

The Effectiveness of the Project Citizen Learning Model on Student' Critical Thinking Skills on the Topic of Preserving My Nation's Cultur (A Quasi-Experimental Study in Eighth Grade at SMP Negeri 3 Purbalingga)

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ABSTRACT

This study aims to determine the impact of applying the Project Citizen learning model on students' critical thinking skills in the Pancasila Education subject for Grade VIII at SMP Negeri 3 Purbalingga. The method used in this study is quasi-experimental with a nonequivalent control group design. The sample consists of 32 students from class VIII F as the experimental group and 32 from class VIII G as the control group. Data collection techniques included questionnaires, observation, and documentation. Based on statistical analysis using SPSS, a significance value of 0.000 0.05 was obtained, indicating that the null hypothesis (HO) is rejected and the alternative hypothesis (HA) is accepted. The percentage results showed an increase in the experimental group's performance from 71% before the intervention to 81% after the intervention, resulting in a 10% improvement. It can be concluded that the Project Citizen learning model significantly impacts the critical thinking skills of Grade VIII students at SMP Negeri 3 Purbalingga on the topic of preserving my nation's culture.

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1. INTRODUCTION

In the life of the 21st century, there are many changes that have occurred in the world of education. There are several aspects that have changed in the world of education, namely the national goal of education in the 21st century which is described in BSNP (2010: 39) is the nation's desire to realize human beings who have willing, quality resources and are able to live prosperously, happily together, have a respectable standard of living and are comparable to other countries. Paragraph 4 of the Preamble to the 1945 Constitution of the Republic of Indonesia has explained that the state must educate its nation so that it can become a strength for Indonesia as a country that is taken into account in the international world. One of the parts that is the goal of adad 21 education is to encourage students to have a base of knowledge, ability, and deep understanding so that it can be applied as lifelong learning. The development of human resources in this century must be based on the development of the times. Throughout its history, education essentially has two goals, namely helping humans to become smart and smart, and helping them become good human beings. Making humans intelligent and smart can be said to be easier to do, but making humans to be good and wise people, is more difficult or even very difficult, Priyanto (2018:59).

In conducting learning, the learning process improves the ability to understand the material to be studied, in 21st century learning focuses more on solving problems in students which is sourced from one of the most dominant main competencies, namely critical thinking or "critical thinking". In principle, education in the 21st century demands a new perspective that defines change as a wealth with Human Resources (HR) as development capital as well as producers and actors according to Ennis (1962). Critical thinking skills have a very important role in equipping students because critical thinking skills are an ability to connect the knowledge that a person has with the conditions in the community so that they are able to make decisions based on their beliefs. Students' critical thinking skills need to be developed in teaching and learning activities in the classroom. Critical thinking will not develop if students only listen to explanations from teachers according to Amijaya, Ramdani, & Merta, (2018) in (Mukhlisotin, 2022: 215). Some indicators that a person can be said to be critical thinking. According to Ennis (2009) in (Indriyani, 2019: 23) divides critical thinking skill indicators into five groups, namely: (1) providing simple explanations (2) building basic skills (3) making inferences (4) making further explanations (5) setting strategies and tactics.

Critical thinking is very necessary during problem solving and decision preparation. Critical thinking alignment can be trained and developed with a variety of subjects that support the development of critical thinking because there are no specific subjects that focus on training critical thinking skills. Therefore, it is important when applied in subjects, one of which is Pancasila Education which is based on one of its characteristics, namely the formation of critical thinking skills.

The development of the independent curriculum is the development stage of the 2013 curriculum where the learning process is easier in an effort to improve the profile of Pancasila students which provides students to understand knowledge directly as a process of strengthening character and at this time the implementation of the independent curriculum, Pkn into Pancasila education designed by the Ministry of Education and Culture since 2010 with the implementation of Law No. 20 of 2003. This is very relevant to the demands of education in the 21st century era which provides students with the freedom to explore knowledge related to real-world cases that can affect the quality of education and human resources in Indonesia today. The Independent Curriculum prioritizes character development through content on the education and profile of Pancasila students. The characters formed are important points in Pancasila, noble character, piety, independent, thinking, critical, and able to work together, and be creative according to (Solehudin, Zaqiyah & Priatna, 2022: 133).

According to Wahab and Sapriya (2011) in (Indriyani, 2019), the state's goal of developing and requiring the implementation of Pancasila education at all levels of education is intended to form good citizens. A good citizen is indicated to have three criteria, namely: (1) having civic knowledges; (2) have citizenship skills (civics skills); and (3) have civic responsibilities. From the above opinion, it can be concluded that Civic Education can be used as a means to equip with a variety of knowledge and intellectual skills, adequate intelligence as well as practical experience in community life so that in its implementation it must uphold the basic abilities (civics competencies) that must be possessed by all citizens in any level of education they take.

