



PARTICIPATORY CIVIC SKILL ENFORCEMENT THROUGH CLASSROOM COMMUNITY PARTNERSHIP LEARNING

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ARTICLE INFO	ABSTRACT
Published: July 30 th , 2023 Keywords: participatory civic skill, classroom community partnership, civic education	<i>Improvement of the process of growth and development needs to be followed by efforts. Researchers highlight the process of growth and development of adolescents. This study aims to posit the strengthening of students' participatory civic skills in the use of the classroom community partnership learning model which results in active interaction between students in implementing good and intelligent citizenship attitudes. This research was conducted using the research and development research method with the results 1) The application of the classroom community partnership learning model was effectively used in strengthening the civic participation attitude of students to have a sense of ownership between class groups and improving the character of students. 2) students have a sense of openness and concern for each other through good attitudes in community groups in the classroom.</i>
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INTRODUCTION

Humans are individuals with unique characteristics, and have characteristics as individual beings. In their life, humans have needs that are intended for their personal interests. The complete life of each individual has special and unique characteristics. As for a person's personal life, there are various aspects, such as emotional, socio-psychological, socio-cultural, and other ones regarding intellectual abilities integrated with the environmental factors of their lives (Chernukha et al., 2021; Hakobyan et al., 2022). In personal life, it means that every person needs fulfillment, in terms of problems, every individual cannot be blamed and cannot be equated because there is a discrepancy between physical needs and non-physical needs.

Personal life is also characterized as a process of growth and development of every human being. Improvement of the process of growth and development needs to be followed by efforts. Researchers highlight the process of growth and development of adolescents. In adjusting the process of self to the environment, a teenager will see and pay attention to various social values and norms that exist around him, and they will seek and then reflect (Hermino & Arifin, 2020).

Differences with the norms they meet in their families. Teenagers will begin to understand a value and norm in the social stages they go through during development and growth. Middle adolescence and late adolescence have one of the developmental tasks that must be mastered, namely by having social skills as an effort to adapt to everyday life. Such as communication skills, establishing relationships with other people, listening to opinions or complaints from others, acting according to applicable norms and rules, and giving or receiving criticism are social skills that need to be fulfilled in adolescence. In the lives of adolescents there are eight aspects that demand social skills, namely family, environment, personality, recreation, association with the opposite

sex, education/school, friendship and group solidarity, and employment (Cefai et al., 2021; Salgado & Au-Yong Oliveira, 2021).

Adolescents begin to make their own judgments in dealing with popular problems regarding their environment, such as humanity, war, politics, social justice, and others (Chancel, 2020; Rodríguez & Swalwell, 2021). They will start to no longer accept the results of rigid, simple, and absolute thoughts that have been given to them so far without any rebuttal. Teenagers in their time will make more outward observations and compare them with things that have been taught and instilled in them (Moshfeghyeganeh & Hazari, 2021; Mmari et al., 2009). Most of them began to see the existence of other "reality" beyond what they had known and believed. Teenagers will see that there are many supporters of seeing life and various other types of thinking.

Apart from the elements of social ability and moral maturity, adolescents can also be understood by looking at indicators of the quality and quantity of mastery of knowledge which are also a symbol of satisfying the desire to know in adolescent students and as information material in an educational innovation involving internal and external indicators from educational institutions (Merrell & Gimpel, 2014). In the learning process, achieving good results from students certainly requires a strategy before learning in class takes place (Aslan et al., 2020; Qureshi et al., 2022). The teacher in this case has a role in helping student achievement. One of them is the role of Pancasila and Citizenship Education (PPKn) teachers in their involvement with students in their teens to get good learning outcomes as well as moral and social support that are fulfilled in accordance with moral principles. The use of strategies will facilitate the learning process to achieve more optimal Civics learning objectives. The process of learning and teaching without a clear strategy will certainly result in disoriented learning and the difficulty of achieving optimal learning goals.

Pancasila and Citizenship Education are educational processes carried out as a whole and thoroughly in the formation of the individual character of students in their teens as good and intelligent citizens (Santoso, 2021). This is in line with the process of forming a complete individual personality at their age. PPKn becomes one of the roles and reinforcers in optimizing social skills during adolescence which is carried out programmatically and procedurally. This is done as an effort to realize several values, namely empowering, humanizing, and empowering within themselves and their environment as their role is to become good citizens in the Unitary State of the Republic of Indonesia (NKRI).

