The Application Of The Project Citizen Model To Improve Students' Creative Thinking Skills In Civics Learning

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Abstrak. Creative thinking skills are one of the higher-level thinking skills that students in this 21st century era. Creative thinking skills include the ability to generate many ideas (fluency), the ability to generate diverse ideas (flexibly), the ability to develop ideas (elaboration), and the ability to produce unusual ideas (original). This research conducted because of the findings of low creative thinking skills in students in Civics learning. The problem found when the researcher observed 4th grade students. The observation results show that students are not used to getting new ideas, expressing new ideas, or developing new ideas during learning. The aim of this research was to determine and get an overview of the improvement of creative thinking skills by applying the project citizen learning model. This study used a classroom action research design (CAR) with the Kemmis and Mc Taggard model of two cycles for grade IV students. Research instruments include field notes, observation sheets, and documentation. The results of this study indicate that the project citizen learning model can improve the creative thinking skills of fourth grade students in Civics learning.

Keywords: Project Citizen, 21st Century Skill, Creative Thinking, Civic

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INTRODUCTION

The 21st Century era is a new era where the development of technology, information and communication occurs rapidly in various fields, including education. Mardhiyah (2021) views that the 21st century does not only rely on knowledge but skills also play a role in 21st century learning. Conditions in the 21st century provide rapid changes in the learning environment, requiring the implementation of 21st century education by focusing on developing 21st century skills in students during school learning. All the skills needed by a person to successfully face challenges, an increasingly complex and uncertain life, and to succeed in life and career in the world of work are 21st century skills (Redhana, 2019). These 21st century skills will help students become resilient individuals in facing the challenges of life and development in the future era. One of the thinking skills that students need is creative thinking skills. Every student needs to be trained to be able to find ideas to solve problems in their lives. Creative thinking is a thought process to generate new ideas in an effort to overcome the problems faced. According to Munandar (2019) explains that creative thinking is an ability based on available data or information to find many possible answers to a problem, where the emphasis is on quantity, accuracy, and diversity of answers. Meanwhile, according to Martin in Siregar (2021), the ability to think creatively is the ability to generate new ideas or ways of producing a product. In general, creative thinking is triggered by challenging problems. From the expert's explanation, it can be said that creative thinking is a thought process to find, express and produce various ideas or ideas in order to solve a problem based on available data or information.

Creative thinking skills are one of the suggestions for self-actualization. Self-actualizing creatively can provide opportunities for students to improve their quality of life. Creative students will have confidence in their opinion, curiosity, dare to take risks and never give up. The creative thinking skills have several components. According to Silver in Agustin and Pratama (2021) the components of creative thinking include fluency, flexibility and novelty. In addition, creative thinking sensitivity can be measured by indicators that have been determined by experts, one of which is according to Torrance. Torrance (1988) identified four components of creativity including (1) Fluency, which is the ability to generate a large number of ideas, (2) Flexibly, which is the ability to generate a variety of ideas, (3) Elaboration, which is the ability to develop ideas, and (4) originality, which is the ability to produce unusual ideas. A series of learning activities that

are directed to train creative thinking skills will make students able to come up with many answers and alternative solutions to problems faced by applying fluency, flexibly, originality, and elaboration which characterize creative thinking.

Creative thinking skills are very important for students in the context of life in the 21st century era. The opportunity to develop creative thinking is intended so that students are ready to face challenges and can solve 21st century problems as a form of carrying out their role as good citizens. Civics is a bridge in training students to become good and intelligent citizens. Djahiri, K. (2006, p. 9) explains that civic education is a form of unification of social education that expects the creation of citizens who can make general decisions intelligently, critically, responsibly, skillfully and participatively. But in reality, when researchers observed Civics learning in elementary schools, it was found that creative thinking skills had not developed in students. Students have not been trained and accustomed to expressing new ideas in solving problems, unable to answer questions during discussions and presentations, students are passive, cannot provide various interpretations of a problem and do not have different thoughts from other participants.

