

THE INFLUENCE OF PROJECT CITIZEN ON ATTITUDES NATIONALISM IN THE ERA DIGITAL CITIZENSHIP

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ABSTRACT: *Citizenship education in primary schools is an important and strategic subject in carrying out the mission of building awareness and skills of the millennial generation so that they have a spirit of nationalism. In fact, the Civic Education learning practice does not encourage students' ability to think critically and creatively. This is because the learning model tends to be in the form of cognitive memorization, causing boredom. After all, the material taught tends to be monotonous, theoretical, cognitive, even verbalize. By paying attention to this problem, it is necessary to develop Civic Education learning methods in primary schools so that they can contribute to strengthening student nationalism. In this study, the learning method used was based on project citizen which was developed by the Center for Civic Education. This research approach is Research & Development (R & D) with the pattern of "the dominant-less dominant design". The study population was 120 elementary school students in Bandung Regency. The results showed that the sig value for the effect of X on Y was $0.00 < 0.05$ and the t value was $65.069 > t$ table 1.98, so it could be concluded that there was an effect of project citizen on students' nationalism attitudes of 97.3%.*

Keywords – Project Citizen, Nationalism, Digital Citizenship.

I. INTRODUCTION

Era education is now required to change all systems from traditional systems to modern systems [1]. The demands of the 5.0 industrial revolution that education must be able to produce graduates who have good skills, globally competitive abilities to improve their quality [2,3]. The current generation of students is digital natives who grew up with digital technology [4]. They understand technology because they think and process information differently from their predecessors [5,6]. They are confident in using new technologies such as the Internet, video games, mobile technology, youtube, and other digital-age tools [7]. McLuhan suggested a concept, namely that during the development of communication technology it would trigger the world to become a global village (global village) [8]. The concept explained by Marshall McLuhan explained that there are no more restrictions, both in terms of time and place in communication. In line with Marshal McLuhan, William Paisley stated that technological changes have put communication at the forefront of the social revolution [9].

Citizenship Education (Civics) is one of the compulsory general subjects in Indonesia. Thus, civic education has a very important and strategic role in forming "good citizens" who have the awareness and skills to participate in public policy, by the principles of good governance [10]. Therefore, general learning is not only a mere mastery of learning materials but also the process of internalizing values in learning participants [11]. With it, Citizenship Education must be projected as a subject of learning to develop the individual potential to become Indonesian citizens who are noble, intelligent, participatory, and responsible [12]. This statement is in line with the objectives of general education which emphasize the affective aspect [13]. However, the Civic Education learning practice does not encourage students' ability to think critically and creatively. This is because the learning model tends to be in the form of cognitive memorization, causing boredom. After all, the material taught tends to be monotonous, theoretical, cognitive, and even verbalize [14].

This situation can be seen in the results of previous research which states that the practice of education in Civics learning that takes place in the classroom at this time is only limited to education that is oriented towards the achievement of cognitive or knowledge goals [15]. Another study states that the problems faced in Civics lectures are that many students who take part in discussions do not have information, ideas,

understanding of the topic of discussion [16]. This situation can occur, because the learning methods used by the teacher, in this case, the lecturer, tend to be monotonous with only lectures in front of the class and discussions. At present, it seems that Civics needs to be revitalized and reoriented, both regarding the objectives, mission, expected competencies, materials, approaches, and learning strategies. With this revitalization and reorientation, it is hoped that Civics will no longer be trapped into a ruling political indoctrination program. Civics are expected to be more capable of becoming an educational program that theoretically, conceptually, and praxis has consistency or consistency as a good and democratic citizen coach by minimizing the influence of the regime's political mandate [17]. Therefore, Civics learning strategies and methods must support the mastery of Civics competencies and value education [18].

Civics learning must be able to raise awareness of itself for personal and community responsibility [19], Civics Learning must be able to contribute to the birth of Indonesian people who have a strong soul and spirit in supporting and implementing the development of the nation and state by the goals of national education [20], Civics Learning must be carried out actively by doing [21], Civics Learning must develop the necessary academic and social skills so that someone can practice the values adopted so that they behave constructively and morally in society, namely critical thinking, creative thinking, communicating clear, listen, act assertively, and find conflict resolution [22] and the learning process must provide authentic and meaningful problem situations to students, which can serve as a springboard for investigation and investigation [23]. These criteria illustrate that currently, we need a learning method in Civics that can develop students' skills holistically. The criteria mentioned above are not exaggerated, because for the Indonesian people the birth of Civics is intended as a vehicle to form smart, skilled and character citizens who are loyal to the Indonesian nation and State by reflecting on themselves in the habit of thinking and acting following the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia and still maintaining this nation, although there are attacks from outside, these attacks are still countered by the moral values that exist in Civics itself [24]. Also, the younger generation has an important role in maintaining the survival of the nation and state. Therefore, the initial awareness that must be known that in appreciating the sense of nationhood and love for the country is the fact that we have become a permanent part of this nation, the Indonesian nation.

This is the place where we are born, stand, live, grow and develop, and (maybe) we will breathe our last in this country. Therefore, to revive the spirit of nationalism for the younger generation, Indonesia needs a commitment to reinforce the spirit of unity and integrity by fully adhering to the country's motto, namely "Unity in Diversity". So, if the foundation of a sense of nationality in the past was more based on a sense of togetherness in the past, present and in the future, a sense of nationality must be based on a common view of the common future that we are aiming for as "a nation" (one of the nation) [25]. Thus, for Civics to focus on developing student nationalism and patriotism, they must work to solve problems, find everything for themselves by trying to use all their abilities [26]. With this in mind, this study will try to develop a project citizen learning method to strengthen student nationalism and patriotism.