The understanding of the citizenship education paradigm is explained by Winataputra (2001) which carries the aim of developing civic competences in competencies to find out more about the citizenship paradigm, including civic knowledge which explains knowledge and civic insight, civic skills including intellectual, social, and personal citizenship skills, and finally civic disposition regarding civic values, commitment, and attitudes.

The researcher found previous research which showed that several teenage students in various countries saw actual citizenship issues as complex processes, one of which was regarding political issues that increased acts of youth extremism. Therefore, it is important to have citizenship skills by understanding the three citizenship competencies. In order to avoid the

disintegration of the nation and harm fellow nations in the life of the state, especially during adolescence who have unstable emotional tendencies.

The lack of experiences of students in community life requires efforts in Civics learning to be able to structure learning by seeking civic attitudes to be formed that are well received by students (Clayton et al., 2023). The data shows that students' awareness of the community in class has not been able to provide community experiences for students in class. Students' high critical thinking skills need to be facilitated with varied learning models, the goal is that the application of 21st century learning can run well and learning objectives in the classroom can be fulfilled. The results of interviews with several students showed a lack of variation in the use of learning models that were in accordance with the characteristics of students in the class which had the impact that students had minimal experiences in becoming good and intelligent citizens. Thus, this research has a focus on the development of learning models as an alternative in strengthening students' participatory civic skills in ethnic, racial, religious, and intergroup diversity material.

In this case the researcher will develop a more varied and efficient learning model. The development of this learning is carried out to strengthen students as subjects with status as participatory, responsible, and Pancasila-characterized citizens. Pancasila and Citizenship Education aims to shape students into human beings who have a sense of nationality and love for the motherland.

Therefore, every teacher's activity plan must be seated and justified solely for the benefit of students, in accordance with their profession and responsibilities. With the implementation and use of the 2013 curriculum, it trains students to be pro-active in the learning process, this results in a child's critical attitude which is then formed. Therefore, there is a lack of development that is able to help filter students' critical processes to be wiser and more filtered in conveying opinions by being able to provide opinions that can be based on norms.

METHODS

Researchers used research and development research methods. The researcher chose this method based on the advantages of systematic and cyclical work procedures. The research steps are carried out step by step and refer to the previous steps that have been reviewed so that effective results will be obtained. The development model was carried out with three stages of preliminary study with literature review, the development stage then the testing stage. Data obtained by data collection techniques with interviews, observations, and questionnaires. The data is then analyzed to corroborate the development results using the N-gain test and the T-test.

RESULTS AND DISCUSSION

In this section, the results of the research are presented in order to fulfill the research objectives, namely for the development of Civics learning modules. Based on the findings of the results in the research, the current need in the field is that 7th grade students of SMP Islam Al Azhar 50 Sragen need development Civics learning model to strengthen Participatory Civic Skills in

understanding intelligent attitudes and good citizenship , especially on diversity material within the framework of Bhinneka Tunggal Ika.

The development of learning models is adapted to the needs of students in strengthening participatory civic skills in diversity material within the framework of Bhinneka Tunggal Ika. Based on the questionnaire data obtained from the 15 students, they were given 13 questions about participatory civic skills with the option "Never"; "Seldom"; "Often"; "Very often".

