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The Advantages of Model Project Citizen on Student Learning Achievement:

An Empirical Practice from Indonesia

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Abstract

This study aims to determine the effect of Civics learning based on Project Citizen on student achievement. A quantitative approach with a quasi-experimental method was carried out in one of the public high schools in Yogyakarta, Indonesia. The sample that was determined purposively was two equal classes of class XI students. Data was collected using tests and observations. To test the hypothesis, we utilized the independent sample t-test. We found a positive and significant effect of the Project Citizen-based studying design on student achievement. Based on the outcomes, we concluded that Project Citizen-based learning can improve student achievement, especially in class XI Citizenship learning. The conclusion of this study can be taken into consideration for Citizenship Education teachers to choose the appropriate studying design. This can also be a reference for further similar research to improve the effectiveness of Civic Education learning.

Keywords : Learning; Project Citizenship; Student Achievement

Introduction

Education has an important role. This important role is as a concept of quality of life and education which is also related to health in shaping human resources as a better and more competitive workforce. A competitive workforce will increase which will support the achievement of the country's goals in terms of economy, politics, and education itself (Y. hsin A. Cheng & Loichinger, 2017, pp. 441–466; Gil-Lacruz et al., 2020, p. 187; Misund, 2017, p. 1308131; Smith et al., 2017, pp. 648–665).

The success of education comes from the policymaker and the role of the educator. To be successful, a large and targeted evaluation is needed to validate programs. These programs are one of them that promise institutional professional development and satisfaction of all components including online practice that has a significant impact on the student learning experience (Botham, 2018, pp. 176–189; Cheung & Slavin, 2016, pp. 283–292; Prifti, 2020, pp. 233–253).

Start from educator cooperation that could encourage a group to practice by way a set of a program of expertized connection that increases educational involvement and student study outcomes (Mulholland & O'Connor, 2016). The application of the right studying design is aimed at supporting student learning achievement (Artanayasa & Giri, 2019; G. Cheng & Chau, 2016; Damopolii & Rahman, 2019; Qarareh, 2016).

Student achievement can be said as the outcomes obtained after the learning process. Statements of learning achievement can be in various forms of approaches such as data-based annotation approaches, use of rubrics in learning, and scaffolding learning (Chen & Wang, 2018; Dawe, 2020; Zarzour & Sellami, 2018; Zhang et al., 2019). Behind the achievements obtained by

students of course some factors influence it. Based on research conducted (Tatar et al., 2016) it is known that several factors affect student achievement, namely 29.66% influenced by teachers, 26.05% influenced by students, 16.02% influenced by learning materials and activities in class, 14.98% influenced by the curriculum, and 13.29% influenced by the learning environment.

Civic education is an important subject area. Civic education aims to impart knowledge and understanding, in particular knowledge and understanding of national systems and political history, as well as develop understanding, skills, motivation, and action by directly experiencing civic issues (Carretero et al., 2015). One of the challenges of learning citizenship is the criticism from some people who said that teaching citizenship is comparatively less significant and tastes time than other disciplines like mathematics, physic, biology, and language skills (Kahne & Middaugh, 2015). One of the problems of civics learning today is that classroom management has not been able to create a learning atmosphere that facilitates meaningful learning experiences for students so learning so far only emphasizes the cognitive aspect (Dharma & Siregar, 2015).

Learners' citizenship knowledge and competencies are instilled in part by personal traits, through elements tied to the standard and chances of civic education given by courses and group configurations, as well as by elements at the level of the national context (Isac et al., 2011, pp. 313–333). Based on research data, a civics teacher at one of the high-achieving high schools in Yogyakarta noted that student achievement was not optimal with scores far below the average, namely 40 and 30 in the latest daily study outcomes, tests, and midterm exams. In addition to underachieving students, teachers also deliver lessons that involve students participating in the learning process in the classroom, which is assessed by learning experts as still low. This indication appears in activities that voluntarily ask questions or are provoked by offers to ask questions. Students tend to be passive and silent, with no questions asked. When the teacher provides material and there is no meaningful feedback, it can be said that students tend to be passive when learning in class takes place.