The underdevelopment of creative thinking skills is inseparable from the learning process designed by the teacher. The learning that is carried out has not been designed to train students to identify problems and find various ideas in the process of formulating problem solutions so that it appears that students' creative thinking skills have not developed properly. In connection with the problems that occur, it is necessary to make efforts to improve learning. Civics learning should be directed to provoke in-depth student understanding and be tailored to student needs. In addition, in accordance with the skills needed in the 21st century, namely creative thinking skills, learning should provide the widest possible opportunity to develop these skills. The application of problem-based or project-based learning models can be an alternative solution that can be used during Civics learning in the classroom.

One of the Instructional treatments that can be used to train students' creative thinking skills is the Project Citizen Learning Model. This learning model is the result of the development of the Center for Civic Education (CCE) in 1995. Project Citizen is a problem-based learning model to develop the knowledge, skills, and dispositions of democratic citizens that enable and encourage participation in government and civil society (Budimansyah, 2009). This model is also known as portfolio-based civic education project. Learning will be designed in scenarios that integrate problem solving, social research, social engagement, group learning, simulation and in-depth dialog that can develop creative thinking skills. Students will gain a learning experience that is not only focused on the knowledge received but also trained to have thinking skills as a means for students to find solutions to problems faced.

Budimansyah, D & Suryadi, K. (2008) explains that the project citizen model has steps that include.

1. Identifying public policy problems that exist in the community
   The first step is that teachers and students together look for problems and students explore their knowledge related to problems by discussing.
2. Selection of problems to be discussed in class.
   The teacher asks students to explain the importance of a problem discussed in a joint discussion. Then, students will choose the problem to be discussed by voting.
3. Collecting information relevant to the problem
   In this activity, students will learn to find information that is related to the problem or discussion of each group's assignment as much as possible, identify each source of information and review the acquisition of information.
4. Developing the class portfolio
   After obtaining enough information, students in groups develop a class portfolio according to their respective sections.
5. Presenting the portfolio (show case)
   Each group will present the results of their work along with the portfolio that has been made in front of the jury. Each student will learn to convince others of the solutions produced by students who are believed to be able to overcome a problem.

6. Reflection on learning experience.

At the end of the lesson, the teacher invites students to evaluate the learning process that has been done before. This activity aims to enable students to learn from every mistakes made at that time not to repeat it again in the next lesson.

The project citizen model reflects the creativity and hard work of the students in working on the set tasks, as well as their best thinking in considering which materials are most important to include in the class project citizen. (Mariyani, 2018). The application of this project citizen learning model is one way to improve students' creative thinking skills in Civics learning. Luqman (2017) through his research, concluded that the application of the project citizen learning model can improve critical and creative thinking skills in small groups through optimal preliminary activities, intensive teacher guidance, and motivation in the form of rewards for students in class V-D SD Islam Sabilillah Malang. The application of the project citizen learning model can also improve creative thinking skills, namely Cycle I of 70.8 to 75.6 in Cycle II. The research leads to a reference that the project citizen model can be recommended as one of the choices of learning models to improve critical thinking and creative thinking skills.

21st century thinking skills need to be developed in students to prepare them to face the challenges of social life in the future. Students as the color of the state must have these skills to support their role in state interactions. The application of project or problem-based learning models is recommended to develop students' thinking skills. The problem of low students' creative thinking skills in learning Citizenship Education according to the findings, of course, needs to get a solution. One solution that can be done is the application of problem or project-based learning models such as the project citizen learning model.

METHOD

The approach used in this research is Classroom Action Research (PTK). Suyanto in Muslich (2009) suggests that the definition of Classroom Action Research is a form that is reflective in nature by taking certain actions in order to improve and / or improve learning practices in the classroom professionally. The implementation of PTK is intended to improve and improve the quality of learning and help teachers in their efforts to solve problems that arise in the classroom. This research is included in class action research because the problems studied are problems that arise when learning activities take place so that this research is expected to improve the learning process for the better.

This research will refer to the PTK cycle developed by Kemmis and Taggart in Arikunto (2006) which will be carried out with 4 stages, namely (1) formulating problems and planning actions; (2) implementing actions and observing/monitoring; (3) reflecting on the results of observations; (4) changing/revising planning for further development. The problem of low critical thinking skills in Civics learning is overcome by applying the project citizen learning model. This research will be conducted in class IV of SD Negeri Gentramukti, Rongga District. Data in research on the application of the project citizen learning model is collected through field notes, observation and documentation.

