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Application of project citizen to VAT subjects to develop 21st century skills

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ABSTRACT

To improve skills in the 21st century, the project citizen learning model is applied as a learning innovation. With this learning model, students are expected to develop their ability to work cooperatively, innovatively, creatively, and critically. The purpose of this study is to find out the application of project citizens in the subjects of Pancasila Education and Citizenship in class XI IPS MAS Nur Ibrahimiy Rantauprapat and to know the importance of project citizens in developing the skills of 21st-century students of class XI IPS MAS Nur Ibrahimy Rantauprapat. The study was conducted with triangulation in class XI IPS MAS Nur Ibrahimy Rantauprapat. This type of research is descriptive with a qualitative approach. The results are obtained: respondents who strongly agreed with implementing the project citizen learning model in MAS Nur Ibrahimy with a score of 50.64%. Who agreed with a score of 71.42%, hesitated with a score of 29.87%, disagreed with a score of 14.28%, and strongly disagreed with a score of 5.19%. The average percentage obtained from the questionnaires spread more in respondents who voted Agree (71.42%). That indicates that the actual citizen project model is applied in class XI IPS MAS Nur Ibrahimy Rantauprapat.

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INTRODUCTION

In the 21st century, learners are required to understand and have four skills, including communication, collaboration, critical thinking, problem-solving, creativity, and innovation, in hopes of facing an increasingly complex and challenging world in the future, as stated by Fisch and McLeod (2009) in Romero et al. (2014). To improve the skills of the 21st century, the project citizen learning model is applied as a learning innovation. With the project citizen learning model, students are expected to develop their ability to work cooperatively, innovatively, creatively, and critically. In addition, this project's citizen learning model hopes to create fun and meaningful learning to build a way of thinking critically of students.

Students' thinking skills in some schools in Indonesia have not fully met the expectations of 21st-century education, even though the 21st century is a more powerful time in developing the mindset of students because of the many learning models that are more advanced than previous learning models, one of the thinking skills of students who have not met the expectations of 21st-century education as found by some students who are still monotonous in learning and slightly active in learning. Learning activities in school or jumping into the community. This follows reality because students still do not participate in an object given by the teacher in the classroom and outside the

school to be researched. In terms of passing arguments, for example, in the classroom, students are just silent listening but do not try to ask things that the teacher does not understand. Actually, this can be caused by two sides, The first is reluctant to ask because of the weak level of courage, and the second is lazy to think. While outside the classroom, for example, such as the lack of students who mingle with the community and are less concerned so rarely give ideas to organizations in the community so that the creative way of thinking of some students has not fully shown results from both the internal and external learning process. Whereas in VAT, learning in curriculum 2013 requires students to be active, cooperative, and creative to create new ideas as stated by Samsuri (2013) in Sulianti and Murdinono (2017). According to researchers, this is because some educators tend to use learning models that race on understanding concepts only so that students' skills in thinking can be said to have not improved optimally.

According to Budimansyah (in Fajri et al., 2021), the project citizen model is one of the problem-based instructional treatments to develop knowledge, skills, and character of democratic citizenship that enables and encourages participation in government civil society. This model based on instructional treatment is useful to be able to develop the knowledge and skills of learners towards democracy and can participate in government institutions or any events held by the government, thus directing learners to think more critically in finding ideas. On the other hand, citizens science allows the public to participate in scientific projects by systematically collecting data and observing natural phenomena (Jiang et al., 2019).

Based on research conducted by Nurgiansah (2021), Pancasila education is a compulsory subject taught at all levels of education, from primary education to college. The characteristic of Pancasila education subjects is as a value and moral education. Pancasila education is important to be applied to the level of education without exception because it is very useful to maintain the values and morals of learners in the 21st century because along with the development of the age of values and morals, learners have almost separated because this is why Pancasila education needs to be strengthened.

In addition, according to Telaumbanua (2019) citizenship education is seen as a subject or course that aims to prepare citizens to be able to participate effectively, democratically, and responsibly. In addition to Pancasila education, citizenship education is also important to be applied in order to create a perfect citizenship education based on Pancasila rules, because citizenship education, if accompanied by the use of project citizen learning methods, can create learners who dare to act on an activity, for example, being able to participate in the community actively.

