

The Improvement of Student Intellectual and Participatory Skill Through Project Citizen Model in Civic Education Classroom

Muhammad Mona Adha¹, Hermi Yanzi², Yunisca Nurmalisa³

Study Program of Islamic Education Science, Faculty of Social Science Education
Indonesia University of Education, Bandung, West Java, Indonesia

Abstract. The use of learning models in classroom civic education becomes substantive. Improving student learning outcomes and motivation in the classroom is the main goal of the project citizen model. The learning steps in this model invite students to be active, think critically, be able to work together, be creative, and get an effective learning experience. The control class and the experimental class are subject to quasi experiment. The results show that there is a significant increase in students' intellectual and participatory skills in students who use project citizen models. The creativity and ability of the teacher to use the learning model project citizen has implications for student motivation and open classroom climate. The implication of this research is that building a democratic society requires education so that its citizens can criticize and understand existing problems. Thus the civic education will produce a democratic education by giving birth to a smart, open, independent and democratic future generation.

Keywords: civic education, classroom, model project citizen, intellectual skill, participatory skill

Correspondence.

Article History. Received January 2018, Received in revised March 2018, Accepted June 2018

©2018. International Journal Pedagogy of Social Studies. Department of Social Studies Education

A. INTRODUCTION

The mission of the citizen project model is educating students to be able to analyze various dimensions of public policy and provide input on public policy in their environment (Atherton, 2000; Vont, 2000;

Winataputa, 2001; Budimansyah, 2002, 2008, 2009; Trisiana, 2015). Students as young citizens have the capacity to participate in everyday people's lives. The use of citizen project learning models can improve the quality of citizens in general and students specifically in order to be intelligent, participatory, potential and responsible individuals. Learning with the Project Citizen model involves three main components, namely civic knowledge, civic skills, and civic dispositions (Atherton, 2000; Vontz, 2000).

Fundamentally, Project Citizen is a program that has been discussed in the era of progressive education philosophy in American history since the end of the 19th century to the beginning of the 20th century (Vontz, 2000). Many educational theories and practices are classified in the progressive era, where Lawrence Cremin prefers not to define in the era of progressive education. Those philosophers who belong to the progressive era based on his ideas include Francis Parker, John Dewey, and William Heard Kilpatrick, this is because they can directly link the goals, rational, conceptual material, and pedagogy of Project Citizen.

Citizenship skills in portfolio-based learning are built in an individual through a continuous process of interaction with objects, phenomena, experiences and students' environment. The basis of developing a portfolio-based learning model is constructivism learning theory, which in principle describes that students shape or build their knowledge through interaction with society. The most common and most essential principles of constructivism that knowledge is built by

humans little by little (Komalasari, 2008). Strong influence significantly between citizen project models to improve citizenship skills because this model provides opportunities for students to practice critical thinking, interact and discuss with classmates, negotiate, collaborate and make the best decisions for the public interest (Atherton, 2000; Vontz, 2000; Trisiana, 2015).

Creative and fun learning is to provide opportunities for students to collaborate on their learning experiences (Komalasari, 2008). Djahiri (2000) argues that the main principle of learning is the process of involving all or part of the student's self-potential and also the meaning for themselves and the life to come. Portfolio-based learning that implements the interrelationship between concepts in the reality of student life contributes to meaningful learning theory from Ausubel. Learning is a meaningful assimilation for students, the material being studied is assimilated and associated with the knowledge that has been possessed by students in the form of cognitive structures which are organizational structures that exist in one's memory that integrate elements of knowledge that are separated into a conceptual unit.

Djahiri (2006) explains that portfolio-based learning must have active and meaningful qualities. Being active means that all students' potential (cognitive, affective, psychomotor) students are fully and roundly involved in learning. Meaningful learning means that student learning outcomes are useful, useful, and fully owned by students (self concept). Meaningful learning can be achieved if: Knowledge, skill, belief, values, and attitudes learned are useful for themselves and activities of daily life (Atherton, 2000; Vontz, 2000). The deepening of the material is focused on creating understanding, appreciation, and life application, learning not only debriefing but also in the form of activities, learning activities, and assessments focusing on

student acquisition, learning accordingly and answering students' full needs and problems according to the level and development of students (Mayer in Djahiri, 2002: 14).

