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PROCEEDINGS

The 1st Sriwijaya University Learning and
Education International Conference (SULE-IC) 2014
held by FKIP Unsri in Collaboration
with Communication Forum for Indonesian
State FKIP Deans

**Improving the Quality of Education
to Strengthen the Global Competitiveness:
A Response to the Current Curriculum**

Presented by :



Palembang, May 16-18, 2014

Chief Editor: Hartono

**Faculty of Teacher Training and Education
Sriwijaya University
South Sumatra - Indonesia**



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The 1st Sriwijaya University Learning and Education International Conference (SULE-IC) 2014 held by FKIP Unsri in Collaboration with Communication Forum for Indonesian State FKIP Deans, 16—18 May, 2014

This Paper has been presented at
The 1st Sriwijaya University Learning and Education International Conference
“Improving the Quality of Education to Strengthen the Global Competitiveness:
A Respond to the Current Curriculum”

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Faculty of Teacher Training and Education
Sriwijaya University
Palembang, South Sumatra, Indonesia
2014

Preface

Assalaamu'alaikum Warahmatullaahi Wabarakatuh.

First of all, we would like to say alhamdulillah, thank to Allah SWT, the most gracious and merciful, that the proceedings of the First Sriwijaya University Learning Education International Conference (SULE-IC) can successfully be completed. The conference was held on May 16-18, 2014 by the Faculty of Teacher Training and Education Sriwijaya University in collaboration with the Communication Forum (*FORKOM*) for Indonesian Deans of State Teacher Training and Education Faculties. It is an honor for us to be entrusted by the Communication Forum to organize the meeting of *FORKOM* and the First Sriwijaya University Learning and Education International Conference (SULE-IC). The theme of the conference was "Improving the Quality of Education to Strengthen the Global Competitiveness: A Respond to the Current Curriculum".

We are very happy and proud because we have seventh keynote speakers in their expertise and five invited speakers from five continents such as H. Alex Noerdin, Sofendi, M.A., Ph.D. from Indonesia; Prof. Dr. Maarten Dolk from the Netherlands; Prof. Dr. Bruce Waldrup from Australia; Prof. Dr. Mahzan B. Arshad from Malaysia; Mr. Eran M. Williams from the United State of America; Moses Phahlane from Republic of South Africa. We are also very happy since we have numerous participants from Indonesia, Oman, Shanghai, Malaysia, and Australia. Alhamdulillah, there were 131 papers related to language education, mathematics education, science education, early childhood and elementary education, vocational and technology education, and social studies that have been presented on the conference parallel sessions.

We are very grateful to all editors who have been dedicated to editing the articles of the proceedings. The editors are: Hartono (Sriwijaya University), Maarten Dolk (Utrecht University), Bruce Waldrup (Tasmania University), Mahzan B. Arshad (University Pendidikan Sultan Idris), Mr. Eran M. Williams (RELO, United State of America), Nurhayati, (Sriwijaya University), Ratu Ilma Indra Putri (Sriwijaya University), Ismail Petrus (Sriwijaya University), Machdalena Vianty (Sriwijaya University), Rita Hayati (Sriwijaya University), Zainal A. Naning (Sriwijaya University).

The proceedings contain as many as 131 articles. The authors of the articles came from several institutions. We hope that the proceedings would be useful not only for the authors but also the readers to get creative and innovative ideas that can improve the quality of education to strengthen the global competitiveness especially in Indonesia.

Palembang, May 2014
Chairman of the Committee,

Prof. Dr. Zulkardi, M.I.Kom., M.Sc.

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PROJECT CITIZEN MODEL FOR EFFECTIVE STUDENT ENGAGEMENT AND DEMOCRATIC CITIZENSHIP IN CIVIC EDUCATION BEST PRACTICES