According to Bejinaru (2016), Serrat (2017), Sokól and Figurska (2017), 21st-century skills are high-level skills of students in cognitive, social, and digital fields to create new real ideas from their knowledge. Education philosophers have long discussed the aims of schooling in advanced societies. Historically, essentialists believed that educators should deliver core knowledge. After the industrial revolution in Europe, when communities transformed from being largely rural agrarian scatterings to urban industrial centers, life became more complicated, and a more progressive education stand arose. Throughout the 20th century, educators came to the realization that knowledge and skills used in the past were not necessarily effective as the basis for an educational system designed to prepare the student to enter a new occupational world (Yoo & Kang, 2021). Yoo and Kang (2021) said there are several different frameworks for defining 21st-century skills. One of the most well-known frameworks was introduced by the partnership for 21st-century skills, which provided three categories: 1.) Learning and innovation skills (creativity, critical thinking, communication, and collaboration); 2.) information, media, and technology skills (media and information and technological literacy); and 3.) Life and career skills (flexibility, self-direction, and leadership).

According Junaedi (2010) that 21st-century skills are essential to be developed based on the National Education Association (NEA) recommending the importance of developing "Four Cs." The four Cs in question are 1.) Critical thinking and problem solving include arguing effectively, thinking systemically, making justifications and decisions, and solving problems; 2.) Communication, able to convey thoughts and ideas effectively in oral, written, and other non-verbal forms, skilled listening skills, able to use communication devices effectively and functionally, able to communicate with various circles, various purposes, and various cultural contexts; and 3.) Collaboration, the ability to

work effectively in a team, flexibility and willingness to help to compromise to achieve common goals, and sharing responsibility and appreciating the contributions of team members; and 4.) Creativity and innovation are the ability to think creatively, work creatively with others, be able to implement creative ideas in practice.

This ability creates learners to be active as learning progresses, can look for more references or not just obtained from the school or just listen to teacher explanations. This skill teaches learners to be able to appreciate others in arguing to find the best results because, in argumentation and teamwork, there are many good opinions, but we must know that there is one opinion that is best, namely consensus. These skills can make learners become more understanding of learning or develop the knowledge gained in their lives. These types of 21st-century skills are the same as those mentioned by Yoo (2020). From the statement, it is certain that every school demands to teach 21st-century skills to create students who have quality in facing the challenges of life in the future. This is no different from the statement from the research results by Widodo and Wardani (2020) and Redhana (2019).

In addition to the above explanation, the main thing in this day and age is that teachers are required to be an example for their students. If the teacher has good experience and pedagogy, teachers can teach and motivate learners to be better. Teachers need to pay attention to education today to motivate learners to be diligent in learning and not give punishment beyond the limits of reasonableness when learners do not have the desire to learn in education. At that very moment, as stated by Fajri et al. (2021) that seeing the present condition must indeed be the most important part in the development of 21st-century skills.

Having known the importance of the role of teachers, to develop the skills of the 21st-century teachers should give students the opportunity to look for various problems in learning. Once the problem has been found, it takes problem-solving to solve important problems for learners to get ideas and solutions from other learners in order to perfect their ideas, just like Gartmann and Freiberg (in Munawwarah et al., 2020) states that in problem-solving, there is a process of being aware and organizing thinking about how students approach problems, choosing strategies used to find solutions and asking themselves about the problem.

METHOD

This type of research is descriptive with a qualitative research approach. The location of this study was conducted at MAS Nur Ibrahimy Rantauprapat from September to November 2021. The primary data source obtained is from sources such as the results of unstructured interviews conducted by researchers. Secondary data sources obtained are from literature and the dissemination of questionnaires to respondents. Researchers' research instruments to collect data are observations, deployments, and unstructured interviews and documentation. The respondent obtained by the researchers was a student of class XI IPS MAS Nur Ibrahimy Rantauprapat.

Data analysis used by researchers is the triangulation of data. Sugiyono (in Alfansyur & Mariyani, 2020) explained that the triangulation method is a method in the collection of information and sources that already exist. Researchers use this method to collect information and sources obtained from both primary sources (sources) and secondary (literature). The usefulness of this triangulation is as a builder of researchers' decision both from giving reasons in choosing a theme and considering the theme taken as stated by Creswell (in Alfansyur & Mariyani, 2020). Triangulation is used to build justification of adrift themes if researchers are able to introduce themes derived from a collection of information sources or perspectives from participants until this process wants to raise the reality of strengthening the validity of the study. In managing the data, researchers used the Likert scale. According to Pranatawijaya et al. (2019) Likert scale is a scale used to measure the perception, attitude, or opinion of a person or group about a social event or phenomenon. This Likert scale is commonly used by researchers in processing data that uses data collection tools using questionnaires in order to find results.

