

The Effect of Project-Based Learning on Improving Students' Civic Responsibility

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Abstract

The learning process of civics subjects has obstacles in implementing abilities, developing students' thinking skills, and acting responsibly in solving problems in the surrounding environment. This study aims to determine the effect of project-based learning on increasing students' civic responsibility at the Korpri Karawang Private Senior High School. This research uses the survey method; the approach used in this research is quantitative. The subjects in this study were tenth-grade students, as many as 75 samples from 75 populations. The data collection technique used a questionnaire. Data analysis using a simple linear regression analysis test includes a determination coefficient test, significance test, and overall model test to test the hypothesis. Project-based learning has a significant positive effect on increasing the civic responsibility of Korpri Karawang Private Senior High School students, with an R Square value of 0.637 if presented equal to 63.7%. The recommendations of this study in the learning process of civic education should be the use of project-based learning models that need to be improved and conceptualized in implementing steps that teachers and students will carry out.

Keywords: Project-Based Learning, Civic Responsibility, Civic Education

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1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their abilities or potential. Education as a conscious and planned effort has been stipulated in Law No. 20 of 2003 article (1) states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state". Education has a role in shaping the characters of the nation's next generation, who have noble values and can be responsible. Education is a learning process that is carried out to achieve a goal. The basis of education determines the purpose of education as a fundamental philosophical basis for implementing education.

School is a formal education for students to explore knowledge and implement their potential, talents, and abilities. The learning process activities are inseparable from the learning model used by the teacher in managing the effectiveness of the learning process, especially in the subject of Pancasila and Civics Education. Trianto (2014) states, "A learning model is a plan or a pattern used as a guide in planning classroom learning or learning in tutorials". Civics learning allows students to express opinions and solve any problems given. The Project Based Learning learning model can be used in the learning process to develop students' ability to think and act responsibly in solving a problem in the surrounding environment. M. Kosasih (2014: 96) states, "Project-based learning is a learning model that uses projects/activities as its goal". Project-based learning focuses on student activities in the form of information gathering and utilization to produce something that can benefit the lives of students, others, and the surrounding environment, which can be related to the Basic Competencies of learning materials in the curriculum.

According to The George Lucas Educational Foundation (2005), "the steps of the Project Based Learning model: (1) start with the essential question; (2) design a plan for the project; (3) create a schedule; (4) monitor the students and the progress of the project; (5) assess the outcome; (6) evaluate the experience". The project-based Learning learning model can be used in civics subjects to solve problems in the surrounding environment; solving these problems certainly has a role in students' attitude to responsibility. Civic responsibility is an action and attitude related to civic responsibility as a form of voluntary participation. Civic responsibility is active participation in the community's public life in an informative, committed, and constructive manner, focusing on the common good (Gottlieb & Robinson, 2006). The project-based Learning model is designed to acquire new knowledge and skills by improving students' ability to solve problems through projects and their attitude of responsibility. The project-based learning model can be actualized based on predetermined steps so that students use their knowledge to solve problems in the surrounding environment while referring to the Basic Competencies of Civics subjects. This goal is a hope and effort to develop civic responsibility in students.

Based on the initial study conducted by researchers, in the learning process of civics subjects, there are obstacles to implementing abilities and developing students' thinking skills, as well as acting responsibly in solving a problem in the surrounding environment. This obstacle occurs because the application of the learning model is not fully implemented and is limited to emphasizing the critical thinking process of students; this impact results in affecting the development of students' civic responsibility attitudes to act responsibly in carrying out activities to solve a problem that is happening in the environment around students. The

learning process of civic education is improved not only by the thinking process but also by the actions taken by students and the whole attitude of student responsibility. The project-based Learning model is used in the learning process to develop students' ability to think and act responsibly when solving a problem in the surrounding environment. This research is similar to previous study conducted by Deny Setiawan, Surya Dharma, and Halking in 2021 with the research title "Development of a Civics Learning Model Based on the Nationality Project as a Systemic Program in Diversity in Diversity (Research and Development Study on Junior High School Students in Medan City)" which explains that the learning model is a systematic part as to strengthen students' national values because Civics is a subject that encourages respect for personality, national identity, and civilization, social responsibility, tolerance, multicultural, knowledge, civic and skills in the use of democratic institutions (Wahab and Sapriya, 2011 p. 144). Based on the above background, researchers will research the Project Based Learning learning model in Civics subjects at the Senior High School level titled "Implementation of Project-Based Learning in Developing Student Civic Responsibility".

2. Methodology of Research

This research uses a survey method. The approach used in this research is quantitative. The quantitative approach in the research approach uses numbers or data that are calculated and then analyzed systematically using statistics (Sugiyono, 2013: 12). Survey research is a quantitative approach. Surveys ask about their opinions about characteristics and behavior (Neuman W Lawrence, 2003). This research was conducted at Private Senior High School Korpri Karawang. The subjects in this study were class X students, and there were as many as 75 samples from 75 populations. According to Arikunto (2012: 104), if the population is less than 100 people, then the sample is taken as a whole, but if the population is more significant than 100 people, then 10-15% or 20-25% of the population can be taken. According to Sugiyono (2013: 117), population is a generalization area consisting of objects or subjects with specific qualities and characteristics set by researchers to study and then draw conclusions. This research goes through the stages of research instrument testing, data collection, and data analysis. The data collection technique in this study uses a research instrument in the form of a questionnaire. This study uses data analysis using simple linear regression analysis tests, which include the coefficient of determination test, significance test, and overall model test to test the hypothesis.