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Abstract

Project Citizen is carried out to develop (1) an instruction based on students' needs; (2) students' ability to work together in a cooperative manner; and (3) civic education related to the social experience. Project Citizen is one example to develop the ideas in the world of education and how our students are learning about cooperation between them in the classroom as opportunities for improving open classroom climate in civic education best practices and also character development. Learning of "We the People ... Project Citizen is packaged in the form of procedures and signs of learning which includes 6 steps. First, the class is facilitated to identify various problems that exist in the environment community with through observation, interview and documentation study done in groups. Second, the class examines various issues to facilitated it and then pick the most worthy one problem to solve. Third, facilitated class to gather information that is required in order for the troubleshooting of a variety of information sources that are relevant and available, such as library, mass media, professional and experts, government officials, non-governmental organizations, as well as community members and leaders. Fourth, developing a portfolio of classroom set of results of the group work in the framework of the resolution and presented it as a whole in the form of exhibition panels which can be seen together, which describes the interconnectedness of problems, an alternative policy, support for alternative policies, and plan of action to implement the policy. Fifth, the overall portfolio has been developed then presented and exhibited to the citizens of the school and the community. Sixth, back to the classroom to do reflection or contemplation about the results and the deposition of the learning achieved through the activity. The learning components are basically directed to achieve a goal. Through it, all efforts of both teachers and students are directed to achieve the objectives that have been determined. Through learning, then teachers can understand the purpose and direction of the study itself, so that through a clear purpose, not only can determine the steps of learning and the development of other components, but can also be the criteria of effectiveness of the learning process.

Key words: Six Steps of Project Citizen, Civic Education Classroom, Democratic Citizenship, and Student Engagement.

INTRODUCTION

Implementation project citizen model is learning strategy to motivate students in the classroom, and then can be used as a model of learning is more effective in the circumstances the class to make it more focused. Through the project citizen model is expected to shape the attitudes or values of democracy are shared by students. Therefore, it is important to students engagement in the learning process in the classroom, especially to provide as well as the experience to the students directly in their social environment. It is meant to present examples of what is available and how, with appropriate teacher guidance, literature can be used to shed light on the classroom topics. For this reason the selections include some examples of discussion questions or topics. These kinds of questions, discussion adapted to meet the needs of classroom, could be used to link a particular issue



to the general listed of topics.

In addition to civic knowledge, Project Citizen aims to foster a variety of civic skills important for democratic citizenship. The various facets of the program and student interactions with their classmates, governmental agencies, and non governmental organizations during the intensive study of a community issue allows students multiple opportunities to practice certain intellectual skills and participatory skills. Further, through their participation in Project Citizen, students have an opportunity to develop various civic dispositions of democratic citizenship, such as a sense of political efficacy, political interest, political toleration, commitment to the exercise of the responsibilities of democratic citizenship, commitment to constitutionalism, and the propensity for political participation. These traits of character, which may be developed through practices and processes of Project Citizen, encourage responsible and effective participation by citizens in their democracy.

This experience contributed significantly to their ability to design and implement this inquiry to evaluate the instructional effects of Project Citizen on the civic development of adolescent students in political. According to Vont (2000: 8) Civic development, a key concept of this inquiry, denotes one's achievement of civic knowledge, civic skills, and civic dispositions. It enables responsible and effective participation by citizens in their democracy. The concept of civic development commonly appears in the scholarly literature in civic education and political theory.

Therefore it takes strategy or model of learning which will be used by the teacher in the classroom learning the civic education with the concept of portfolio-based learning through practice of citizenship learning (Project Citizen) which is one of the adaptive model in civic education revitalization (Winataputra; Budimansyah, 2008: 182) that can replace the previous learning often known as conventional learning. Involving classroom activities are essential in helping students learn the analytic, policy making, evaluative, and participatory skills young people need to help solve this and other societal problems. In some few instances suggestions for such activities are included but in the main they are left to the discretion of the teacher. And the most important is the selection of topics that They have high interested in. While project citizen gathered to help examine a difficult issue, it is also meant to be enjoyed by teacher as well as the students. Hoping student receive as much pleasure from the project as educators believe the students will.

Project Citizen not only stimulates students' interest in and understanding of the problems of their own communities, but Project Citizen also teachers them how to go about trying to solve those problems. It demonstrates to them that government of, by, and for the people is not just a slogan. Government of, by, and for the people is obtainable, if citizens acquire the knowledge, use their skills, and have the will to effect change.

Introducing students to public policy-making. A reason for commending Project Citizen is that there is no better way to introduce students to the cycle of public policy-making and to inculcate a disposition to take part in the process. Public policy-making is a dynamic, not a static process. It is a continuous, never-ending process. Project Citizen invites students to learn the public policy process by becoming a part of it. Students "do" public policy-making rather than just read or hear about it. And the doing is the start of what can become a life-long disposition towards engaged and empowered citizenship.