Based on research conducted by International Civic and Citizenship Studies (ICCS) in Samsuri (2017: 1106), Indonesia is one of the 38 countries in the research sample. ICCS report on the state of civic education in five countries (Indonesia, Hong Kong, Republic of Korea/South Korea, Taiwan and Thailand). It mentions that the results of the civic education knowledge test in Indonesia and Thailand in grade VIII students are lower when compared to other sample countries in Asia. This shows that although the knowledge aspect of citizenship is taught more in higher knowledge. By class, but does not guarantee the citizenship of students more, therefore, in the application of civic competence must be balanced both in terms of knowledge competence, attitude and skills, so that it will be able to form good citizens.

Based on the results of observations made with the Pancasila Education Teacher of SMP Negeri 3 Purbalingga, what often happens in classroom learning is that there are still many students who are passive because of difficulties in learning in class, then the inability of students to conclude the content of the learning material and when asked by the teacher, the students cannot answer. This shows the inability of students to think critically which is caused by several factors, namely in choosing learning resources, learning models, or methods during the learning process. If these problems are left unchecked, they can have a bad impact on students in their daily lives, especially in critical thinking.

It should be emphasized that character formation is not a learning field of study but an integrated part in the integrity of the learning process, especially Civic Education. The results of previous research have investigated the "Influence of the Project Citizen Model on the Learning Outcomes of PPKn Students of Junior High School National Heroes Medan" Desrini.F, Setiawan.D, & Rambe.T, (2021:46) found that students are less active in teaching and learning activities. Students tend not to be so interested in PPKn lessons because so far PPKn lessons are considered to be lessons that only attach importance to memorization and lack emphasis on the reasoning aspect so that the learning outcomes are low. It is necessary to conduct a thorough assessment of the fundamental problems, so that PPKn can be a learning that emphasizes teaching on the aspect of reasoning, namely by involving

students actively in learning processes by prioritizing the mastery of competencies that are centered on students so as to provide a learning experience that is relevant and contextual to real life.

Therefore, in order for its internalization to be realized effectively, it is necessary to have an appropriate learning model, namely a learning model that can be applied so that students can participate actively and creatively, namely with the project citizen learning model, where with this learning model students try to form their own identity and foster relationships with society, mostly in adolescence. Students begin to shift their thinking from concrete thinking to abstract thinking by trying to explore the values that they think are good or bad, valid or invalid according to (Faridli, E.M, 2011: 2). The model is based on the Citizen characteristic project from the selected learning model itself which emphasizes more on students' critical thinking skills. According to (Budimansyah, 2009: 1) Project Citizen is a problem-based intruactional treatment to develop knowledge, skills, and the character of democratic citizenship encouraging that allows the participation of the government and civil society. In the process of analyzing the learning problem solving of Pancasila Education, students can find concepts, principles and learning experiences so that students become more active, critically analyze problems and become more creative in thinking.

The application of the Project Citizen learning model is suspected to improve students' critical thinking skills because of the direct involvement of students in the development of students' knowledge, skills, and confidence which leads to the development of critical, creative, rational and responsible decisions to train students to be active in solving problems. This research focuses on students at SMP Negeri 3 Purbalingga, especially in grade VIII where later students will be invited to think critically as evidenced when identifying problems, choosing and providing alternative solutions. Then in the next stage, students are also required to be active during fun group discussions and students are required to be creative and innovative during portfolio making and presentation of results at the end of learning activities (show case). In accordance with the vision and mission implemented at SMP Negeri 3 Purbalingga, namely to realize quality Human Resources (HR) and realize creative, innovative, and sustainable learning activities

2. METHOD

The research method used in this study is an experimental research method carried out by creating an experimental class and a control class that has students with the same ability. The design in this study uses a quasi-experimental design. This will examine the variables of critical thinking skills in Pancasila Education learning which will be applied with the Project Citizen learning model in the experimental class and the conventional learning model in the control class. With a Nonequivalent control group design where the pretest will be carried out before the treatment and the posttest will be carried out after the treatment. The population in this study is all students in grade VIII of SMP Negeri 3 Purbalingga which totals 256 students. The samples in this study are class VIII F and class VIII G SMP Negeri 3 Purbalingga. The sample in this study was 64, namely 32 students of class VIII F as an experimental class using the Project Citizen learning model and 32 students of class VIII G as a control class using the conventional model. The reason why classes VIII F and VIII G were used as samples in this study is because they have the same comparison of achievement and learning outcomes and the same average ability, namely in the middle position. The sampling technique used is Nonprobability Sampling with the Purposive Sampling technique, which is in taking data source samples with certain considerations.