3. Results and Discussion

Based on the study results, the project citizen significantly increases the civic responsibility of KORPRI Karawang High School students with an R Square value of 0.637 if presented equal to 63.7%. The results of the questionnaire conducted on 75 respondents show that the project-based learning model that has been carried out affects the level of civic responsibility of students, meaning that in the implementation of the project-based learning model, students are required to be responsible in every aspect both individually and in groups in making decisions and acting. Learning models are related to the selection of strategies and the structure of methods, skills, and learner activities that have stages (syntax) in learning (Sani, 2013: 89). Iru and Arihi (2012: 6-7) suggest that "learning models are developed on several assumptions, namely (1) teaching is an effort to create an appropriate environment, where there are various teaching environments that have interdependence; (2) there are various components including content, teaching role skills, social relationships, forms of activities, physical facilities and their use, all of which form an environmental system whose parts

interact with each other, which urge the behavior of all participants, both teachers and students; (3) between these parts will produce different forms of the environment with different results; and (4) Because the teaching model creates an environment, the model provides rough specifications for the environment in the teaching-learning process in the classroom". The learning model used by the teacher plays an essential role in the learning process, stimulating students to act and implement their potential abilities.

Trianto (2011: 51) states that "project-based learning models have enormous potential to make learning experiences more interesting and useful for students". Since the project-based learning model (PjBL) positively impacts the learning process, it was chosen to be included in this study (Rati & Rediani, 2021). Several studies on j have been published, including one that states that online PjBL is successful in the learning process, as evidenced by clear feedback on what is being done and positive relationships between students and teachers (Beneroso & Robinson, 2022). Project Based Learning emphasizes student activeness in the learning process. The teacher's role in the project-based learning process is as a facilitator, evaluating the student's work products shown in the project results to produce authentic products that can encourage student creativity. Meaningful learning will give experience and help to improve a person's social-emotional behavior, which may be applied later in life (Bressington et al., 2018; Kostianen et al., 2018). The project-based learning process directs students in acting to create or develop a product based on problems in the surrounding environment. Theme problems that align with the environment are related to civic cooperation. The theme of civic cooperation has been conceptualized in Pancasila and civic education. Cooperation is helping and working together in every aspect of life in the environment, namely the school, community and family environment.

Widagdho (1991:144) said, "Responsibility is an awareness of behavior or actions that are intentional or unintentional". All forms of behavior or actions taken by citizens are a form of attitude decisions that a sense of responsibility must accompany. Sulhan (2010:5) defines responsibility as "a combination of behavior that can be accounted for (accountability)". Everything one does is considered in terms of its consequences. In other words, think before you act. Dare to take responsibility for all actions taken. In addition, it can provide an example of what it does. Excellence describes behavior that strives to do the best, is diligent in spirit, and does not give up easily. Self-control behavior (self-restrain) relates to the behavior of self-discipline and processing emotions". In line with the opinion of Nurmalina and Syaifullah (2008: 45) revealed that "responsible citizens (civic responsibility) make every effort to carry out and use their obligations by the applicable rules." The attitude and role of student responsibility can arise if students are given a stimulus to do and act according to the tasks they have been given.

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	14,028	5,899		2,378	0,020
	Effect of Project Based Learning	0,825	0,073	0,798	11,311	0,000

a. Dependent Variable: Improvement of Students' Civic Responsibility

Table 1. Simple Linear Regression Test

According to The George Lucas Educational Foundation (2005), the steps of the Project Based Learning model are as follows: "(1) determining the essential question (start with the essential question), learning begins with an essential question, namely questions that can provide assignments to learners in carrying out an activity; (2) designing project planning (design a plan for the project), planning is carried out collaboratively between teachers and learners; (3) developing a schedule (create a schedule), teachers and learners collaboratively develop a schedule of activities in completing the project; (4) monitor the students and the progress of the project, the teacher is responsible for monitoring the students' activities while completing the project; (5) assess the outcome, assessment is carried out to assist the teacher in measuring the achievement of standards, play a role in evaluating the progress of each learner, provide feedback on the level of understanding that has been achieved by the learners, assist the teacher in developing the next learning strategy; (6) evaluate the experience, at the end of learning, teachers and students reflect on the activities and results of the project that have been carried out". According to Mustari (in Nesa et al., 2020), "education is included in forming student personalities as a systematic activity that creates a character of responsibility for students". Nurmalina and Syaifullah (2008: 45) reveal that, "responsible citizens (civic responsibility) strive as much as possible to carry out and use their obligations in accordance with the applicable rules". This means citizens' intelligence is needed to foster an attitude of responsibility because good citizens will comply with applicable rules and avoid unwanted actions.

4. Conclusions and Recommendations

The project-based learning method has a significant positive effect on increasing students' civic responsibility at KORPRI Karawang High School. The relationship between the learning process using the project-based learning model and the improvement of student's civic responsibility is that the learning process using the project-based learning model emphasizes the attitude of student responsibility both individually and in groups. Project-Based Learning emphasizes student activeness in the learning process. The role of the teacher in the project-based learning process is as a facilitator, evaluating the student's work products shown in the project results and producing authentic products that can encourage student creativity.

Recommendations from researchers, namely, even though it has a significant positive effect on students' civic responsibility, in the process of learning civic education, the use of the Project Based Learning model should be improved and conceptualized in detail in the implementation of the steps to be carried out both by teachers and by students. The use of the Project Based Learning model needs to be considered from the application of the material to be studied, the learning media to be used, and the assessment of students both in its implementation and after the implementation of the Project-Based Learning model so that the increase in students' civic responsibility can increase optimally.

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