Democratic Citizenship in Civic Education Best Practices

Students from the beginning should been given the understanding and knowledge about democratic life. And when we see today, how students democracy much better. The students at this



time could have been participating in the classroom and closely follow the developments of democratic life, we may have become optimistic about the future of democracy. Specifying the knowledge and skills needed by citizens to perform their roles in Indonesian democracy. Thus, the framework states what students will ideally know and be able to do to be effective citizens. Teachers, as well as other educators and leaders, must play an important role in educating students from diverse groups to become effective citizens in a democratic society. To become thoughtful and active citizens, students must experience democracy in classrooms and in schools. Action speaks much more cogently than words. Consequently, how teachers respond to marginalized students in classroom will to a great extent determine whether they will experience democracy or oppression in classrooms and schools. Banks (1997: 99).

CIVITAS opens with a rationale that argues the case for what R. Freeman Butts has called the "civic mission" of the schools. The rationale states that "Civic education in a democracy is education in self-government. Self-government means active participation in self-governance, not passive acquiescence in the actions of others....The ideals of democracy are most completely fulfilled when every member of the political community actively shares in government....The first and primary reason for civic education in a constitutional democracy is that the health of the body politic requires the widest possible civic participation of its citizens consistent with the common good and the protection of individual rights. The aim of civic education is therefore not just any kind of participation by any kind of citizen; it is the participation of informed and responsible citizens, skilled in the arts of effective action and deliberation."

Moreover, "No one's civic potential can be fulfilled without forming and maintaining an intention to pursue the common good; to protect individuals from unconstitutional abuses by government and from attacks on their rights from any source, public or private; to seek the broad knowledge and wisdom that informs judgment of public affairs; and to develop the skill to use that knowledge effectively. Such values, perspectives, knowledge, and skill in civic matters make responsible and effective civic participation possible. Fostering these qualities constitutes the mission of civic education."

Citizens need to recognize the growing importance for the preservation of Indonesia democracy of the political, economic, environmental, and social context of the world beyond our borders. Finally, learning to develop and practice civic skills is essential to fulfill the promise of constitutional democracy."

The revitalization of education for citizenship is especially timely. The rationale notes that "the failure of citizens to take part in elections at every level is just one indication easily measurable and therefore unmistakable one of widespread disengagement of citizens from the responsibilities and rewards of involvement inherent in our constitutional system."

Indonesian democracy is like a self-perpetuating mechanism. It does not "go of itself" but requires careful attention and assiduous cultivation. The citizen needs a deeper understanding of the Indonesia political system. The same thing also happened in the United States, that any students, teenagers, and adults are involved to be able to participate, to have a strong commitment as a citizen, and has a deep understanding of democratic life and engaging in democracy itself. (Center for Civic Education, 2014) states The ultimate goal of CIVITAS is to enable students equipped with the requisite civic knowledge and the skills of civic participation to make their own commitment, carried to adulthood, to the civic values deemed necessary for the nurture and strengthening of the ideals of American democracy



According to Center for Civic Education (2014) The dispositions of the citizen most conducive to the healthy functioning of constitutional democracy are:

- civility (including respect for others and the use of civil discourse);
- individual responsibility and the inclination to accept responsibility for one's own self and the consequences of one's own actions;
- self-discipline and the adherence to the rules necessary for the maintenance of American constitutional government without requiring the imposition of external authority;
- civic-mindedness and the willingness on appropriate occasions to place the common good above personal interest;
- open-mindedness, including a healthy sense of skepticism and a recognition of the ambiguities of social and political reality;
- willingness to compromise, realizing that values and principles are sometimes in conflict, tempered by a recognition that not all principles or values are fit for compromise, since some compromise may imperil democracy's continued existence;
- toleration of diversity;
- patience and persistence in the pursuit of public goals;
- compassion for others;
- generosity toward others and the community at large; and
- loyalty to the republic and its values and principles.

The fulfillment of the democratic citizen's potential as an actor on the stage of democratic self-government is increasingly thought to have occurred when the citizen acts within the wide arena of society at large. This characteristic underscores the importance of a regenerated concept of democratic citizenship of constitutional democracy is to achieve its full potential.

Thus, to defend and sustain democracy life, civic education is very important. According to Branson (2014) The habits of the mind, as well as "habits of the heart," those dispositions that inform the democratic ethos, are not inherited. As Alexis de Toqueville pointed out, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that undergird a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example. Democracy is not a "machine that would go of itself," but must be consciously reproduced, one generation after another.