The Project Citizen Model invites students to familiarize themselves to identify problems in their surroundings (Atherton, 2000; Vontz, 2000; Ristina, 2009). The results of the identification that they have obtained, then thought out and discussed together the steps to resolve them systematically. Student learning environment is a living phenomenon, so students are encouraged to look for answers. Student activities in searching for information are not only theoretically fixed, but also developing material extensively covering the real life of students in an interdisciplinary and multidimensional (integrated) way towards civic development (Vontz, 2000).

Learning with the Project Citizen model involves students to work together, help each other, solidarity in groups, discuss with each group representative, and together provide input between groups (Atherton, 2000; Vontz, 2000; Ristina, 2009). Decision making in groups is done through deliberation and voting. The activities carried out by each student in the classroom are the results of the work and analysis of students who are done independently and in groups. Information and data brought by students in the learning process of the Project Citizen model is the result of data searches conducted by students based on the reality of life yesterday, today and the future (Budimansyah, 2002, 2008, 2009; Ristina, 2009).

The basic pedagogical operational framework used is modification of the steps of problem solving strategies with steps: problem identification, problem selection, data collection, portfolio creation, showcase, and presentation panel (display portfolio) and documentation file (documentation bundle) packaged using systematic identification and problem selection, policy alternatives, policy

proposals, and action plans. Meanwhile the showcase activity was designed as a hearing public hearing.

Project citizen is challenging enough for students to actively engage in government and community organizations, discuss various problems in school and in the surrounding community and obtain the intellectual resources needed for democratic and responsible citizenship. This learning model is intended to encourage and empower students to exercise their rights and responsibilities as democratic citizens through an intensive study of public policy issues both at school and in society (Atherton, 2000; Vontz, 2000). Learning materials are designed to help students learn to monitor and influence public policy, develop the skills needed by a responsible citizen, and become confident in carrying out citizenship rights and responsibilities (Winataputa, 2001; Budimansyah, 2002, 2008, 2009; Ristina, 2009).

Education for citizens in a democratic society must focus on the skills needed for responsible, effective and scientific participation in the political and civil society processes. These skills are categorized as interacting, monitoring, and influencing. Interaction is related with the skills of citizens in communicating and collaborating with others. Interaction means asking, answering and negotiating politely, as well as building coalitions and managing conflicts in a peaceful and honest manner.

B. METHOD

The method used in this study is Quasi Experiment. In research, the focus is on project citizen models to improve student citizenship skills. Research intends to see a causal relationship. The experimental quasi method was applied to obtain information obtained by actual experiments in the experimental class and observe the control class without model implementation.

A description of the implementation of citizen project models to improve citizenship skills, especially intellectual and

participatory on the concept of independence, used a quasi-experimental method with the design of "randomized control group pre-test - post-test design" (Fraenkel, 1993). Samples were divided into two groups, one group with experiment and one control group. The experimental group gets learning with the project citizen model while the control group gets learning with conventional models.

Kelompok	Random	Tes awal	Perlakuan	Tes Akhir
Eksperimen	R	O	V	O
Kontrol	R	O	0	O

Information

V : Treatment with Project Citizen Learning Models

O : Conventional learning.

O : *Pre test* dan *post test*

R : Random class

The implementation of the project citizen model is carried out in a predetermined class. This stage begins with a pre-test to find out the initial ability of students, then given treatment in the form of applying a project citizen model and ending with a post-test. Furthermore, students were asked to fill out a questionnaire and conducted interviews with several students to find out the interests, motivations and responses of students to the media applied in learning. The final step is to analyze the data and findings obtained in the form of data to compile reports

C. RESULTS AND DISCUSSION

The development background of Project Citizen as a learning model

TCCLE (2018) put forward the beginning of the birth of the "We the People ..." program in 1987, more than 28 million students and 90 thousand teachers have participated in this one learning innovation. Various studies conducted by the Educational Testing Service (ETS) and Richard Brody from Stanford University indicate that students who use this learning package significantly influence students on each topic of the problem being studied. The

Project Citizen learning package motivates students to participate in classroom activities (Trisiana, 2015).

