

THE INFLUENCE OF PROJECT CITIZEN AND CREATIVE THINKING ABILITY ON THE CIVIC SKILLS OF CLASS VII STUDENTS OF SMP NEGERI 3 TIGAPANAH

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Abstract. Research was carried out regarding the factual low civic skills of class VII students due to the inappropriate choice of learning model. Thus, the right learning model is expected to be able to provide understanding and interest in students so that the ability to think creatively emerges. This research was carried out with the aim of finding out: 1) the results of civic skills taught using the project citizen model and teams games tournament, 2) the results of the civic skills of groups of students who have high and low creative thinking abilities, 3) the interaction between the project citizen model and thinking abilities creative towards students' civic skills. This research was carried out at SMP Negeri 3 Tigapanah with samples in class VII. The method used in this research is an experimental research method. This research design uses a 2x2 factorial design. There are two classes in this research, namely the experimental class with class VII-1 students and the control class with class VII-2 students. The results of the research show that 1. There is an influence of Project Citizen in influencing civic skill results, namely that Project Citizen has more impact than teams games tournaments, 2. There is an influence of creative thinking ability in influencing civic skill results, namely high creative thinking ability has more impact than ability. low creative thinking, and 3. There is an interaction between project citizenship and creative thinking ability in influencing civic skills results with F count 7.06 . The results of this research conclude that choosing the right learning model can provide positive results and creative thinking abilities to students.

Keywords: project citizen; creative thinking ability; civic skill

I. INTRODUCTION

Pancasila and Citizenship Education, which is abbreviated to PPKn, emphasizes the role in forming intelligent and good citizens. Citizens can be said to be intelligent if they have civic competence. Competence is defined as a set of intelligent actions that have the authority to determine something full of a sense of responsibility that a person must have in order to be able to carry out tasks in a particular field. The competency formulation is based on the objectives of citizenship education which includes three aspects, namely civic knowledge , civic skills , civic dispositions. Civic skills are skills that are developed from civic knowledge, so that the knowledge gained becomes something meaningful, because it can be used in dealing with problems of national and state life. Civic skills include intellectual skills and participation skills . Important intellectual skills for the formation of broad-minded, effective and responsible citizens include critical thinking skills. Critical thinking skills include identifying, describing/describing, explaining, analyzing, evaluating, expressing and defending opinions regarding public problems (Cholisin, 2005: 3). The results of interviews and initial observations found problems faced by teachers, namely that students' civic skills were still relatively low based on the results of daily tests showing students' lack of ability to identify events related to the material presented by the teacher,

students had difficulty finding the strengths and weaknesses of issues from an event, low ability. students in processing information conveyed in the form of images or videos so that new ideas do not emerge from students and they do not have the courage to express their own thoughts.

The low ability to think creatively is shown by the results of students' work in providing ideas for an object that is connected to PPKn material. Objects in the form of pictures from a collection of student portfolio work that show students' lack of understanding of the meaning of an image, story or problem in a portfolio assignment. Another difficulty faced by students is difficulty understanding questions in the form of descriptions that raise social problems. This is due to the lack of appropriate use of learning models that are able to influence students' creative thinking abilities and civic skills . It is important to develop students' creative thinking abilities so that learning models can be used as part of efforts to improve students' creative thinking abilities. The ability to think creatively is one of the goals of PPKn learning in the realm of civic skills , where civic skills are useful or can be utilized in dealing with problems in social life. Project citizen learning model is expected to be an alternative solution that contains elements of integration to improve students' intellectual skills and participation skills. This learning model contains the values of developing intellectual skills and participation.

II. RESEARCH METHODS

The research method used is Quasi Experimental Method (Quasi Experimental Method) with the research design as the basis for conducting the research is to differentiate the influence of the project citizen learning model and the influence of teams games tournament (TGT) on civic skills in terms of high creative thinking ability and low creative thinking ability. The data collection technique in this research uses test techniques. The test used to obtain data on students' civic skills results in Civics lessons consists of 25 multiple choice questions and the test used to determine the level of students' creative thinking abilities is a creative thinking ability test which consists of 5 descriptive questions.