Civic education is very essential in order to make the citizens are actively involve in their society on daily life activities. Branson (2014) explains that Civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met.

Project Citizen As a Civic Education Learning Model

Project citizen developed by the Center for Civic Education (CCE), in the last 15 years has been adapted around 50 countries in the world, including Indonesia. This Model is a generic or general and fundamental that relevant material can be loaded in each country. As the model selected generic topic (public policy), which is valid in any country. The mission of this model is to educate learners in order to be able to analyze the various dimensions of public policy, then with their capacity as young

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citizen tried to give input on the public policy on their own environment. The expected results are qualities of a smart citizen, creative, participatory, prospective, and responsible.

Fundamentally Project Citizen is already a material that has been discussed on the education philosophy of progressive era in American history since the late 19th century and early 20th century. Many of the theories and practices of education are classified in progressive era, where Lawrence Cremin prefer not to give a definition in an era of progressive education. Their philosophy that includes experts on the progressive era based on his ideas among others was Francis Parker, John Dewey and William Heard Kilpatrick, this is because they can directly connect the objective, rational, concepts of matter, and the pedagogy of Project Citizen.

Colonel Francis Parker was great in theory and practice in an era of progressive education, especially with regard to civic education. And in fact, John Dewey make Parker as the father of progressive education. Colonel Parker's thinking was also influenced by Johann Friedrich Froebel, Pestalozzi and Herbart Johann for three years during his studies in Germany, and those ideas into many current school guidelines. Where Parker built a theory of democratic education to exempt students from violence, pressure and harassment.

As mentioned Parker in Patrick explains that education is centered on the kids and run naturally, and gives rise to curiosity students itself. And parker suggested that resources very important in any school are the students themselves.

The social factor in school is the greatest factor of all; it stands higher than subjects of learning, than methods of teaching, or than the teacher. That which children learn from each other in play and works is the highest that is ever learned...This mingling, fusing, and blending give personal power, and make the public school a tremendous force for the up building of democracy.

Based on opinion above can be explained that a student is the most important thing to reckon as the subject of learning. Where in this case the teacher should focus on the preparation of materials based on our curriculum and deep learning more about social problems and other problems.

Parker believe that community potential children is very important for all aspects of education, especially for the education of citizen ship. This is the foundation that was really developed at the time they were in community life. And here again students learning to education of citizenship spontaneously and natural. How about school, in this school last, influenced by children because kids already beforehand having the character of political and has been able to develop their own citizenship as a student. By the presence of relations happening in the society, and his sons shall have a sense of responsibility as citizens.

Furthermore, based on what has been learned, Francis Parker then made a program to search for solutions to problems based on civic education programme which is then referred to as Project Citizen by developing (1) instruction based on the wishes of the children; (2) the students learn cooperatively; (3) citizenship education is related to the social experience. And finally until now the learning process by looking at the issues around student continues. Project Citizen is one example to develop the ideas in the world of education. It was here, from American history in social studies in the 20th century it continued to be performed in order to determine the best destination development, rational, and measures of Project Citizen.

The beginning with it program "we the people ..." in 1987, more than 28 million students and 90 thousand lecturers had participated in innovation learning this one. Various studies have been conducted one of which by educational testing service (ETS) and conducted by Richard Brody of Stanford University indicated that the students who uses a package of learning this significantly affect



the students in each of the subject matter who is learned / discussed. And the package of learning that could be more motivates students to participate. Next project citizen for the first time implemented in California in 1992 and the program was disseminated in 1995 by the Center for Civic Education and The National Conference of State Legislatures, where the program is to develop the knowledge, skills, and character of the citizens of a democratic State and then be able to grow participation in the governance and social development.

This Program is a learning package "Civic Education" designed to develop the students' interest and ability to participate with secondary schools-capable and full responsibility in local government and State Government. The project is organized by CCE in cooperation with "National Conference of State Legislatures." To see the impact and effectiveness of the program, has held an assessment undertaken by a team under the leadership of Kenneth w. Tolo (1998). As resumed by Tolo and friends in Winataputra (1998: xv) Project Citizen was conducted in secondary schools (Middle School) on the basis of the following considerations.

Civic Education, in its ideal form, seeks to engage students in their communities by teaching them the skills necessary to effectively participate in civil society. In a constitutional democracy, the importance of civic education cannot be overstated. Effective citizenship education that teaches adolescents how to participate and effect positive change within their communities is critical to the development of a lasting commitment to civic participation.