II. METHODS

This study uses a "development research" approach (Research & Development), namely quantitative and qualitative approaches. With a pattern of "the dominant-less dominant design" [27]. The research was designed to implement the Project Citizen learning model to improve the attitude of nationalism in Citizenship Education in primary schools, so that it does not completely carry out research and development, but refers to [28]. Development research is an attempt to develop an effective product for school use, and not to test theory. The population in this study were primary school students in Bandung district who took a sample of 120 people. The data collection instruments used were: questionnaires, tests, and observation guidelines. The data collection instruments used were a credible measurement instrument that met the validity and reliability requirements. Based on this, develop instruments based on the theory of civic education, nationalism, and patriotism. The research instrument used is the SSHA (Survey of Study Habits and Attitudes) scale questionnaire from Brown and Holtzman which has been adjusted to the Indonesian cultural environment with the following scale: 5 = Always; 4 = Often; 3 = Sometimes; 2 = rare and 1 = never. The results of data collection with instruments that have met the requirements for validity, reliability, distinction, and the ideal level of difficulty are then processed and analyzed. First of all, the analysis was carried out to see whether the data met the requirements to be tested with validity and reliability testing, simple correlation test, multiple linear regression test, f test, and t-test using the SPSS program and combined with a qualitative description.

III. RESULT AND DISCUSSION

Based on the results of the questionnaire calculations obtained from 120 respondents, the calculations can be described using SPSS 24 and Minitab as shown below:

Table 1. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.323	.640		19.251	.000
	Project Citizen (X)	.933	.014	.986	65.069	.000

a. Dependent Variable: Sikap Nasionalisme (Y)

From Table 1 Hypothesis testing, if the value of sig < 0.05 or t count > t table then there is an influence of variable X on variable Y and vice versa if the value of sig > 0.05 or t count < t table then there is no influence of variable X Against variable Y. It is known that the sig value for the effect of project citizen on the attitude of nationalism is 0.00 < 0.05 and the t value is 65.069 > t table 1.98 so that it can be concluded that H1 is accepted, which means that there is an effect of project citizen on the attitude of nationalism.

Table 2. Model Summary

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.986 ^a	.973	.973		1.488

a. Predictors: (Constant), Project Citizen (X)

Based on table 2 above, it is obtained that the R square is 0.973 or (97.3%). This shows that the effect of project citizen-based citizenship education on strengthening the attitude of nationalism is 97.3%.
 Ho: There is no significant effect between project citizen-based civic education on nationalism
 Ha: There is a significant effect between project citizen-based civic education on nationalism. The Ho test criteria are accepted if F count < F table Ho is rejected if F count > F table.

Table 3. Anova

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	9377.571	1	9377.571	4233.930	.000 ^b
Residual	261.354	118	2.215		
Total	9638.925	119			

a. Dependent Variable: Sikap Nasionalisme (Y)
 b. Predictors: (Constant), Project Citizen (X)

From table 3 above, F count > F table (4233 > 3.92), so Ho is rejected, meaning that there is a significant influence between project citizen-based civic education on nationalism. Based on the results of the SPSS calculation, it was found that the R square was 0.973 or (97.3%). This shows that the effect of project citizen-based citizenship education on strengthening nationalism is 97.3%. Seeing these results, it means that the use of the project citizen model is by Law Number 20 of 2003 concerning the National Education System which explains that the purpose of Citizenship Education is the development of a sense of nationalism (Explanation of Article 37). Thus, the existence of Citizenship Education in schools can give birth to a generation who has the values of nationalism and patriotism who upon graduation return to live as members of the community and work to continue to promote their love for the country.

In table 3, the ANOVA calculation shows that there is a significant influence between project citizen-based citizenship education on nationalism. These results indicate the same results as the research conducted by Abudu and Fuseini in 2014. The results depict that the experimental group's level of awareness on their rights as citizens; responsibilities as citizens; democratic values; electoral process; need to engage in community service; principal economic and social policies of the nation; and operation of government is higher compared to that of the control group. The results showed that there is a significant difference between people with citizenship education and those without citizenship education's level of awareness of civic issues. It was also found that

there is a significant difference between people with citizenship education and those without citizenship education's desire to take part in community service [29]. This illustrates that the implementation of the Citizenship Inquiry will have an impact on the policies, materials, and resources that provide an understanding of Citizenship itself.

This statement is strengthened by the Citizen Project according to Budimansyah, which is a problem-based instructional treatment to develop knowledge, skills, and the character of democratic citizenship that enables and encourages participation in government and civil society [30]. The instructional strategy used in this model basically departs from the strategy of "inquiry learning, discovery learning, problem-solving learning, research-oriented learning (learning through research, disclosure, problem-solving)" which is packaged in a John Dewey-style "Project" model. [31] with the following steps: (1) Historical explanation and the principles of Indonesian nationalism, (2) Identifying the Nationalism Crisis Problem in Society, (3) Choosing one of the Nationalism Crisis problems that will be studied by the class, (4) Collecting and Assessing Information from various sources regarding the issue of the Nationalism Crisis that will be studied, (5) Making Citizen Projects, (6) Presenting Project Citizens, (7) Reflections.

IV. CONCLUSION

The application of Citizenship Learning Practices (Project Citizen) learning Citizenship Education has provided positive results on the quality of the process and learning outcomes of Citizenship Education regarding increasing student nationalism. The results of statistical calculations show that there is an effect of project citizen models on strengthening student nationalism by 97.3%. *The results showed that the sig value for the effect of X on Y was 0.00 <0.05 and the t value was 65.069> t table 1.98, so it could be concluded that there was an effect of project citizen on students' nationalism attitudes of 97.3%.* This can happen because students are increasingly honed with their sense of nationality by looking at the phenomenon that occurs in society at large.

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