RESULT AND DISCUSSION

In addition to mathematics, history, art, economics, and geography, the subjects of government and citizenship are part of the core subjects as stated by Kahila et al. (2019). So, from this statement, Pancasila education and citizenship teachers at MAS Nur Ibrahimy Rantauprapat apply a learning model that can improve students' skills in creating an advanced and useful person in both the field of government and society. Of course, a special learning model suitable for improving skills in these subjects is through the project citizen learning model.

Actually, the project citizen learning model is a learning model that uses various problems around to be used as learning material. This is the same as the statement stated by Yuniwati and Masruri (2016) that learning systems that use problem-based learning models also use problems that occur in real life to be studied as discussion materials. So, it is very natural that this project citizen learning model approaches the problem-based learning model system because learning systems like this require students to be creative in finding solutions to complex problems that arise, this is also the same as the statement of the results of research by van Laar et al. (2020). The creative meaning of finding unexpected relationships by utilizing thinking skills is stated by Warren (2021). However, because researchers focused this research on Pancasila and citizenship education subjects, the learning model suitable for this subject is project citizen because it focuses on citizenship.

So, the project citizen learning is more suitable for use in civic education subjects with the following steps: 1.) Identifying public policy issues in the community; The teacher explained the purpose, description of learning, and the material that occurred about the threat of the Unitary State of the Republic of Indonesia. Student activities must participate in finding problems related to threats to the Unitary State of the Republic of Indonesia around the community; 2.) Choosing problems for learning materials; Teachers guide students in choosing problems that will be used as study materials in the classroom on problems obtained in accordance with threats to the Unitary State of the Republic of Indonesia. Student activities are given the task of selecting and determining each problem related to threats to the Unitary States of the Republic of Indonesia, which will be used as subject matter in the classroom to find solutions to the problem; 3.) Collect information about problems in the classroom; The teacher guides students in collecting information that can be used as material to solve problems that occur related to threats to the Unitary State of the Republic of Indonesia. Students are assigned their respective assignments in the process of gathering information on issues used as subject matter in selected classrooms in previous steps relating to threats to the Unitary State of the Republic of Indonesia; and 4.) Develop portfolio lessons; Teachers divide students into four groups, with each group having a task. In contrast, the student's task is to develop a portfolio and work on it with their respective groups on the issues that occur regarding the threat of the Unitary State of the Republic of Indonesia; 5.) Presenting portfolio; Teachers and judges provide the results of portfolio corrections and presentations of students from each group. The task of each group presents the results of their work in turns from the first group to the fourth group; and 6.) Reflect on the learning experience; The teacher gives an explanation of what the student presented in the previous step and provides correction if there is an error. Students' job is to reflect on and improve things as instructed by teachers and judges as future improvements of what they have done in the previous step.

Researchers conducted interviews with PPKn MAS teacher Nur Ibrahimy Rantauprapat so that from the answers of these sources can be analyzed by researchers that learners are required to think critically and connect science with the real world, then learners are expected to be able to master technology and utilize it well in accordance with its function, namely to facilitate human activities. According to the results of interviews conducted by class XI, learners have 21st-century skills around 85%. The method used to apply 21st-century skills in this school is very good, namely by delivering learning materials with explanations, practices, learning media and always applying evaluation at each end of learning so that it can be known directly the ability of learners in capturing and understanding learning materials that have been discussed. The project citizen learning model can encourage learners to be more skilled and disciplined in the learning process because this is the key to success in learning. Then with the project, citizen learners are required to be creative in developing the knowledge they have obtained and can apply it in their daily lives. To strengthen the evidence that the implementation of project citizen in MAS Nur Ibrahimy Rantauprapat is the existence of

student responses obtained from the dissemination of questionnaires by researchers and processed to obtain the results of data analysis that shows the level of reality of the application of project citizen using the Likert scale as can be seen in Figure 1.