The middle school years are an especially crucial time to the development of civic roles and responsibilities. During this years, students are discovering their identities and their large roles in their communities and in society in a whole. However, little attention has been aimed at promoting citizenship during these formative middle school years.

Based on Tolo opinion can be explained that in its most ideal, civic education seeks to engage students in the activities of the society by way of teaching skills to participate effectively. Then at the age of secondary schools is a crucial moment in the development of the role and responsibilities of citizens. At this age, students discovered his identity and his role in society about the students and the community within the meaning of the whole. But in reality, very little effort is made to develop citizenship at this young age.

Model Project Citizen because is a generic and universal, then this learning package has been adopted by 50 States in America, and adopted by the various countries outside of the USA such as Albania, Argentina, Bosnia dan Herzegovina, Brazil, China, Columbia, Croatia, Czech Republic, Dominican Republic, Hungary, Indonesia, Israel, Jordan, Kosovo, Kazakhstan, Latvia, Lebanon, Macedonia, Mongolia, Nicaragua, Nigeria, Oman, Palestine, Lithuania, Mexico, Northern Ireland and the Republic of Ireland, Poland, Romania, Russia, Slovakia, dan Uruguay. In each country that adopts this learning package is a package developed by CCE, which translate into its national language, each with its own adaptation of some of its contents in accordance with the context of each country. And there are still some countries which still consider using this learning package.

This learning package is developed on the basis of Reflective Inquiry approach by using these steps: Identifying public policy problems in your community, Selecting a problem for class study, Gathering information on the problem your class will study, Developing a class portfolio, reflecting on your learning experience (CCE: 1998a). While the goals to be achieved by learning package that is providing the knowledge and skills required for effective participation partnerships providing practical experience designed to foster a sense of competence and efficacy, and developing and understanding of the importance of citizen participation partnerships (CCE, 1998a: 7). The core of this learning



package is student involvement in the whole process, and the process was facilitated for students gain the knowledge, attitudes, and skills.

Branson in Budimansyah (2009: 17-19) argued that the rationale for Project Citizen lies in a framework that consists of five sections about the idea of education and politics. First, democracy requires the autonomy and hence require active involvement and knowledgeable citizens in the life of citizenship. An indispensable component of the citizen involvement is the participation in the process of making public policy.

Second, students must learn how to become involved in the life of citizenship by engaging in it, i.e. with bore of responsible citizenship and effective. Third, because the students dig into the problems that exist in their own communities, then they got plenty of opportunity to consider about the fundamental things in the core of democracy, like the stuff that covers the rights of the individual and the common good, the Group agreed the majority of the regulations and the rights of minorities, and freedom and equality.

Fourth, Project Citizen is meant to be applied mainly by middle school students or teens age (aged about 10-15 years); but the program also used by older adolescents (teenagers who stepped on adults) in some schools. In the age of high school and more, students trying to form their own identity and they must also be given the opportunity to build relationships with the community. Most of the young age (early adolescents) began to shift from concrete to abstract thinking and often faced with the problem of good and bad, the legitimacy of authority (legitimate or whether the right to Act), and alternative answers for difficult situations. During adolescence, the students are forming the attitudes and acquisition of values that will likely they grasp whole life. The teens students are tending to want to know about the environment around them, including their community as a citizen and they needed experiences in the real world to their relations with life of citizenship.

Fifth, Project Citizen perceive young people as a source of citizenship, as a valuable member of the community then has an idea and effort then it can explicitly discuss public policy issues. Project Citizen requires them to take part as citizens. According to the developers of Project Citizen, such participation is not only a better vehicle to enhance the knowledge, skills, and character of democratic citizenship, but also more and more good for society because the students simplify the Organization of Government and the community to work to find solutions for important problems in society. Participation and involvement as it was supposed to help young people build relationships with the communities where youth live and in order that the community appreciates their contribution to problem solving is done.

Budimansyah (2002: 8) mention there are some basic principles of the model portfolio-based learning, are based: first, the principle of active student learning (student active learning). The learning process by using a portfolio-based learning model is centered on students. Thus, this model of reciprocity active student learning. Student's activities almost throughout the learning process, from the planning phase of activity began to engage students while identifying problems using engineering idea exchanges (brain storming).