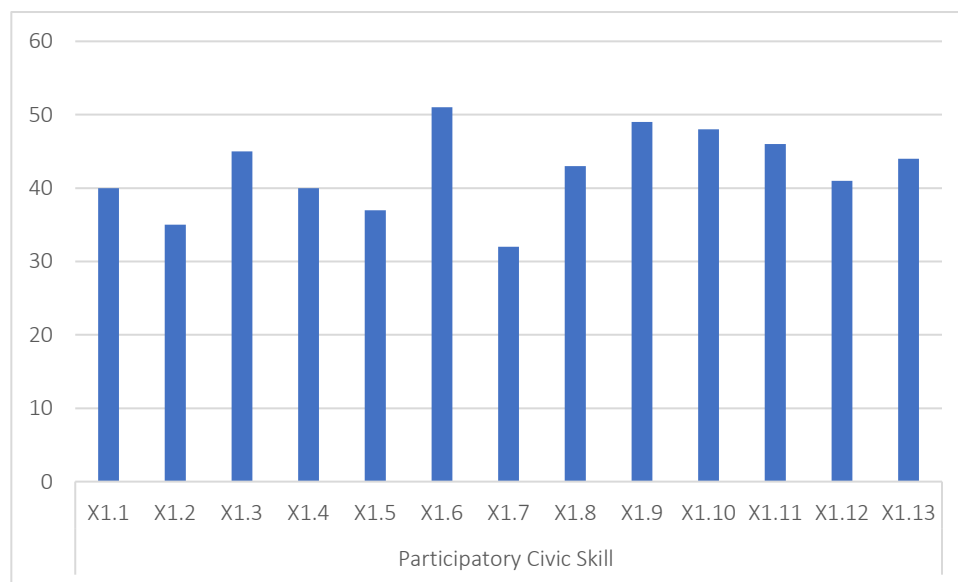


Figure 1. Results of the Participatory Civic Skill Questionnaire of 50 Al Azhar Islamic Middle School Students, Sragen

From the results of the questionnaire that has been given to several students at the school, it shows that the citizenship attitude of students is still low, which is shown in their daily behavior. Therefore there is a need for development to strengthen civic attitudes through the CCP learning model, of course this will also have an impact on positive attitudes and increased student achievement.

Learning needs in the 21st century are the basis for the importance of strengthening students' social skills. One of them is by strengthening students' participatory civic skills which are an important component in learning both in citizenship behavior and knowledge. Learning by integrating knowledge abilities, literacy skills, skills and attitudes, and mastery of technology according to the needs of students.

At SMP Islam Al Azhar 50 Sragen there is a phenomenon of students' lack of awareness in managing good attitudes. critical thinking abilities and skills that have begun to be mastered but there is still a lack of awareness in properly managing and conveying the correct way of critical thinking. From the questionnaire data that was previously distributed, as many as 31% of students actively asked questions in the PPKN learning process in class. The results of interviews with several students also showed students who were bored in receiving the material because the

conventional teaching methods were lecturing using PowerPoint . Classroom learning should use a variety of methods to meet the needs of students in strengthening participatory civic skills by developing the CCP learning model as a learning model that will be a solution to the above problems.

Several opinions by education experts explaining the definition of the learning model, which is defined as a pattern used as a guide in planning learning in groups (Winne, 2013). Another opinion that conveys the same understanding as previous experts explains that the learning model can also be understood as a plan or a pattern that is used as a guide in planning learning in class or in study groups (Pettersson, 2021).

Based on the results of observations of the PPKN learning process at SMP Islam Al Azhar 50 Sragen, the process of strengthening participatory civic skills is outlined by starting learning while shaking hands, asking news to create a sense of belonging. Then civic skills become an important component in the focus of developing the learning model being researched. Fostering participative skills focuses people on becoming democratic citizens and society. The skills needed to form responsible, effective, and scientific citizen participation: Interacting skills, monitoring, influencing.

Through the CCP learning model it is channeled through a discussion process to solve problems by playing roles and presented through products in the form of short films . In accordance with the learning needs of the 21st century where the use/skills of technology need to be applied early on in learning so that in the CCP model role playing is carried out with the results of short films. This will be in accordance with the need to strengthen participatory civic skills and also affect the learning outcomes of students who increase the development of a learning model to strengthen participatory civic skills uses the Sukmadinata model which includes three stages, Preliminary Study, Development and Testing. Preliminary studies were carried out by finding reference sources with literature studies and field studies to compile a draft of the suitability of the CCP learning model in meeting the needs of strengthening participatory civic skills. The development stage was carried out with a limited trial with five students from class 7 A of SMP Islam Al Azhar 50 Sragen and a wider trial with an experimental class and a control class. At the testing stage before treatment was carried out in the experimental class, a pre-test was carried out with material on ethnic, religious, racial and intergroup diversity within the framework of Bhinneka Tunggal Ika. After the pretest was carried out, the experimental class was given the CCP learning model approach in class, while the control class was approached using the lecture method. After the treatment was carried out, a posttest was carried out to see the learning outcomes of students both in the control class and in the experimental class.

Classroom community partnership learning model cannot be separated from knowing the importance of community. The concept of a learning community is one of the most important factors in shaping social interaction. A learning community is understood as a group of individuals in a place with common goals and establishing relationships together by showing concern for one another. The success of the learning model is of course this concept becomes one of the indicators of evaluating the success of development.