III. RESULTS AND DISCUSSION

The data collected during the research process is then tabulated according to the data analysis requirements stated in the research design which aims to show a general picture of the spread or distribution of the data. The results of this research are presented in the form of scores on students' civic skills results after studying PPKn using the *project citizen model* and students' *civic skills results* using the *teams games tournament model*. The following will be presented in sequence with a description of the data regarding: (1) pre-test results of students' *civic skills*, (2) results of creative thinking abilities, (3) post-test results of students' *civic skills* using the project citizen model, (4) post-test results of *civic skills* students use the *teams games tournament model*, (5) *civic skill results* of students using the *project citizen model* and high creative thinking ability, (6) *civic skill results* of students using the *project citizen model* and low creative thinking ability, (7) *civic skill results* using the *teams model games tournament* and high creative thinking abilities, (8) *civic skill results* using *teams games tournaments* and low thinking abilities.

Students' Civic Skills Taught Using the Project Citizen Learning Model

PPKn learning tends to focus on mastering memorization and summarizing because teachers still apply conventional learning models, as a result students feel bored because the learning situation is rigid and monotonous. Based on the results of the research conducted, it was found that the average civic skills results of students taught using the project citizen model were 75.65, while the average civic skills results of students taught using expository learning were 60.62. Therefore, it can be said that Civics subjects, especially in studying norms in social life, remember that the average civic skills results of students taught using the project citizen learning model were obtained higher than the average civic skills results of students taught using the model. expository learning that has been used by teachers in Civics subjects.

Civic Skills of Students who Have the Ability to Think Creatively

The ability to think creatively is a change in a person's self or personality which is characterized by having broad insight, making wise decisions, producing good products, and creative discoveries. Teachers are expected to be able to apply

learning skillfully, creatively and interestingly so that students have curiosity and enthusiasm in every lesson the teacher provides in class. The characteristics of someone who has high creative thinking abilities can be seen from their behavior during the learning process, such as being focused on learning, being active in class, being able to generate lots of ideas, being brave enough to express opinions, and always feeling challenged by new material. This is in line with Guilford's opinion (in Munandar, 2009:31), namely that someone who has the ability to think creatively can be seen from the aspect of the ability to produce many ideas that come out of one's mind quickly, the ability to generate unique ideas or the ability to generate original ideas and the ability to develop ideas and add or detail details of an object, idea or situation so that it becomes more interesting. Based on the results of research data analysis through a two-way ANOVA test, it was found that the average civic skill result for students with high creative thinking ability was 87.85, while the average civic skill result for students with low creative thinking ability was 69.55. This proves that students' creative thinking abilities can influence students' civic skills results with the assumption that the higher the students' creative thinking abilities, the higher the civic skills results obtained by students.

Interaction Between the Project Citizen Learning Model and Creative Thinking Ability on Civic Skill Results

The project citizen model can help students learn how to investigate important problems, develop thought processes, and learn maturely through experiences that make students independent. The use of the *project citizen* model helps develop students' abilities to think creatively, analytically, systematically, logically to find ways or alternatives in solving problems, besides this model stimulates students to build self-confidence in their own abilities. The treatment given during four meetings in the research by applying the project citizen learning model and determining students' creative thinking abilities can be obtained from hypothesis testing using two-way ANOVA for the third hypothesis, namely the interaction between the project citizen learning model and students' creative thinking abilities in influencing civic skills. students get $F_{\text{calculated}} = 7.06$, and it is significant at 0.011 with $\alpha = 0.05$. So it can be seen that the significant value is $0.011 < 0.05$, and the probability result or significant value of the learning model is $0.011 < 0.05$.

Project citizen learning model and creative thinking skills on students' *civic skills results* in class VII junior high school subjects. This is proven by research results which show the development of students' *civic skills results*, namely tests, both before and after being given treatment. After being given treatment, the average *civic skill result* of students taught using the *project citizen model* was 75.65, while the *civic skill result* of students taught using the TGT learning model was 60.62. This shows that the average civic skills results of students taught using the *project citizen learning model* are higher than the average *civic skills results* of students taught using the TGT learning model. So hypothesis testing rejects H_0 and accepts H_a . Thus, it can be concluded that the *civic*

skill results of students taught using the project citizen learning model are higher than those of students taught using the TGT learning model

IV. CONCLUSIONS

Based on the first conclusion, the research results state that students who are taught using the project citizen model and have high creative thinking abilities are higher than those who are taught using the TGT model and have low thinking abilities. Based on the second conclusion, it shows that there is an influence on the civic skills of students who have high creative thinking abilities and low creative thinking abilities. With further testing, it was discovered that those with high creative thinking abilities obtained higher civic skill results compared to civic skill results with low creative thinking abilities.

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