Every student can convey interesting problem for him, of course that is concerned with the subject matter. Topics are collected, after the problems students crowd source choose one problem to studies class. In phase field activities, activity students looked more. With a variety of techniques (e.g., with an interview observation, a questionnaire, and others) they collect data and information necessary to answer the problem that was the review their classes. To furnish the data and the information, they took their pictures make sketches, prepare clipping, and if necessary and an



important event can be recorded by a camera. Reporting in phase activities they focused on the manufacture of portfolio class. Ranges from data and information that has been in a can then arranged systematically and stored on a folder ordner (portfolio section of documentation)

Data and information is the most important and interesting was when pasting data and information on the portfolio section, serving the Board panel made of cardboard or other materials used which are available. After the completed portfolio, a public hearing was undertaken in activities showcase before the jury. Activities (showcase) is the culmination of students ' performance, because at this stage, the results of the work of students will be tested and debated before the jury. And as a final step of the Project Citizen is doing reflection learning experience.

Second, group learning cooperative (cooperative learning). The learning process by using model-based learning portfolios as well as applying the principles of cooperative learning, the learning process based on cooperation. The cooperation is carried out between them and other components at the school, including the school's cooperation with parents and related agencies.

Third, the learning participatory. The learning process by using a portfolio-based learning model of reciprocity basis for participatory learning through this model students learn while doing (learning by doing). One form of treatment that is the students learn life of democracy. For example when choosing problems for class topic discussion, it appears that students were appreciative of the decision taken by his friends other during choose one of the topics. Later, at the time of the discussion, students learn suggested, hear the opinions of others, as well as criticism instead of learning deliver received criticism. So in this case, the students actually participated in the learning process.

Fourth, the reactive teaching (teaching reactive). To apply the model of portfolio-based learning, the teacher needs to create the right strategy in order for students to have a high learning motivation. Such motivation will be created if the teacher can convince students about the material being studied that will be useful for real life. Then, the teacher also claimed to be able to create a situation so that the subject matter presented is always interesting and not boring. Teachers should also have a high sensitivity to know if learning is boring activities for students.

Fifth, democratic learning. PKn-based learning portfolio supports the value of a democratic learning, which emphasizes learning PKn is a process of learning democracy in order to improve students to become democratic citizens are intelligent, responsible and participatory. In a learning-based portfolio as the PKn democratic learning, is an activity-based learning problems (social issues or problems) aims to develop the knowledge, skills (skills), character (disposition) of a democratic citizenship and to allow and encourage participation in the Government and civil society is civilized.

Citizenship education as one of the social science subjects, not merely present information or ideas, as many do in teaching social studies and other subjects, but it also contains a teaching to make better citizens. And in the subjects civic education provides a more effective learning experience as expressed by Wahab (2007: 28)

In it covered also include guiding students to learn through activities investigation (probing), find (discovering), analyze (analyzing), and test (examining) called think reflective (reflective thinking) as something that is important in developing attitudes and values that are more directly is skills development tasks.

Based on the opinion can be explained that through civic education, students can learn based on life experience they have got then the student can search and learn for further information. Then, through these subjects also, students as well as be able to find things that are useful for the life to come, study examines existing problems in surrounding areas, and can add to the life skills to students



it self.

Six steps of project citizen model

Step 1: Identifying Public Policy Problems in Your Community

Students make a list of problems found in the community. This list represents the problems solution is often considered to be the task of Government. After reading that list the students will be able to:

1. discuss with friends in class what is already know pertaining to the issues.
2. interviewed parents and neighboring and take note what they know about the issues, and how their attitude in facing the issues.

The purpose of this stage is to share information already known by students, by his friends, and by others pertaining to the problem. Thus class will earn sufficient information that can be used to select one problem of the right, of some problems exist, as a class topic project.

Step 2: Select a Problem

The class discuss all information that has been obtained with regard to the list of issues that are found in the community. If the students have had enough information, use it to select the issue chosen as a classroom topic. The purpose of this stage is that the class can choose one issue as a topic project. Thus the class has one problem that is to be made together with the choice of materials, for classroom topic project.

Step 3: Gather Information

If the subject matter has been determined to be the material for classroom topic project, then the student should be able to decide the places or resources to obtain additional information. In the search for it, then the students will find that source of information which one might be better than the other. The purpose of this stage is that the class can obtain accurate information and comprehensive.