3. RESULT AND DISCUSSION

The results of the descriptive analysis of each variable showed very significant results. It can be seen from the results of the comparison of the results of the Pretest and Posttest between the experimental class and the control class. Based on the results of the data processing above, it can be seen that the comparison of the results of the pretest and posttest in the experimental class and in the control class is as follows:

Table 1. Comparison of Pretest and Posttest Results of Experimental and Control Classes

It	Variable	Examination Classes		Control Classes	
		Pretest	Posttest	Pretest	Posttest
		%	%	%	%
1	Project Citizen <i>Learning Model</i>	71	81	-	-
2	Providing a Simple Explanation	69	76	68	67
3	Building Basic Skills	69	76	70	68
4	Conclude	71	77	71	70
5	Providing Further Explanation	68	76	66	71
6	Setting Strategies and Tactics	76	76	71	76
7	Preservation of Traditions, Local Wisdom, and National Culture	88	96	81	84

8	National Culture as a Tool to Unify the Nation	41	70	43	53
9	National Culture as the Identity and Identity of the Nation	53	83	53	54

From the comparison table of the results of the pretest and posttest in the experimental class and the control class above, it can be seen that the results of the questionnaire of the project citizen learning model in the experimental class show an increase before and after the treatment from 71% to 81%, then an increase of 10% is obtained. Overall, the pretest and posttest data in the experimental class increased

Prerequisite Test

a. Normality Test

Table 2. Test of Normality

Class		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Learning Outcomes	Pretest Control class	.136	32	.140	.956	32	.218
	Posttest Control class	.109	32	.200	.982	32	.852
	Pretest Experiment class	.115	32	.200*	.968	32	.435
	Experimental class protest	.110	32	.200*	.947	32	.115

*, This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source : SPSS Data Processing Results, 2024

Based on the results of the normality test in the table above, the significance value (2-tailed) of the results of Kolmogorov Smirnov and Shapiro Wilk > 0.05 , it can be seen that the data is distributed normally.

b. Homogeneity Test

Table 3. Homogeneity Test

Learning Outcomes		Test of Homogeneity of Variance			
		Levene Statistic	df1	DF2	Sig.
Based on Mean		.375	1	62	.542
Based on Median		.215	1	62	.645
Based on Median and with adjusted df		.215	1	54.229	.645
Based on trimmed mean		.325	1	62	.571

Source : SPSS Data Processing Results, 2024

Based on the results of the homogeneity test in the table above, the significance value (2-tailed) of the based on mean is $0.542 > 0.05$, it can be known that the data is homogeneously distributed.

c. Hypothesis Test

Before the hypothesis test, the data were tested with a normality test and a homogeneity test first to determine the data obtained from the control class and the experimental class were normally distributed and came from populations with similar variants. Based on the results of the study that have been obtained, the data is normally distributed and the population has similar or homogeneous variants. In this study, the hypotheses tested are:

H₀ : The project citizen learning model did not have a significant effect on students' critical thinking skills on the material of preserving the culture of my nation in grade VIII between students in the experimental class and the control class at SMP Negeri 3 Purbalingga.

H_a: The citizen project learning model has a significant effect on the critical thinking skills of students on the material of preserving the culture of my nation in grade VIII between students of the experimental class and the control class at SMP Negeri 3 Purbalingga. The hypothesis test in this study uses parametric statistics because in this study the data is normally distributed, namely by using the paired sample t-test and using the independent sample t-test. The paired sample t-test serves to determine the average difference between two paired samples and

to find out whether there is an influence of the project citizen learning model on critical thinking skills. Meanwhile, the independent test of the t-test sample serves to determine the comparison between the results of the experimental class posttest, namely with the project citizen learning model and the results of the control class posttests with the conventional or lecture learning model.

1) Paired Sample T test

Table 4. Paired Sample T test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest – Posttest Experiment	-5.688	4.417	.781	-7.280	-4.095	- 7.284	31	.000
Pair 2	Pretest – Posttest Control	-2.125	4.390	.776	-3.708	-.542	- 2.738	31	.010

Source : SPSS Data Processing Results, 2024

In the Critical Thinking ability variable, the output results of the paired sample t test obtained a Sig. (2-tailed) value of $0.000 < 0.05$, so it can be seen that there is an average difference in the results of the control class pretest and the control class posttest. Meanwhile, from the results of pair 2, the value of Sig. (2-tailed) was obtained of $0.010 < 0.05$, meaning that H_0 was rejected and H_A was accepted, so it can be concluded that there is a difference in the average results of the experimental class pretest and the experimental class posttest.

