Submitted:

02 September, 2024

Accepted:

19 September, 2024

Published:

23 September, 2024

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### Keywords:

Project-Based Learning Model, Civic Skills

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## ABSTRACT

This study aims to determine whether the project-based learning model affects improving students' civic skills concerning the maintenance of national diversity through digital literacy among eighth-grade students at SMP Negeri 2 Tonjong. The research employed a quasi-experimental method with a nonequivalent control group design. The sample consisted of eighth graders A as the control group (n=32) and eighth graders B as the experimental group (n=32). Data collection techniques included surveys/questionnaires, tests, and documentation, analyzed using paired sample tests and independent sample t-tests, with a result of 0.000, which is less than 0.05, indicating a significant effect of the project-based learning model on enhancing students' civic skills regarding the maintenance of national diversity through digital literacy. This is evidenced by the difference between the experimental and control groups, with the experimental group demonstrating 94% intellectual skills and 82% participatory skills, compared to 70% and 68.7%, respectively, in the control group. These results suggest that the project-based learning model is effective in improving students' civic skills in this context.

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### Corresponding Author:

Alfina Putri Wijayanti

Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

Email: [alfinaputri979@gmail.com](mailto:alfinaputri979@gmail.com)

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## 1. INTRODUCTION

Education is the foundation of human life in every country, and it is built to get better from one generation to the next. In this case, students are expected to have skills and knowledge that are useful for their lives. Pancasila and Citizenship Education is a subject that focuses on the formation of citizens who are able to understand and carry out their rights and obligations as intelligent, experienced and characterized Indonesia citizens, as stated in Pancasila and the 1945 Constitution. Education is very important to form a good young generation, moreover, Indonesia is a country that has a very large area that stretches from Sabang to Merauke and from Miangas Island to Rote Island. Not only the vastness of its territory and natural wealth, Indonesia also has a very diverse culture that is illustrated by differences in ethnicity, religion, race, and between groups (Sadeli et al., 2021:146). In line with this, Branson (1999: 3) emphasized that civic education must be the main concern, because there is no more important task than the development of citizens who have the knowledge, skills and character needed with a true commitment to the values of fundamental principles and democracy. Therefore, the implementation of Pancasila

education learning must develop civic competences (citizenship competence) where one of them is citizenship skills (civic skills).

Citizenship skills are skills that support civic knowledge, which is useful for facing the problems of the life of the nation and state. In other words, citizenship skills are the development of civic knowledge so that the knowledge obtained can become something meaningful. Civic Skill (Citizenship skills) has two indicators, namely Intellectual skill (Intellectual skills) and Participatory skill (Participation Skills). These two indicators are very important and must be possessed by every citizen, in order to become a critical, insightful, aware of rights and obligations, and responsible in the life of the nation and state (Pratama et al., 2023: 13).

According to Priyanto et al., (2017: 176) In the current era of globalization, every individual is required to be active, creative and innovative and participatory in the life of society, country, and the international community/global society which is full of competition.

Based on a survey of various countries in the world conducted Program for International Student Assessment (PISA), Indonesia is only able to occupy the bottom of the order. The PISA survey conducted in 2022 shows that Indonesia is ranked 68 out of 81 countries (Keeping Up with the Kardashians, 2023). Although PISA does not specifically measure civic skill, which is a literacy and critical thinking ability which is very important in solving complex problems, and can have an impact on students' ability to civic skill, because literacy and critical thinking skills are important components in civic skill.

The idea of an independent learning curriculum was made by the Ministry of Education and Culture. In this concept, the learning process must be based on freedom of thought that starts from the teacher and then passes on to the students. Teachers must be able to design and implement a meaningful learning process, interpret the concept of the independent learning curriculum and however in reality the learning process that has been embraced in schools has not been effective. In schools that have not been able to improve the required competencies, the demands of the curriculum and 21st century skills that must be understood in the learning process ( Rizki et al., dalam Jeniver et al., 2023: 11). It is evident from the PISA data above which citizenship skills (civic skill) is still low, this must be followed up immediately.

The learning model has a great influence on student understanding, in the learning process, and learning that involves learning participants will facilitate the process of achieving learning goals. With various learning models, teachers can lead students to have project-based civic skills. This is necessary to deal with complex and realistic problems. One of the goals of Pancasila education is to help the younger generation to have a critical attitude and solve complex problems in daily life, one of the learning models that can form cooperation, help students in solving complex problems and develop curiosity is the project-based learning model.