As a description of the problems related to the student's civics learning achievement at the school, it is necessary to have an attractive and effective civics studying design to improve student achievement. One of the studying designs that can be offered is the project citizen-based studying design. Project citizenship is utilized in learning to expand the comprehension, competencies, and traits of a democratic society (Patrick et al., 2002). Project Citizen conforms to the current model of citizenship intending to participate effectively in a society with practical experience, aiming to develop competence and efficacy (Atherton, 2000). Through the project citizen design, learners are not only facilitated to master scientific notions and propositions, but also students are facilitated to be able to develop collaborative skills in study groups, think critically, creatively, and cooperatively, be responsible, and dare to express opinions, so that learning in class will be more interesting and meaningful. This teaching model also has a high impact on strengthening students' character (Sulistyarini et al., 2019). With this design, learners master empirical notions and propositions and improve their capability to perform collaboratively with experiential-scientific educational occupations (Wartoyo & Trisiana, 2020). There are many studies on the project citizen model that are associated with a character. However, project citizen is still rarely used to see improvement in learning achievement. So, it is requisite to do a study to see how the effect of this project citizen model is when it is associated with student achievement, especially in the subject of Citizenship Education. For this purpose, the researcher asked three research questions, namely:
1. What is the increase in the score from the lowest, highest, and average scores?
2. How significant is the use of project citizens for human rights materials?

Method

The participants consisted of 64 students from two classrooms, at a senior school in Yogyakarta, Indonesia. There are 32 students in each classroom; one is the experimental classroom and the other is the control classroom. Students in the experimental classroom were taught and

conducted to study with the projected design: Project Citizen, while students in the control classroom were taught and conducted to study with other designs.

This study uses a quantitative approach with a quasi-experimental method conducted at one of the leading high schools in Indonesia. The samples that were determined purposively were two equal classes of class XI students. The independent variable is the studying design and the dependent variable is student achievement in citizenship. Data was collected using tests and observations. To test the hypothesis the independent sample t-test was utilized. The quasi-experimental design is depicted below.

Table 1 Research design

Class	Pre-test	Model	Post-test
Experimental Classroom	T1	XA	T2
Class Control	T1	-	T2

Note:
XA: Learning activities using the project citizen-based studying design.
T1: Pre-test activity to measure students' initial ability.
T2: Post-test activities to measure student achievement.
(Wilmoth, 1982)

Pre-test data collection instruments and procedures on pre-existing concepts were in the form of open-ended questions on Human Rights Violations. In this study, the experimental classroom used Project Citizen learning, while the control classroom used regular study design without the Project Citizen studying design. The teacher in the control classroom and the experimental classroom were the same people. In addition, the control classroom teacher was also aware of the students' misconceptions as the experimental classroom teacher. Except for the learning strategies used in the study, all conditions of the control classroom and the experimental classroom were the same. To avoid misunderstanding the correct concept was given by the teacher in the control classroom. The hypothesis in this study is "There is a significant effect of the use of project-based citizenship studying design on student achievement in class XI".

Result And Discussion

The author describes the outcomes followed by a sequential discussion, as follows.

Result

Student achievement in Civics learning can be described and conclusions can be drawn based on the specified criteria. The assessment in this study refers to the assessment of the Citizenship Study in the 2013 Curriculum. The outcomes of student achievement in this assessment are obtained from the scores given by students through pre-test and post-test achievement tests. Assessment through test questions was given to the experimental classroom and control classroom with a comparison of outcomes as shown in Table 2.

Table 2 Initial and outcomes of student achievement

Descriptive Score	Experimental Classroom		Class Control	
	Pre-test	Post-test	Pre-test	Post-test
Minimum Score	1,40	2,00	1,40	1,40
Maximum Score	2,80	3,80	3,20	3,60

Average Score	2,15	2,80	2,24	2,49
Standard Deviation	0,38	0,43	0,46	0,52

The outcomes of the calculation of beginning learning achievement and final learning achievement, it is known that the average pre-test and post-test scores of students in the experimental classroom using the project citizen studying design and in the control classroom experiment using the discussion studying design, in general, have increased. Furthermore, the minimum and maximum values in the experimental classroom and control classroom also increased after the treatment presented in each class. The average score obtained in the experimental classroom was initially 2.15 2.80 after the treatment was given using a project citizen-based studying design, while in the control classroom which initially was 2.24, it became 2.49 after the treatment was given using a discussion studying design.

Then before testing the hypothesis, the data analysis requirements test is carried out which includes the normality test, homogeneity test, and initial ability equivalence test. The outcomes of the normality test prove that all measurement data are distributed normally. The outcomes of the homogeneity test provide information that the two data have homogeneous variants. From the equivalence test, it is known that the abilities of both the experimental classroom and the control classroom have the same initial capability.