Project citizen was first implemented in California in 1992 and the program was disseminated in 1995 by the Center for Civic Education (CCE) and The National Conference of State Legislatures. This program is carried out to develop the knowledge, skills and character of democratic citizens and can then foster participation in government and social life. This program is a "Civic Education" learning package designed to develop the interest and ability of secondary school students to participate responsibly in local government. This project is organized by the CCE in collaboration with the "National Conference of State Legislatures." The impact and effectiveness of this program is evaluated based on assessment carried out by a team under the leadership of Kenneth W. Tolo (1998). As intrigued by Tolo et al., (1998) this "Project Citizen" was carried out at the 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" (Tolo, 1998).

Based on Tolo's opinion above that in its most ideal form, civic education seeks to engage students in community activities by teaching skills to participate effectively. The age of students at the secondary school level is crucial in developing individual roles and responsibilities as citizens. At this age students learn to find self-identity and roles in society in general (Trisiana, 2015). But in reality, very few program activities are carried out to develop citizenship at this age.

The Project Citizen model is due to its generic and universal nature, so this learning package has been adopted by 50 states in America, and adopted by various countries outside the USA such as Albania, Argentina, Bosnia and 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, and Uruguay (Vont, 2000; Budimansyah, 2002, 2008, 2009). In each country that adopts this learning package is a package developed by CCE that is translated into their respective national languages with adaptation of some of its contents in accordance with the context of their respective countries. And there are still some countries that are still considering using this learning package.

This learning program was developed on the basis of the "Reflective Inquiry" approach using steps: "Identifying public policy problems in your community, Selecting a problem for class study, Gathering information on the problem of your class study, Developing a class portfolio, reflecting on your learning experience" (Civiced, 2018). While the objectives to be achieved by the learning package are "providing knowledge and skills required for effective participation providing practical experience designed to foster a

sense of competence and efficacy, and developing and understanding the importance of citizen participation" (Civiced, 2018) The emphasis of this learning package is the involvement of students in the entire process, and with that process students are facilitated to gain knowledge, attitudes, and skills.

The basic principle of a portfolio-based learning model is more to student active learning (Winataputa, 2001; Budimansyah, 2002, 2008, 2009; Ristina, 2009). The learning process by using a portfolio-based learning model is student-centered. This model adheres to the principle of active student learning so that student activities are involved throughout the learning process. Starting from the planning phase, students are involved when identifying problems using brain storming techniques. Each student may convey interesting problems from the student's point of view relating to the subject matter. The next step is that students will choose one problem by voting for class studies based on the problems that have been identified. Phase of field activities (information gathering), student activities will be more visible by performing various techniques (interviews, observations, questionnaires, etc.). They collect data and information needed to answer the problems that are the subject of their class study. Completing the data and information, they take photos, make sketches, prepare clippings, and if necessary, an important event can be recorded with the camera. In the reporting phase, their activities focused on making class portfolios. Various data and information that can be then systematically compiled and stored in a map order (portfolio documentation section).

Budimansyah (2002, 2008, 2009) explains that the most important and interesting data and information is when data and information are attached to the display section portfolio, which is a panel board made of used cardboard or other available material. After the portfolio is completed, a public hearing is held in the showcase

activity before the jury. The showcase activity is the peak performance of students, because at this stage, the results of student work will be tested and debated before the jury. The last stage of Project Citizen is to reflect on the learning experience of the whole group.