The results of the observations made showed that the ability of students' civic skills in learning Pancasila Education was still lacking. This can be seen when learning takes place, students are still not enthusiastic in participating in learning, both in terms of asking, answering, refuting, and not being able to collaborate properly. Students still look less communicative and lack confidence in expressing their ideas or opinions on the subject matter according to the learning material. In addition, students are also still incapable of solving or solving questions or problems properly and correctly. In the learning process of Pancasila Education, a varied learning model has not been used.

### **1.1 Pengertian Model project based learning dan civic skill**

According to Boud and Felletti in Priansa, (2015: 167) stated that project-based learning is a constructive way of learning using problems as a stimulus and focusing on student activities. As for project-based learning or project based learning is a learning that involves a project in the learning process. Projects carried out by students can be individual or group projects and implemented over a certain period of time collaboratively, resulting in a product, the results of which will then be displayed and presented. The implementation of the project is carried out in a collaborative and innovative, unique manner, focusing on solving problems related to students' lives (Jagantara et al., 2014). In line with Husnah's (2013) opinion Model Project based learning emphasizes learning activities that are relative, holistic, interdisciplinary, student-centered, and integrated with real-world practices and issues.

According to Muis & Dewi, (2021), in his research revealed that the application of the PjBL learning model trains students to construct an opinion and criticism because students are expected to be more open in receiving input from others. This activity in PjBL learning will develop collaborative skills to support each other. In addition, students will practice presenting their work as best as possible. The steps in the PjBL process experienced by students will support to achieve the 4C skills needed in 21st century life, namely creative thinking skills, communication, critical thinking and problem solving, and collaboration. Other advantages of the project-based learning model, according to Daryanto, are that it can foster student learning stimulus, can foster problem-solving skills, can make students more active and can solve complex problems, can create cooperation between students, can motivate students to be able to build and apply communication skills, can grow participant abilities Students in processing learning materials, can share knowledge with students in learning and implementation in

constructing projects, and can make the learning environment exciting, so that students or teachers can enjoy the learning process.

Citizenship skills (civic skill) It is a skill developed from civic knowledge, so that the knowledge obtained becomes something meaningful, because it can be used in facing the problems of national and state life. (Forecasts, 2019:4). Civic skill (Citizenship skills) has two indicators, namely Intellectual skill (Intellectual skills) and Participatory skill (Participation Skills). Intellectual skill includes the ability to process information, analyze problems, determine logical and creative solutions. Participatory skill namely problem-solving skills and general participation skills, which include skills to interact, monitor, communicate and influence.

## 2. METHOD

The research method used is an experimental method, namely Quasi Experimental Design, with a quantitative approach. Quasi Experimental research design. The Quasi Experimental used in this study is Nonequivalent Control Group Design. This design is almost the same as the pretest-posttest control group design, only in this design the experimental group and the control group are not randomly selected (A Jaedun, 2011: 10)

**Table 1.1** Research Design

Class	Pretest	Treatment	Posttest
Eksperimen	O1	X	O2
Control	O3	-	O4

(Sugiono : 2017)

The population in this study is grade VIII students at SMP Negeri 2 Tonjong. The sample used in this study was class VIII A with 32 students as the control class and class VIII B with 32 students as the experimental class. The data collection technique in this study uses test questions, questionnaires, observations and documentation studies. The research instrument used is the model instrument project based learning and instruments for measuring civic skill. Model instruments project based learning using questionnaires. The instrument for measuring civic skills is divided into two, namely intellectual instruments in the form of multiple-choice questions and participatory instruments using questionnaires. In the form of pretest and posttest for the control class and the experimental class. The data analysis techniques used in this study are divided into 1) Normality Test; 2) Homogeneity Test; 3) Hypothesis Test (Suggestion, 2013).