The hypothesis in this study is "There is a significant effect of the use of project-based citizenship studying design on student achievement in class XI". The analysis used is an independent sample t-test with the help of the SPSS program. Post-test t-test data was used to ensure there were differences in learning achievement. The following is a summary of the outcomes of the independent sample t-test test for the experimental classroom and the control classroom after being treated with the project citizen-based studying design which could be seen in Table 3.

Table 3 Summary of independent t-test outcomes

Class	Means	Sign.	t-value	Note
Experimental Classroom	2,81	0,013	2.558	Significant Effect (P= 0.000 <
Class Control	2,49			0.05)

From the table above, it is known that there are differences between the experimental classroom and the control classroom after the treatment was given. This can be seen from the significance value of learning achievement with a value of 0.013 or sig <0.05 and a value of 2.558 or a t-test value > t-table (2,000) which means that there is a difference between the experimental classroom and the control classroom after being given treatment with the studying design Citizen-based Project and discussion studying design. Furthermore, the outcomes of the gain score test prove that the citizenship project-based studying design is better than the discussion studying design. The t-test scores were also supported by the scores for the control and experimental classroom which can be seen in Table 4.

Table 4 Learning achievement score outcomes

Class	Score	Category
Experimental Classroom	0.37	Medium
Class Control	0,08	low

Discussion

The outcomes showed that a positive and significant effect applied to the project's citizen-based studying design on student achievement. Project-based Citizenship Learning is more influential than the discussion studying design commonly used by teachers on student achievement, namely in analyzing cases of human rights violations to protect, promote, and fulfill human rights with a focus on study

problems. "Human rights violations". This is indicated by the p-value of less than 0.05 (p<0.05) and based on the average value in the experimental classroom of 2.81 and in the control classroom of 2.49.

The outcomes of this investigation conclude that the project citizen model can develop and improve civic competence, skills, and democratic citizenship character that endorses participation in government and civil society and can increase student participation and student learning outcomes in learning and build student learning experiences in Citizenship Education (Dharma & Siregar, 2015; Fry & Bentahar, 2013; Sulistyarini et al., 2019). Another finding in this study showed that students in the experimental classroom who used the project citizen-based studying design got a gain score of 0.37 in the medium category. While the gain score in the control classroom that uses the discussion studying design is 0.08 in the low category.

The achievement in this research is the influence caused by the process carried out in the project and the discussion of citizen-based studying design. Whereas in the project citizen-based studying design, all students are required to actively take steps, research, and compile a portfolio so that student participation in the application of the project citizen-based studying design provides more real knowledge and can increase student knowledge and achievement. The outcomes of this study strengthen the opinion expressed (Hass, 2001) that project citizenship can improve the academic achievement of students whose achievements are directly related to curriculum goals with specified achievement standards.

In this study, it can be seen that the studying design used by students affects student learning achievement, this is because teachers usually only use the lecture and discussion studying design to teach because the material in the textbook can be completed according to the predetermined basic competencies. Thus, the use of the project citizen-based studying design which according to them is only considered fun, interesting, and enjoyable can improve student achievement in learning Civics Education. The outcomes of this study are following the opinion (Lee & Rha, 2009) that the most influential factor in improving student achievement is the method used by the teacher during the learning process. This is also reinforced by the opinion (Akiba & Liang, 2016)that teachers who are professional, able to work with students, have a work ethic, and can communicate information to students are believed to be able to improve student achievement.

The outcomes of this study also show that most of the learning achievements in the experimental classroom are in the poor category, which is 58.1%. After using the project citizen studying design, most of the students' learning participation was in a good category as much as 32.3%. This means that the project's citizen-based studying design affects student achievement.

The increase in student achievement with the project citizenship-based studying design is influenced by the activities carried out by students both inside and outside the classroom so that the knowledge that is embedded in students' memories is stored longer. The experimental classroom with the project citizen-based studying design showed better learning achievement than the control classroom. This is inseparable from the learning process that students go through in the project citizen-based studying design, starting from identifying problems to presenting a portfolio chart so that all students who are always active and passive will get assignments and participate in implementing project citizens. The outcomes of this study are the opinion (Jerez, 2009) which explains that the focus of project citizenship as the main curriculum is more on student academic achievement and civic skills that can be developed through a learning process that includes problem-solving, oral and written transmission, and a study conducted by students.

While the learning process in the control classroom with the discussion studying design shows weaknesses. Students who are smart and like to talk seem to dominate compared to other students. While passive is busier with their world, such as playing guitar, singing, chatting with peers, and doing assignments from other subjects. The discussion studying design is also less effective if used in a classroom with large students. This is what makes student achievement in the control classroom less than optimal.