Step 4: Developing A Class Portfolio

Entering this stage students have been completing his research. In this phase, students will develop a class portfolio. The class will be divided into four groups. Each group will be responsible for developing a single part of the class portfolio. The materials that are included in the portfolio should include documentation has been collected in the research phase problem. This documentation must include the materials or artworks that are written by the students. The purpose of this stage is so that students can compose a portfolio class, either the impressions as well as portfolio portfolio section documentation based on data and information obtained from research activities. The portfolio will be divided in two parts: the impressions and the documentation.

Step 5: Presenting Your Portfolio

If the portfolio class has been done the students can presenting his handiwork to the audience. The presentation was also known also as the showcase can be done before the council a jury representing the schools and society. With this activity, the students will be equipped with experience learn how to presented ideas to other people, and how to convince them of the measures taken.

The four basic goals of presentation activities portfolio (showcase) are as follows:

- 1) provide information to the audience about the importance of the problems identified for the community.
- 2) explains and gives an assessment of alternative policy to the audience, with the intention that they should be able to understand the advantages and disadvantages of each of these alternative policies.



- 3) discuss by the audience that policy options that has been chosen is the best policy to deal with the problem. Besides the students are also must be able to make an argument is rational to support the thought of them, the policy of being selected not contrary to 1945 constitution.
- 4) shows how class can gain support from the community, legislative institutions, and executive, other government institutions / private of the policy options class.

Step 6: Reflecting on Your Learning Experiences

Reflection on the learning experience is one of the ways to avoid learning not to do any mistakes and increase the ability possessed by students. Entering this stage students had completed presenting class portfolio in front of the jury. Then, students can include the results of the reflection part or evaluation into the documentation folder.

Project Citizen has four panel (group)

Panel 1: The Problem project citizen state

This group is responsible for explaining the issues listed on the first section in the overview display and the documentation of the portfolio class. These groups then prepare the documentation and its run. Results of the work of the groups portfolio one for the showcase delivery made on the first panel, which shall contain such things as follows: summary of the problem, presenting a problem graphically, and the identification of sources of the information.

Panel 2: Alternative policies project citizen state

This group is responsible for explaining the problem and providing an assessment of the policies that are currently used or that policy is being/has been structured to address the issue of classroom topic. The Group's findings will be presented on the display of both the display and the portfolio class documentation. The second portfolio panel should include the following: a written summary of the alternative policy, presents an alternative policy, graphics and the identification of sources of the information.

Panel 3: Proposed policy project citizen state

This group is responsible for proposing public policies that can be used to address the issue of classroom topic. The selected policy must be a policy that would be approved by a majority of the members of the class. These policies should also be policy that does not conflict with the Constitution of 1945. The constitutional foundation can be used to help students convince others that the proposed policy is not contrary to the Constitution. If alternative policies already meet the requirements above, then the class can choose to:

- Support one of the policy alternatives that have been identified by the group two portfolios,
- modify one of the policies, or
- develop its own group policy.

Panel 4: Action plan project citizen state showcase

The group responsible for developing a work plan. This plan should include measures that might be taken as a way to make the Government accept and implement the proposed policy. All members of the class must be involved in developing a work plan. Even so, the responsibility to provide an explanation for the work plan as well as the documentation still exercised by the group four.

The fourth panel shows the portfolio should include the following: a written Explanation about how a class, invites both individuals and community groups to support the proposed work plan, a written explanation on how the class get support from the Government over the proposed policy,



presentation graphics, work plan and the identification of sources of the information.

Best Practices Civic Education Classroom

Our learning during this run with verbalistic and oriented only to the mastery of the content of the subject civic education. As if learning aims to master the content of these subjects. In the reality we should study the interconnectedness of learning material with everyday life, how to solve problems of everyday life, and prior experience of the student. Civic Education is an important component of education that cultivates citizens to participate in the public life of a democracy, to use their rights and to discharge their responsibilities with the necessary knowledge and skills.

Citizenship education aims to embody the citizens understand the rights and obligations as a Indonesia citizen. The goal is the achievement of people's lives with the culture of peace, tolerance, nonviolence, honesty, caring, fairness, legal compliance and upholding the rule of law, who became the face of the efforts of nation and character building. Civic education intended to shape learners into human beings who have a sense of nationality and love the country. As for the socialization of civic education can be arranged through the school, the family, mass media, political institutions, and country. In civic education, students are prepared to think critically, rational and creative as well as responding to the issues of citizenship and is responsible for the activities of society.