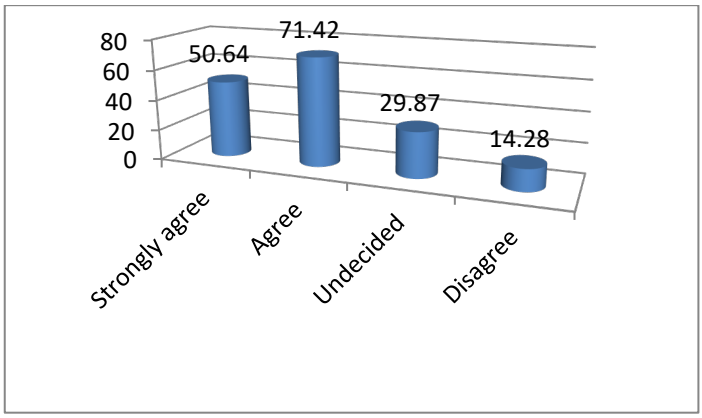

Figure 1. Data Processing Questionnaire

Based on Figure 1, it is stated that in class XI of 44 respondents with a score of 57.14% agreed that Students listened to the teacher's explanation in choosing one game to be studied, 55 respondents with a score of 71.42% agreed that Students immediately formed a pair with two roles first as an explanation and the second as an examiner (observer), 33 respondents with a score of 42.85% agreed that students who served as explanatory immediately worked on the skills that have been determined by the teacher, 54 respondents with a score of 70.12% agreed that the student who served as an examiner (observer) immediately observed and assessed the explanation carried out by his friend, 41 respondents with a score of 53.24% agreed that Students immediately exchanged partners, namely the second explanation was given another skill, 36 respondents with a score of 46.75% agreed that Students and teachers concluded the lesson that had been learned, 36 respondents with a score of 46.75% agreed that students were skilled in determining new ideas/concepts, 36 respondents with a score of 46.75% agreed that students were skilled in analyzing and evaluating ideas to enhance creativity and learning innovation, 33 respondents with a score of 42.85% agreed that Students were skilled in developing existing ideas and concepts, 41 respondents with a score of 53.24% agreed that students were skilled in applying new ideas and concepts to hone in skills in expressing their abilities, 39 respondents with a score of 50.64% strongly agreed that students had great curiosity, 48 respondents with a score of 62.33% agreed that students often ask weighty questions, 43 respondents with a score of 55.84% agreed that students gave many ideas and proposals to a problem, 44 respondents with a score of 57.14% agreed that students was able to express opinions spontaneously and unabashedly, 36 respondents with a score of 46.75% strongly agreed that students was able to express opinions spontaneously and unabashedly, 41 respondents with a score of 53.24% agreed that students had a firm nature of opinion, 35 respondents with a score of 45.45% agreed that Students focused questions, 42 respondents with a score of 54.54% agreed that students analyzed arguments (opinions), 33 respondents with a score of 42.85% agreed that students asked and answered questions and 39 respondents with a score of 50.64% agreed that students considered whether or not sources could be trusted.

According to the results, 55 respondents with a score of 71.42% agreed that students immediately formed a pair with two roles, first as an explanation and the second as an examiner (observer). Compared with Yoo's (2020) research, they explain 21st-century skills for the student in more detail. In their research explain that 21st-century skills have three concepts: 1.) Curriculum-as-lived: it means teaching like improvising; 2.) Balanced in-betweenness: it means structure and freedom; and 3.) Collective efforts; it means stepping away from comfort zones. Many preservice teachers expressed that their prepared lesson plans with step-by-step activities did not reflect all uncertainties in actual instruction. But this method (project citizens) is like an instructional treatment

because students are able to develop knowledge, skills, and character of democratic citizenship that enables and encourages participation in government civil society.

CONCLUSION

Project citizen is very suitable in Pancasila Education and Citizenship subjects, so it demands the development of 21st-century skills of students of class XI IPS MAS Nur Ibrahimy Rantauprapat such as thinking critically to find ideas inactivity and develop courage in himself to participate in both the community and government. From the results of data analysis processing, the average percentage results obtained from the spread of questionnaires showed more in respondents who voted Agree with the number of 71.42%, and we're in a good category. Researchers who discuss topics such as this article should be able to take the gist of this writing to develop the discussion they make.

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