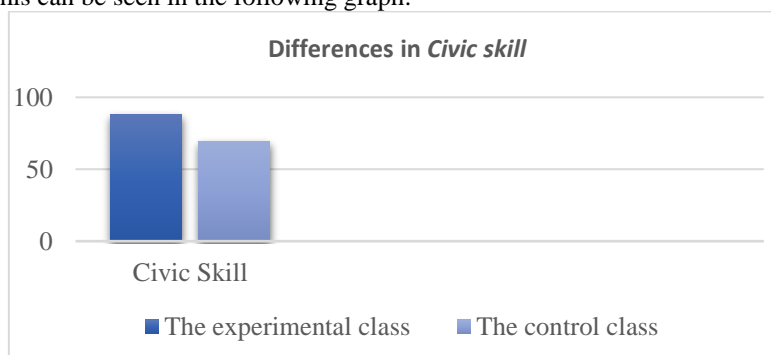
## 3. RESULT AND DISCUSSION

The results of the research that have been presented in the previous section will be discussed in several important points as follows:

### 3.1 There are Differences in Civic Skills in Materials for Caring for the Nation's Diversity Through Digital Literacy between Students in the Experimental Class Who Apply the Project-based Learning Model Compared to the Students in the Control Class

The project-based learning model is influential in improving the civic skills of SMP Negeri 2 Tonjong students on the material of caring for the nation's diversity through digital literacy. The civic skills of students in the control class and the experimental class have a significant difference, which is  $< 0.05$ . To measure the civic skills of students use a Likert scale questionnaire which contains statements related to civic skill indicators. Meanwhile, to measure civic skill knowledge, a multiple-choice test was used with 20 questions.

The following indicators of civic skills according to Branson (1999: 17) are divided into 2, namely intellectual skills and participatory skills. Based on the results of the descriptive analysis of the civic skill variable, the results of the posttest of the civic skill indicator in the experimental class obtained a higher achievement than the control class. This can be seen in the following graph:



Graphs 1. Differences in Civic skill in the experimental class and the control class

The graph explains that after the treatment of the project-based learning model for the experimental class and the conventional learning model for the control class. In the civic skill indicator, the experimental class obtained an average of 88% while the control class obtained an average of 69.3%.

This shows that there is a difference in civic skill students towards citizenship skills (civic skill) on the material of caring for the nation's diversity through digital literacy between before and after the treatment of students in the experimental class that applies the project based learning obtained higher scores compared to students in the control class using the conventional learning model. According to Sumarni in Dewi, (2022: 221-222) revealed several advantages in the PjBL learning model such as: PjBL can increase student learning motivation, PjBL can improve students' academic ability, improve students' communication skills, and improve problem-solving skills.

As well as proving that the model project based learning has the influence of increasing knowledge civic skill students, strengthened by the view according to Fahrezi et al. (2020) which revealed that the PjBL learning model can improve student learning outcomes. Type project based learning It is often called the learning method using problems in the system whose purpose is to make it easier for students to understand and absorb the given theory. This model uses a contextual approach and fosters students' skills in critical thinking. So that they are able to consider the best decision taken as a solution to the problem received (Anggraini & Wulandari, 2020: 294).

In line with the implementation of the learning model project based learning can support learning in addition to that it can also help students in developing their competencies, improving the critical power and skills possessed by students, being able to participate actively and critically in the surrounding environment. What's more, in 21st century learning, students are required to have skills in preparing themselves for the future. Critical thinking, Communication, Collaboration, and Creativity is a skill that students need to have. By looking at today's education which is much more complex and flexible (Posted by Nainggolan, 2023).

Meanwhile, in the control class, the civic skills of students tend to be lower than in the experimental class. The control class itself uses a conventional learning model which causes students to be less interested in following the learning process. In addition, students have low motivation to learn and the lack of student activity in participating in the learning process shows low civic skills in students.

The conclusion in this study is that the model project based learning influential in increasing civic skill students on the material of caring for the nation's diversity through digital literacy at SMP Negeri 2 Tonjong which was shown based on the results of the comparison of the experimental class and the control class, where the experimental class obtained higher scores than the control class. This is evidenced based on the results of the intellectual skills indicator of the experimental class obtained an average of 94% while the control class obtained an average of 70%, in the indicator The average Participatory skill was 82% while the control class obtained an average of 68.7%. The results of the posttest percentage, if combined from the indicators of intellectual skills and participatory skills, the experimental class was 88% while the control class was 69.3%. In addition, based on the output of the significance value, it is produced that the value is smaller than 0.05, which is 0.000, so it can be said that there is an influence on the variables tested.

#### 4. CONCLUSION

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