The classroom is a place that becomes a miniature of complex community life with different student characters in it and various activities that occur in the classroom. Class activities can be described by various interacting elements. When the class moves as a learning community, then there are several elements put forward (Watkins, 2005), as follows:

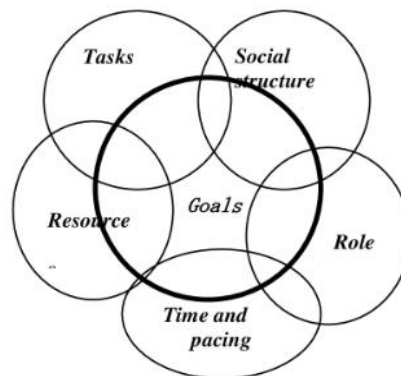


Figure 2. Class Elements as a Learning Community

In its implementation, the learning community at the secondary school level requires the involvement and role of parents in helping teachers complement and play a role in developing the class model. This is based on the assumption that different backgrounds originating from the characteristics of a pluralistic Indonesian society also occur in classrooms, thus the presence of parents with different backgrounds will make a significant contribution in creating a learning community in the learning process of Civics in formal education in junior high schools.

The CCP learning model starts with classroom community learning and learning communities to show social attitudes as participatory civic skill fulfillment. Where the learning model will relate to three elements that must exist in the learning process, including cooperative community, constructive conflict resolution and civic values. As well as the components of civic participation attitudes can be raised with these three elements and make students have better social attitude skills in learning in the classroom and behavior in the community environment.

Through the results of observations of the experimental class in research on the responses of students in working on the competency test results, they were able to get a complete score. Actually teaching materials are packaged as effectively as possible, concise, clear, and in accordance with the teaching materials being taught so that students do not need other references in answering the competency tests in the e-module.

In implementing CCP learning, researchers measure the success of strengthening participatory civic skills with several indicators, namely the emergence of encouragement and motivation of students in actively asking questions in class, being able to analyze the relationship between the material being studied and reality, encouraging students to improve learning outcomes, and involving two-way communication between friends without discriminate against ethnicity, religion, race, and class.

Classroom community partnership learning is reinforced by the opinion of Kolamasari (2014) who conveys the implementation of learning community, namely the results of collaboration involving individuals with individuals, groups, groups and groups, can be seen by the existence of learning outcomes that are formed and communication that is carried out in two directions, two groups, or more involved in learning communication. Application of the CCP learning model in class and strengthening citizenship skills, especially in participatory civic skills.

The development of the learning model is prepared by taking into account the implementation steps. With these steps, it becomes a reference for describing the syntax of the classroom community partnership learning model. To find out more details, the syntax of the learning model goes through several phases. First, the preliminary phase at this stage shows that there are steps to direct and bring out the Classroom Community Partnership to strengthen sensitivity to the class community part. Where this activity appears in the introduction and appreciation of learning. Students are invited to recognize their friends by shaking hands and asking how their classmates are doing. This is done to recognize each other and feel the care of fellow members of the class community.

Second, the next stage of syntax needs to be arranged to bring up steps related to Participatory Civic Skills. The components of civic participation attitudes include the skills to interact, monitor, and influence. This is indicated by the start of the child's discussion in solving a topic problem raised in learning. Participatory civic skills are successful and effective with the interaction of asking questions effectively, students are able to manage conflict through agreements, after that students are able to research issues through literature studies and field studies, and there is a desire to influence the discussion process in groups.

Third, the last stage in this research is that there are still elements of Pancasila and Citizenship Education in the compiled syntax. In this case the syntax that shows the PPKn process is raised by selecting the sub-topic of the problem which is analyzed using a citizenship approach by paying attention to citizenship knowledge and citizenship attitudes. After students have compiled the results of the discussion and presented them, students conveyed the values that we can pick up from the process of discussion and question and answer results in learning.

The explanation above regarding the steps for implementing the CCP learning model, this session will show the learning syntax adapted from several opinions developed from the results of this study. For more details listed in the following table:

Table 1. The Syntax of the Classroom Community Partnership Learning Model

Learning Phase	Activity	
	Teacher	Student
Preliminary Phase	Convey learning objectives to students; connecting previously learned material; generate motivation by baiting questions to students; and	Listen to the explanation delivered by the teacher; engage in appreciation; do a handshake with a peer; asking how my classmates are doing; active in answering lighter questions; and