The outcomes of this study in the control classroom are also by the opinion (Subedi, 2003) that the factors that influence the low student achievement are First, class size because the wider the class, the more students, the busier and less effective in learning. Based on the description of the research outcomes, it can be concluded that the project citizen studying design influences student achievement in class XI. In the project's citizen-based studying design, students are required to develop students thinking skills by solving problems that can have an impact on high-level cognitive activity in students, so that learning achievement becomes more optimal.
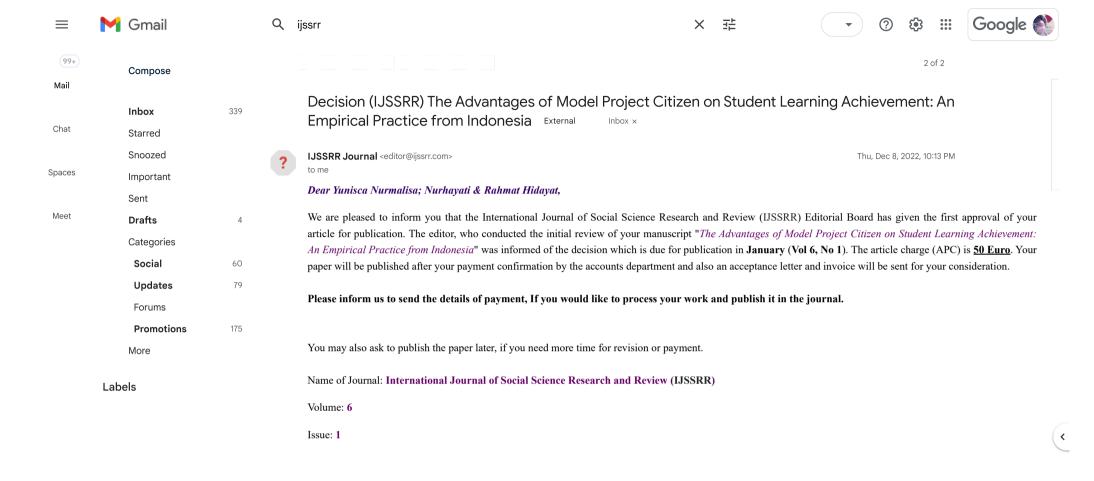
Conclusion

The research concludes that a positive and significant influence of the project's citizen-based studying design on student achievement in class XI. This is indicated by the p-value being less than 0.05 ($p < 0.05$) and the t-value being bigger than the t-table. Based on the average score in the experimental classroom of 2.81 and the control classroom of 2.49, it also shows that student achievement in the experimental classroom using the project citizen-based studying design is better than in the control classroom using the discussion studying design. From these conclusions, teachers can utilize and use project citizen-based studying designs in Civic Education learning not only in shaping students' character but also to improve student achievement. Schools can use this research to improve the quality of learning, especially civics learning by providing facilities and infrastructure to support the implementation of learning carried out by teachers. This research still needs to be followed up due to several limitations, such as the small sample and the new material on human rights. It is hoped that further research can use a large sample and expand project citizenship by linking various data sources and maximizing efforts to implement project citizen-based studying designs both in Civics learning and in other subjects.
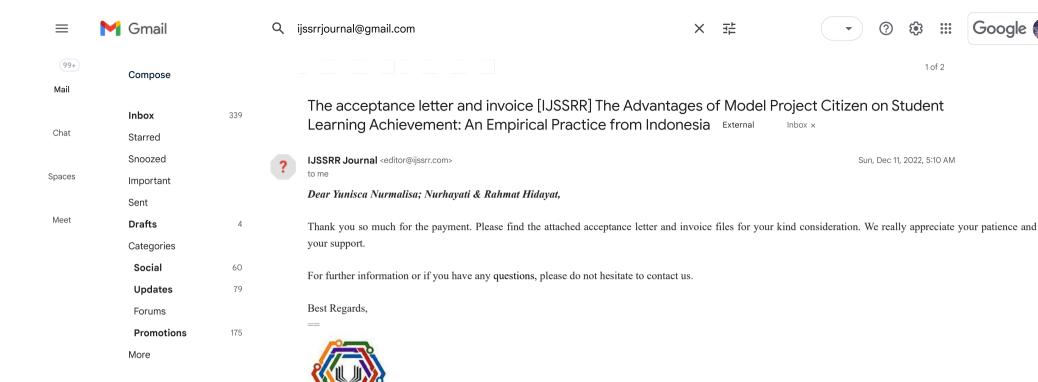
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