Civic education should be an integral part of a globalization and that global community can help prepare students for citizenship. Malcolm Waters in Kalidjernih (2010) Globalization has three dimensions: economics, politics, and cultural. As we know, students are living in this globalization era. Many of social problems they can observe surrounding them. (Bakrie, 2009) Globalization is not monolithic but it takes with it innovation and technological development. As for the basic nature of globalization itself, it is the speed of change. It is this character of globalization that has made a future view become more unpredictable.

The learning components are basically directed to achieve a goal. Through learning and clear objective criteria can be the effectiveness of the learning process. Learning experience, Gagne in Sanjaya (2008: 27) explains that

"Why do we speak of instruction rather than teaching? It is because we wish to describe all of the events that may have a direct effect on the learning of a human being, not just those set in motion by individual who is a teacher. Instruction may include events that are generated by a page of print, by a picture, by a television program, or by combination of physical objects, among other things. Of course, a teacher may play an essential role in the arrangement of any of these events."

Based on the opinion above be explained that learning is a process of learning experienced by students. The learning experience of students can also be obtained from a variety of information such as writings, obtained from images that are associated with learning materials, and can also be obtained from broadcast television or an overview of the combined some physical object where the teacher will give the student referrals or rules to guide.

Syvertsen (2007) looks at a range of usual practices that social studies teachers report using and assess whether various practices had a demonstrable impact on targeted civic outcomes for students. The practices which we assess are common practices and activities that are regularly found in standard civic education curricula and classrooms.

The research team created the instructional practice scales based on theory and the common underlying skill or disposition targeted by the activity. To get a score on each measure, the number of activities for which the teacher responded "yes" was summed. The various instructional practice scales

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fit under three broad categories which seek to enhance. Conceptualization of civic education in terms of three interrelated components. Many educators throughout the world focus their programs upon the development of civic knowledge, civic skills, and civic virtues.

1. Civic knowledge consists of fundamental ideas and information that learners must know and use to become effective and responsible citizens of a democracy.
2. Civic skills include the intellectual skills needed to understand, explain, compare, and evaluate principles and practices of government and citizenship. They also include participatory skills that enable citizens to monitor and influence public policies.
3. Civic virtues include the traits of character, dispositions, and commitments necessary for the preservation and improvement of democratic governance and citizenship. Examples of civic virtues are respect for the worth and dignity of each person, civility, integrity, self-discipline, tolerance, compassion, and patriotism. Commitments include a dedication to human rights, the common good, equality, and a rule of law.

Civic education can have a substantial impact on youth civic and political engagement, some scholars have focused their attention on understanding how youth who are active and engaged became that way and, in turn, how schools might incorporate that knowledge to provide better quality civic education. Civic learning can provide the kinds of opportunities that allow students to learn and practice a variety of civic skills, learn about how government works, see how others engage civically and politically, and grapple with their own roles as future citizens, then increases in both students' commitment to and capacity for future participation.

Civic learning opportunities may be important later in life especially when they have to make important decisions about their future and their relationship to the world. Civic role models, learning about problems in society, learning about ways to improve one's community, having social life experiences, being required to keep up with politics and government, being engaged in open classroom discussions, and studying topics about which the student cares, all promoted commitments to civic participation among students.

CONCLUSION

There are important reasons to broaden our framework for thinking about project citizen model:

1. Project Citizen intended to develop the students' capabilities for responsible citizenship in a democracy. Project Citizen method immediately and practically involved students in the political and civic behavior of a democratic citizen and engage students in the solution of a social problem.
2. Students learn to monitor and influence public policy and to develop the knowledge, skill, and dispositions essential for engagement in civic life and students are supposed to learn how to become engaged in civic life by engaging in it, by doing citizenship. Further, the content of civic education presumably is enriched when students participate actively in political and civic life.
3. Teachers should be able to apply the project citizen in the classroom by making use of the existing resources in the school to its full potential. Associated with it, teachers more creative, innovative and able to motivate students interest in applying the project citizen. In this case the government should make collaboration with teachers to develop more serious project citizen, in order to for a good student character.
4. Students afforded many opportunities to deliberate on fundamental tensions at the heart of a democracy, such as those involving individual rights and the common good, majority rule and minority rights, and liberty and equality. The principles of democracy pertaining to constitute the

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core of essential civic knowledge, which enables students to become responsible and effective citizens.

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