Civics Learning with the Project Citizen Model has a significant effect on students' intellectual skills

The strength of the significant influence between project citizen models to improve intellectual skills can be analyzed from several things: First: the citizen project model in the learning process, is related to the context of students 'daily lives, so that it can shape life skills and increase students' insight that is in accordance with real life in society. Life skills that are later used by students entering real life in society. In this case students are required to be able to think more deeply, by seeing what problems occur around the environment in which they live. And in this process the learning process takes place for the students themselves.

The results of data processing research on citizenship skills for intellectual skills indicators in the experimental and control classes based on the results of the pre-test and post-test can be seen in the table below:

Table 1. Comparison of Pre-Test and Citizenship Skills, Experiment and Control Class of Intellectual Skills Indicators

Indicator	Experiment Class			
	Pretest		Posttest	
	χ	%	χ	%
Problem identification	0.74	34.06	0.80	34.38
Description	0.70	32.50	0.76	32.63
Role/ take part	0.72	33.43	0.77	32.99
Jumlah	2.17	100	2.33	100

Table 2. Control Class

Indikator	Control Class			
	Pretest		Posttest	
	x	%	X	%
Problem identification	0,72	34,82	0,75	34,53

Description	0,66	31,52	0,74	33,73
Role/take part	0,70	33,66	0,69	31,73
	2,08	100	2,18	100

Based on table 1 above, for the indicator to identify the problem in the experimental class the average score in the pre-test was 0.74 and the average value in the post-test was 0.80. There is an increase of 0.06 between the results of the pre-test and post-test results or an increase between the results of the pre-test and post-test in the experimental class for indicators identifying problems. Indicators describing the problem in the experimental class average value on a pre-test was 0.70 and the average value of the post-test was 0.76, and there is an increase of 0.06, or an increase between the pre-test and post results -test in the experimental class for the indicator describes the problem. Indicators take a stance on the experimental class average value on a pre-test was 0.72 and the average value of the post-test was 0.77, there is an increase of 0.05, or an increase between the pre-test and the results of post- test in the experimental class for indicators taking a stance.

The indicator identifying the problem in the control class the average pre-test value is 0.72 and the average post-test value is 0.75, so that there is an increase of 0.03 or an increase between the pre-test results and the post-test results in the control class for indicators identifying problems. Indicators describing the problem in the control class average value of pre-test was 0.66 and the average value of 0.74 and a post-test there is an increase of 0.08, or an increase between the pre-test and post-test results on the class controls for indicators describe problems. Indicators take a stance on the control class average value of pre-test was 0.70 and the average value of the post-test was 0.69, there is a decrease of -0.01 or in other words, there is a decrease between the pre-test and results the post-test in the control class for indicators takes a stand.

The results of the above data analysis between the results of the pre-test and post-test results turned out to be a relatively stable increase in the value of the experimental class for the indicator to identify the problem of 0.06, describe the problem of 0.06, and take an attitude of 0.05. Whereas in the control class there is an increase and decrease in value. The increase occurred in the indicator identifying the problem of 0.03 and describing the problem of 0.08, and the decrease between the results of the pre-test and post-test occurred in the indicator taking an attitude of -0.01. In other words, the intellectual ability in the experimental class is better than the control class, because at this stage students are able to identify problems that occur in the environment around students, able to describe the problems that occur in the community based on information and data. Students based on their intellectual abilities are also able to take the attitude of finding the best solution to overcome these problems. Better intellectual skills in the experimental class, because students find their own knowledge, information from various sources and based on the life experiences students have had in the real-world life everyday.