2) Independent Sample T-Test

Table 5. Independent Sample T-Test

	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Result Learn	Equal variances assumes	.357	.542	7.001	62	.000	8.438	1.205	6.028	10.847
	Equal variances not assumes			7.001	59.274	.000	8.438	1.205	6.026	10.849

Source : SPSS Data Processing Results, 2024

From the above output results, because the variables of critical thinking ability data are distributed homogeneously, the data from the independent sample test results can be seen from equal variances assumed, producing a value of sig (2-tailed) of $0.000 < 0.05$, so it can be concluded that there is a significant difference between the results of the post test of the experimental class that uses the project citizen learning model and the control class that uses the conventional learning model.

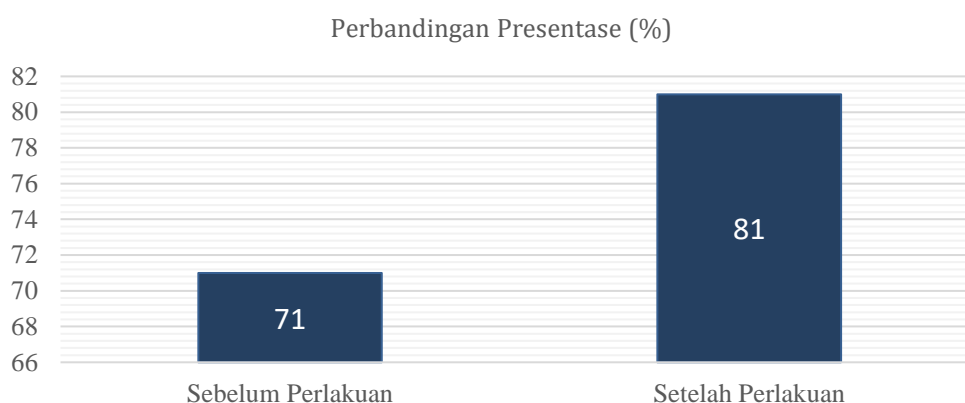
Table 6. Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	PosttestExperiment	32	71.47	4.273	.755
	Posttest Control	32	63.03	5.313	.939

Source : SPSS Data Processing Results, 2024

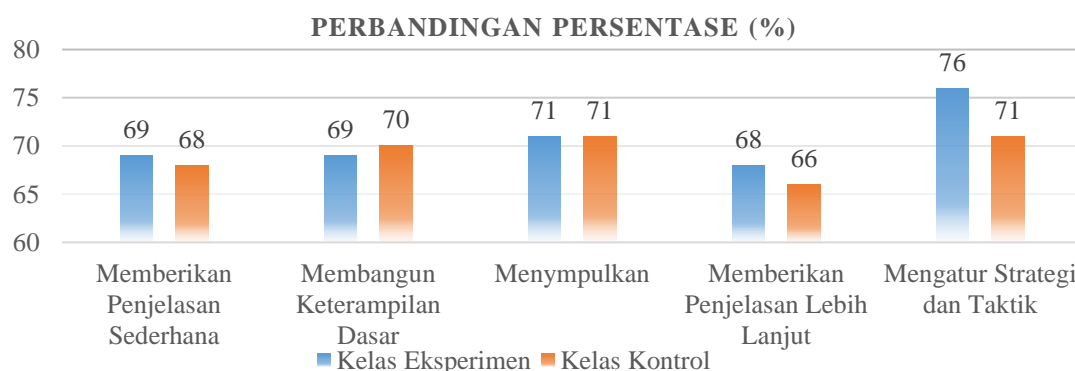
From the above data, the mean value of the experimental class was 71.47 and the mean value of the control class was 63.03. This shows that the average score of the experimental class is higher than the average score of the control class, meaning that HA is accepted and HO is rejected, so it can be concluded that the Project Citizen learning model.