Data obtained in the form of observation sheets of four components of creative thinking namely fluency, flexibly, elaboration, originality. The data analysis technique used is descriptive qualitative data analysis technique. The data obtained will be compared between cycle 1 and the next cycle and analyzed descriptively then conclusions are drawn. The data will be analyzed with the formula according to Ali (2013) as follows.

$$\text{Score} = \text{Total Score Maximum Score} \times 100\%$$

The data obtained will be presented and then the percentage of the achievement of students' creative thinking skills will be classified. The categories of creative thinking skills are as follows.

Table 1. Category Criteria for Creative Thinking Ability

Data Percentage Scale	
Score Interval	**Classification**
80% < T ≤100%	Excellent
60% < T ≤ 80%	Good
40% < T ≤ 60%	Enough
20% < T ≤ 40%	Less
0%< T ≤ 20%	Very Less

The expected target is an increase in creative thinking skills as seen from the increase in students who fulfill the five components of creative thinking skills to more than 60%.

RESULT

Agustin and Pratama (2021) suggest that critical thinking is a thinking process that a person uses to create new innovative ideas so that they can overcome the difficulties experienced. Creative thinking is one of the higher-level thinking skills that has 4 components, namely fluency thinking, flexible thinking, originality thinking and elaboration thinking. (elaboration). Creative thinking skills can develop thinking power that involves the delivery of new ideas in an effort to solve a problem. This research is a class action research that is carried out to fix the problem of low students' creative thinking skills in Civics learning. Mulyasa (2012) expects that classroom action research is an effort made by providing treatment that is deliberately displayed to pay attention to the learning process of a group of students. This research aims to improve students' creative thinking skills in Civics learning by applying the steps of the project citizen learning model.

Research planning starts from preparing lesson plans, activity observation sheets, and field notes. The lesson plan is made by adjusting the syntax of the Project Citizen learning model. Cycle 1 results show that overall creative thinking skills reached a percentage of 60% with details can be seen in the cycle 1 results table.

Table 2. Cycle Result 1

No	Aspect	Result
1	Fluency	61,36%
2	Flexibly	59,09%
3	Originality	54,55%
4	Elaboration	63,64%

Based on the results of data processing in cycle 1, it can be seen that the fluency aspect (fluent thinking) gets a good percentage of 61.36%. Students' creative thinking skills show that students have begun to be actively involved in learning by asking several questions to the teacher about the material, answering questions well, expressing opinions when discussing but sometimes not seeing the mistakes and weaknesses of a situation.

The next aspect is the flexibly aspect (flexible thinking) which shows a fairly good percentage of 59.09%. The development of the flexibly aspect is indicated by students being able to engage in utilizing the surrounding environment in creating ideas, providing various interpretations of objects, thinking of various ways to solve problems but not yet able to classify certain things according to their categories. Originality aspect shows good results with percentage of 54.55%. Students have started to be able to look for new ideas, have different thoughts from other students but have not been able to synthesize problems or solutions.

The last aspect, namely the elaboration aspect, showed a good result category with a percentage of 63.64%. During the implementation of learning, it was seen that students began to develop this elaboration aspect by developing or enriching the ideas conveyed by their friends, trying details to see the direction of problem solving solutions but students were not yet able to find a deeper meaning to problem solving with detailed steps.

After reflecting on cycle 1, there needs to be improvements for the next cycle. The improvements made include, the teacher must be more able to mobilize the class from the initial activities to the closing activities. The lesson plan is made by adjusting the syntax of the Project Citizen learning model. Based on the results of data analysis in cycle II, it can be seen that overall creative thinking skills reached 74%.

Table 3. Cycle Result 2

No	Aspect	Result
1	Fluency	79,55%
2	Flexibly	68,18%
3	Originality	72,73%
4	Elaboration	75,76%

Table 2 shows that the results of cycle II have improved from the previous cycle. The percentage of creative thinking skills results in the fluency aspect showed good results with a percentage of 79.55%. Students have also begun to be active in the activity of classifying certain things according to their category which was previously not seen in cycle 1.