Table 3. Intellectual Skills Post-test for Students in Experimental and Control Classes

Paired Samples Statistics					
Pair		Mean	N	Std. Deviation	Std. Error Mean
1	Posttest Eksperimen Kecakapan Intelektual	23,33	30	2,368	,432
	Posttest Kontrol Kecakapan Intelektual	21,87	30	1,676	,306

Based on table 3, it can be seen that the general description of the average score of the intellectual skills post-test in the experimental class shows that the general description of the post-test average scores for the experimental and control classes appears to have a difference of 1.46. The average result of the post-test experimental class is 23.33 and it is seen that the standard deviation is 2.3 post-test results for the experimental class. Whereas in the control

class it can be seen that in general the average score of the intellectual skills post-test is 21.87, it can be seen that the standard deviation is 1.6 from the results of the post-test for the control class. So it can be concluded that the gain average score of the experimental class and the control class is different, or the second hypothesis can be accepted that there are significant differences in intellectual skills between students who use the project citizen model with no treatment.

Surya in Sutrisno (1997) explains that "learning can be interpreted as a process carried out by individuals to obtain new behavioral changes as a whole, as a result of the individual's own experience in interacting with his environment". Based on this opinion it can be explained that by learning the overall behavior change will occur, where it is obtained from the interaction between humans and the environment in which students live. Thus students can be able to think more critically and be able to develop their intellectual skills. Branson (1987) suggests the following are words commonly used to identify intellectual skills: identify, describe, explain, evaluate, take a position / position, defend position.

Other intellectual skills fostered by quality civic education (Trisiana, 2015) are the ability to describe. The ability to describe functions and processes such as legislative check and balance or judicial review indicates understanding. See clearly and describe trends such as participating in the life of citizenship, immigration, or employment, helping citizens to always be able to adjust to current events in a longer pattern of time.

In line with the above Sundawa (2008: 28) suggests that thinking skills are skills in using ratios or thoughts. These skills include the ability to explore information, process information and make decisions intelligently. Thus, intellectual skills cannot be separated from the thinking processes of each individual. Where with the ratio or knowledge it has, each individual can

explore / find as much information as possible and be able to make decisions. Intellectual skills or scientific thinking skills, basically is the development of general thinking skills, but leads to activities that are scientific and more directed to critical thinking skills, creative about various citizenship problems (Budimansyah, 2002, 2008, 2009; Vontz, 2000; Trisiana, 2015).

Civics Learning with Project Citizen Model has a significant effect on student's participatory skills

The learning process using the Project Citizen model adheres to the basic principles of participatory learning, because through this model students learn while doing (learning by doing). One form of treatment is that students learn democratic life. As an example when choosing a problem for class study material, it appears that students respect each other for decisions taken by other friends when selecting class study materials. Then, at the time of the discussion, students learn to express opinions, hear the opinions of others, convey criticism and instead learn to accept criticism. So in this case, students really participate in the learning process.

Building participatory skills from the beginning of school is very important and continues throughout the school year. Students can learn and interact with small groups in order to gather information, exchange ideas, and develop action plans according to their level of maturity. They can learn to listen attentively, ask effectively, and manage conflicts through mediation, compromise, or consensus building. More senior students develop skills to monitor and influence public policy. They should learn how to research public issues using electronic devices, libraries, telephones, personal contacts and media. Attending public meetings ranging from student councils to school councils, city councils, regional commissions, and hearings with legislators, should also be part of the high school student education

experience. Observation itself is inadequate, students not only need to be prepared for such experiences, what they need are well-planned and structured opportunities to reflect on their experiences under the guidance of capable and intelligent coaches. The results of processing research data on citizenship skills for indicators of participatory skills in the experimental and control classes based on the results of the pre-test and post-test can be seen in the table below.

Table 4. Comparison of Pre-Test and Citizenship Skills Tests on Experimental and Control Classes for Indicators of Participatory Skills

No.	Indikator	Kelas Eksperimen			
		Pretest		Postest	
		χ	%	χ	%
1	Participatory skill	4.15	49.64	4.19	49.55
2	Problem solving skill	4.21	50.36	4.26	50.45
Jumlah		8.363	100	8.452	100

Table 5. Control Class

Indikator	Control Class				
	Pretest		Postest		
	x	%	X	%	
Participatory skill	4.08	50.38	3.97	49.40	
Problem solving skill	4.01	49.62	4.06	50.60	
		8.09	100	8.04	100