	ask the feelings of students during learning takes place	convey the feelings that are being felt for classroom conditioning.
Problem Formulation Phase	Guiding students in compiling themes/topic problems; explain how to seek data reinforcement and compile data results through role playing and short movies; form groups of 4-5 people; sparking questions according to the material; and compile LKPD	Formulate the problem formulation; identify and record the problems raised related to the material presented by the teacher (Critical Thinking); form a group of 4-5 people (Collaboration); collect relevant information to answer teacher questions (Literacy Activities: 5 M; Seeing, Observing, Reading, and Listening)
Phase of Formulating Alternative Strategies	Guiding students to propose temporary possibilities based on problems; composing by making a short movie (Collaboration and Creativity)	Do the possibilities ; drafting a short film theme concept ; and determine the solution to the problem that must be done
Discussion Phase	Guiding students in uniting opinions; and provide information or reinforcement and correction if needed in student discussions	Discuss between groups; ask questions if someone does not understand; and drafting the product results
Conclusion and Evaluation Phase	Ask several students to convey conclusions from the results of the discussion	Delivering the results of the discussion; analyze values; and draw conclusions from the discussion.

Answering the effectiveness of students' needs for the CCP learning model, then testing the data. Data testing uses the Shapiro Wilk technique which is generally used on data of less than 50 samples with a significant level of 5% or 0.05. The normality test was carried out to prove whether the questions were normally distributed based on the results of the pre-test and post-test in the control class and the experimental class. Then do the homogeneity test which aims to find out the research data hypothesis is accepted or rejected if the significant number of data is more than 0.05 then it is said that the data hypothesis is accepted. If the data is homogeneous then you can do an independent sample T test by looking at the results of a significant 2-tailed value of less than 0.05. So then it can be said that there is a difference between the experimental class and the control class from the learning outcomes of students seen from the results of the pre test and post test.

Table 2. Independent Sample Test (T-test)

Model		Levene's Test for Equality of Variances	T-test for Equality of Means			
		<i>F</i>	<i>Std. Error</i>	<i>Mean Differences</i>	<i>t</i>	<i>Sig.</i>
1	The CCP learning model for Civics Subjects	0.23	1.67	8067	4,812	0.00
Dependent Variable: Learning Outcomes of PPKN Subjects						

Based on the results of the T-test, it shows that the 2-tailed significance level is 0.00, which is less than 0.05. It can be concluded that there are differences in learning outcomes between the experimental class and the control class. From these results it can answer the formulation of the problem whether or not the classroom community partnership learning model is effective for strengthening participatory civic skills in PPKN subjects on ethnic, religious, racial and intergroup diversity (SARA) within the framework of Bhinneka Tunggal Ika.

From all the results of the data test, the N-Gain Score Test Analysis above shows that the average N-gain score for the experimental class of the Classroom Community Partnership Learning Model is 74% and is included in the high effective category. With a minimum N gain score of 36% and a maximum of 100%.

Classroom Community Partnership Learning Model is effective for strengthening participatory civic skills in PPKN subjects for 7th grade students of SMP Islam Al Azhar 50 Sragen. The success of interactive learning models in learning is proven by Yusi Hidjrawan (2016) in his journal *The Effectiveness of Problem Solving Learning Models on Critical Thinking Skills and Student Learning Outcomes on Buffer Solution Material at SMAN 7 Banda Aceh* explaining the results of the effectiveness of applying problem solving learning models to thinking skills critical thinking skills and student learning outcomes in the buffer solution material, it can be concluded that the application of the problem solving learning model is effective in improving critical thinking skills and student learning outcomes with the results of the pre-test, post-test and N-Gain percentages in the experimental class 38.80 % , 82 .62% and 70.9% while the control class 38.42%, 75.62% and 58.2%. The responses given by students to the problem solving learning model were positive with good criteria, because the number of students who answered strongly agreed was higher in percentage, namely 83.33% and 80.00%, compared to statements that agreed, disagreed and strongly disagreed.

Therefore, educators are advised to use a variety of strategies in classroom learning to suit the needs and characteristics of students. The CCP learning model can be one of the keys and solutions for educators to liven up the group atmosphere in the classroom.

CONCLUSION

Based on the results, there is an average difference between student learning outcomes between the experimental class and the control class. So the Classroom Community Partnership learning model is able to provide new innovations in learning strategies to display the experiences and attitudes of civic participation to get increased learning outcomes. The N-Gain score test analysis above shows that the average N-gain score for the experimental class of the Classroom Community Partnership Learning Model is 74% and is included in the high effective category. With a minimum N gain score of 36% and a maximum of 100%. So it can be concluded that the use of the Classroom Community Partnership Learning Model is effective for strengthening participatory civic skills in PPKN subjects for 7th grade students of SMP Islam Al Azhar 50 Sragen.

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