The improvement in the implementation of the project citizen learning model before and after the treatment can be seen in the following graph:



Graph 1. Treatment of Project Citizen Learning Model Before and After Treatment

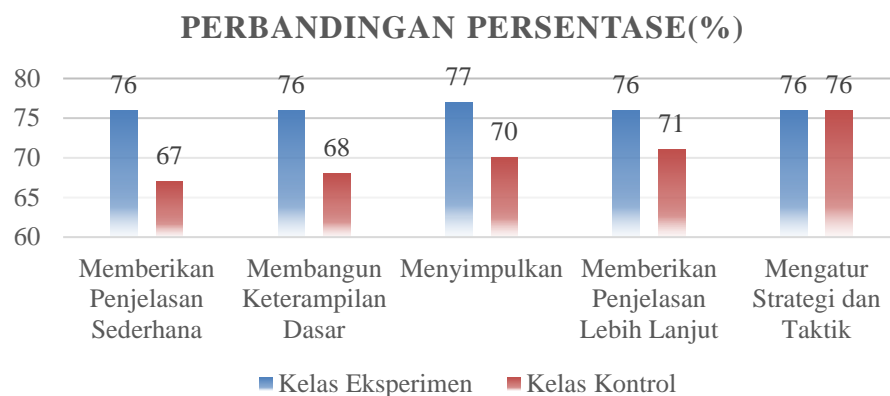
The learning process of project citizen between before and after treatment in each learning meeting has increased. This is measured from the results of data analysis in the learning process through a Likert scale questionnaire, it can be known that the citizen project learning model can improve critical thinking skills. In the graph above, it is explained that in the experimental class before the treatment, the average was 71%, while after the treatment the average was 81%, there was an increase of 10%, which means that the learning process of the project citizen has increased, as evidenced by the average after the treatment of the project citizen learning model is higher than before the treatment.



Graph 2. Students' Critical Thinking Skills Before Treatment

The graph above explains that before the treatment of the project citizen learning model for the experimental class and the lecture or conventional learning model for the control class. In the indicator, a simple explanation was given, the experimental class obtained an average of 69% while the control class obtained an average of 68%. Furthermore, in the indicator of building basic skills, the experimental class obtained an average of 69%, while in

the control class, the average obtained 70%. Then in the indicators, it was concluded that the experimental class obtained an average of 71% while the control class obtained a rat of 71%. The indicator provides further explanation that the experimental class obtained an average RAT of 68% while the control class obtained an average of 66%. And in the indicator of setting strategies and tactics, the experimental class obtained an average of 76% while the control class obtained an average of 71%.



Graph 3. Students' Critical Thinking Skills After Treatment

The results of critical thinking skills after treatment are higher than before the treatment, which can be seen from the graph in addition to that after the treatment of the project citizen learning model for the experimental class and the lecture or conventional learning model for the control class. In the indicator of giving a simple explanation, the experimental class obtained an average of 76% while the control class obtained an average of 67%. Furthermore, in the indicator of building basic skills, the experimental class obtained an average of 76%, while in the control class, the average obtained 68%. Then in the indicators concluded, the experimental class obtained an average of 77% while in the control class obtained an average of 70%. The indicator provides further explanation that the experimental class obtained an average RAT of 76% while the control class obtained an average of 71%. And in the indicator of setting strategies and tactics, the experimental class obtained an average of 76% while the control class obtained an average of 76%.

In the two graphs above before and after the treatment of critical thinking skills, there are differences in students' critical thinking skills in the material of preserving the culture of my nation between before and after the treatment, students in the experimental class who used the project citizen learning model obtained higher scores compared to students in the control class who used the conventional learning model or lectures. Students think realistically and critically and explore the memories and information obtained. Active learning, especially project-based learning, is considered potentially more engaging for learners and teachers, and is more successful than traditional approaches to developing higher-order thinking skills (Sasson, Judah, & Malkinson, 2018) in Mukhlisotin (2022). The learning process of project citizen is different from conventional learning which is more centered on teachers and students tend to only receive all the information conveyed by the teacher.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the project citizen learning model has an influence on the critical thinking ability of grade VIII students at SMP Negeri 3 Purbalingga on the material of preserving my nation's culture in the experimental class. This can be shown by the results of the percentage of pretest and posttest results that have been carried out in the experimental class and the control class. The results of the percentage of the project citizen learning model in the experimental class showed an increase before and after the treatment from 71% to 81%, then an increase of 10% was obtained. In the results of the hypothesis test, a significance value of $0.000 < 0.05$ was obtained, so it can be seen that there is an average difference in the results of the control class pretest and the control class posttest, meaning that the H_0 is rejected and the H_A is accepted. It can be concluded that the project citizen learning model has a significant influence on the critical thinking skills of grade VIII students at SMP Negeri 3 Purbalingga on the material of preserving the culture of my nation. Students can develop the courage to speak up and socialize with many people to train their confidence level so that they can actively participate in society. For teachers, they should be creative in the learning process by choosing a learning model that can improve students' critical thinking skills. By establishing a variety of learning models such as the project citizen learning model, students are active in finding solutions to a problem.

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