Based on table 3 above, for the indicator of general participation ability in the experimental class the average value of the pre-test was 4.15 and the average value of the post-test was 4.19 there was an increase of 0.04 between the results of the pre-test and the results post-test or an increase between the results of the pre-test and post-test in the experimental class for indicators of general participation ability. Indicator of problem solving skills in the experimental class the average pre-test value was 4.21 and the average post-test value was 4.26, there was an increase of 0.05 between the

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Postest Eksperimen Kecakapan Partisipatoris	126,13	30	11,276	2,059
	Postest Kontrol Kecakapan Partisipatoris	120,50	30	9,475	1,730

pre-test results and post-test results or an increase between the results of the pre-test and post-test in the experimental class for indicators of problem solving skills.

The indicator of general participation ability in the control class of the pre-test mean score was 4.08 and the average score in the post-test was 3.97 so that there was a decrease of 0.11 between the pre-test results and the post-test results or occurred an increase between the results of the pre-test and post-test in the control class for indicators of general participation ability. Indicator of problem solving skills in the control class the average pre-test score was 4.01 and the average post-test score was 4.06 so that there was an increase of 0.05 between the pre-test results and post-test results or an increase between the results of the pre-test and post-test in the control class for indicators of problem solving skills.

Based on the results of the data analysis above between the results of the pre-test and the results of the post-test there was an increase in the relatively stable value in the experimental class for general participation indicators of 0.04 and problem solving skills of 0.05. Whereas in the control class there is an increase and decrease in the average value. The increase occurred in the indicator of problem solving skills of 0.05 and a decrease between the results of the pre-test and post-test occurred in the general participation indicator of -0.11. Participatory skills in the experimental class are better than the control class in terms of participating in general and having the ability to solve problems. In the aspect of participatory skills it can be explained that students in the class work more actively and creatively, and can produce problem solving appropriately, then have the courage and ability to express ideas rationally.

Table 6. Participatory Skills Post-test for Students in Experimental and Control Classes

Based on Table 6, it can be seen that the general description of the participatory skills post-test average scores in the experimental class shows that in general the post-test average scores for the experimental and control classes appear to have a difference of 5.63. The average result of the post-test experimental class was 126.13 and it was seen that the standard deviation was 11.2 post-test results for the experimental class. Whereas in the control class it can be seen that the general description of the participatory skills post-test average score is 120.50, it can be seen that the standard deviation is 9.4 from the results of the post-test for the control class. It can be concluded that the gain average score of the experimental class and control class is different, or it can be accepted that there are significant differences in participatory skills between students who use the project citizen model with no treatment.

If they want citizens to influence the course of political life and public policy, they need to increase their flight hours in those participatory skills. Voting is certainly the most important tool in order to influence; but voting alone is not the only way. Citizens need to learn to use other methods such as petitioning, speaking / speeches, or showing skills in front of members of public bodies, joining advocacy groups and forming coalitions. As with interaction and monitoring skills, influence skills can and should be developed systematically.

Project Citizen considers young people as a source of citizenship, as valuable members of their communities that are worthy of ideas and their strength can be manifested in matters of public policy. Project Citizen requires them to take part as citizens. According to Project Citizen developers, participation like this is not only a better vehicle to increase the knowledge, skills and character of democratic citizenship, but

also better for the community because these students make it easier for government and civil society organizations to work through important issues in the community. Participation and involvement like this should help young people build relationships with the communities where they live and respect their contribution to solving problems in the community.

D. CONCLUSION

The use of a project citizen model is seen as being able to improve students' civic skills well when learning inside and outside the classroom. The citizen project learning model is a learning innovation in the world of education that is quite suitable to be applied in the subjects of citizenship education because it is felt useful to equip students in daily life and solve a problem. The process of learning Citizenship Education which is always associated with experiences and events that occur in the student's life environment, as well as stimulating students to analyze various events or problems that occur around their environment, will directly strengthen the development of citizenship competencies that give birth to ideal citizens, namely citizens who are responsible, participate in quality in various fields of life, and are able to compete with other citizens of the world in an increasingly global life. Citizenship Education Learning with a project citizen model stimulates students to be involved in the problem solving process, and is supported by the availability of learning facilities to increase student learning motivation.