Flexibly aspect is in the good category with a percentage of 68.18%. Students are able to engage in utilizing the surrounding environment in creating ideas, providing various interpretations of objects, thinking of various ways to solve problems, starting to be able to classify certain things according to their categories.

Creative thinking skills in the originality aspect are in the good category with 72.73%. Students have begun to get used to looking for new ideas, have different thoughts from other students and appear to be able to synthesize problems or solutions.

The last aspect in creative thinking ability is the Elaboration aspect. The Elaboration aspect showed good results with 75.76%. students began to develop this elaboration aspect by developing or enriching the ideas conveyed by their friends, trying details to see the direction of the problem solving solution and appearing to be able to find a deeper meaning to the problem solving with detailed steps.

DISCUSSION

The results of data analysis in research conducted in Cycle I and Cycle II in Civics learning for fourth grade students of Gentramukti State Elementary School with the application of project citizen learning that there was an increase in creative thinking skills. Cycle I showed a percentage of achievement of 60% while cycle II increased by 14% to 74%. Each aspect of creative thinking experienced different improvements. In cycle I, the fluency aspect showed an achievement of 61.36% and increased by 18.19% in cycle II to 79.55%. Fluent thinking skills are defined as skills in generating many relevant ideas or answers and a smooth flow of thought (Munandar, 2009: 192).

Susanto (2013) found that the Flexibly aspect or flexible thinking is the ability to produce varied ideas. The results of data analysis show that the flexibly aspect has increased by 9.09% from 59.09% in cycle I to 68.18%. Then the originality aspect increased by 18.18% with the achievement of 54.55% in the first cycle increasing to 72.73% in cycle II. Zubaidah (2017) suggests that original thinking is the ability to generate new ideas or ideas that did not exist before, creating products that did not exist before.

The last aspect is the elaboration aspect which increased by 12.12 from 63.64% in cycle I to 75.76%. During the activity students have shown skills to look for a deeper meaning to the answer or problem solving by taking detailed steps and developing other people's ideas. This is in line with the opinion of Febrianti in Istikomah (2019) which suggests that elaborative thinking is the ability to develop or add ideas so that detailed or detailed ideas are produced.

The improvement of students' creative thinking skills in Civics learning with the application of the Project Citizen learning model can be seen from the observation of activities during classroom learning. The results of cycle I observations show that students have not been able to see the mistakes and weaknesses of a situation, classify certain things according to their

categories, synthesize problems or solutions, and have not been able to find a deeper meaning to problem solving with detailed steps. But after reflecting the results obtained that students began to get used to developing their creative thinking skills in cycle II by showing an active attitude in seeing mistakes or weaknesses in the situation, fluently classifying things according to their categories, starting to dare to synthesize problems or solutions and actively looking for deeper meaning in solving problems with detailed steps.

CONCLUSION

The results of research on the application of the Project Citizen learning model in Civics learning show that there is an increase in creative thinking skills in grade 4 students of Gentramukti State Elementary School. The data obtained in the study is based on observation guidelines which include aspects of fluency, flexibility, originality and elaboration. Data analysis shows that there is an increase in creative thinking skills. The results of students' creative thinking in cycle I showed a good category with a percentage of 60% where the achievement of the fluency aspect was 61.36%, the flexibly aspect was 59.09%, the originality aspect was 54.55% and the elaboration aspect was 63.64%. An increase of 14% occurred in cycle II where the results of data analysis showed that students' creative thinking skills were in the good category with a percentage of 74%. Each aspect showed an increase with the fluency aspect to 79.55%, flexibly aspect to 68.18%, originality aspect to 72.73% and elaboration aspect to 75.76%. This research can be used as a reference for other researchers who want to conduct further similar research and can broaden the insight and knowledge of readers regarding the application of the project citizen learning model to improve the quality of learning. Suggestions that can be conveyed are that teachers should pay attention to the accuracy of the steps/syntax of the learning model so that the learning process can take place well and students are expected to be able to prepare themselves before learning is carried out by doing literacy about the material to be studied.

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