REFERENCES

- Atherton, H. M. (2000). *We the people ... project citizen.* (Ed), Mann, S. & Patrick, J. J. Education for civic engagement in democracy: Service learning and other promising practices. Indiana: ERIC Clearinghouse for social studies/social science education.
- Budimansyah, D. (2002). *Model Pembelajaran dan Penilaian Berbasis Portofolio.* Bandung: PT. Ganesindo.
- Budimansyah, D. (2009). *Inovasi Pembelajaran Project Citizen.* Bandung: Program Studi PKn SPs UPI.
- Budimansyah, D. (2008). *Revitalisasi Pembelajaran Pendidikan Kewarganegaraan Melalui Praktik Belajar Kewarganegaraan (Project Citizen).* *Acta Civicus*, 1(2), 184.
- Civiced. (2018). *We the people, the citizen and the constitution.* Retrieved from <http://www.civiced.org/programs>
- Djahiri, K. (2002). *Hakekat Pembelajaran AJEL (Active Joyfull Effective Learning) Model Portofolio Terpadu Multi Dimensional.* Bandung: Lab Pendidikan Kewarganegaraan FPIPS-UPI.
- Djahiri, K. (2006). *Pendidikan Nilai Moral Dalam Dimensi Pendidikan Kewarganegaraan (Menyambut 70 tahun Prof. Drs. H.A. Kosasih Djahiri).* Bandung: Lab Pendidikan Kewarganegaraan FPIPS-UPI.
- Komalasari, K. (2008). *Pengaruh Pembelajaran Kontekstual dalam PKn Terhadap Kompetensi Kewarganegaraan Siswa SMP.* Disertasi Doktor pada Sekolah Pascasarjana Universitas Pendidikan Indonesia Bandung: tidak diterbitkan.
- Patrick, J. J., Vontz, T. S., & Nixon, W. A. (2002). *Issue-centered education for democracy through project citizen.* (Ed). Parker, W. C. *Education for democracy: Contexts, curricula, assessment.* Greenwich: Information age publishing.
- Ristina. (2009). *Pengaruh Project Citizen (Pembelajaran Berbasis Portofolio) Dalam PKn Terhadap Pengetahuan*

- Warga Negara (Civic Knowledge).
Tesis Magister pada Sekolah
Pascasarjana Universitas
Pendidikan Indonesia Bandung:
tidak diterbitkan.
- Sundawa, D. (2008). Bahan Pelatihan
Pendidikan Latihan Profesi Guru
Mata Pelajaran Pendidikan
Kewarganegaraan untuk Guru
SMK/SMA. Bandung: Universitas
Pendidikan Indonesia.
- Sutrisno. (2018). Hakikat Belajar. [Online].
Retrieved from
<http://forum.um.ac.id/index.php?action=printpage;topic=12585.0>
- TCCLE. (2018). We the People. [Online].
Retrieved from
<http://www.tccle.org/wethepeople.html>.
- Trisiana, A. (2015). Action for citizenship
education of character education
using project citizen model at senior
high school in Indonesia.
*International Journal of Education
and Psychology in the Community*,
5(1&2), 42-53.
- Vontz, T. S., Metcalf, K. K., & Patrick, J. J.
(2000). Project Citizen and the Civic
Development of Adolescent
Students in Indiana, Latvia, and
Lithuania. Indiana: Indiana
University ERIC, Educational
Resources Information Center.
- Winataputra, U, S. (2001). Jatidiri
Pendidikan Kewarganegaraan
Sebagai Wahana Sistemik
Pendidikan Demokrasi. Disertasi
Doktor pada Sekolah Pascasarjana
Universitas Pendidikan Indonesia
Bandung: tidak diterbitkan.