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## **THE INFLUENCE OF CITIZEN PROJECT LEARNING MODEL TOWARD THE STUDENTS GRADE VII LEARNING STYLE AND OUTCOME OF GAJAH MADA PRIVATE JUNIOR HIGH SCHOOL MEDAN**

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### **Abstract**

The purpose of this study is to investigate the impact of the Project Citizen learning model on student outcomes and styles of learning. The study involved 242 students from seven classes. Using cluster random sampling, 39 students were selected for the experimental group (V-1) and 39 for the control group (V-2). The study focused on dependent variables such as learning based on multiple intelligences, student study results, and study styles. Employing a quasi-experimental design, data was collected through tests, documentation, and observation, and analyzed using inferential statistics. The results indicated a significant effect of the Project Citizen learning model on both student outcomes and learning styles ( $F_h = 0.000$ ,  $p = 0.05$ ). Specifically, interpersonal intelligence had a substantial influence on student outcomes, accounting for 16.24% of the variation. Similarly, kinesthetic intelligence significantly affected learning styles, explaining 24.60% of the variance. In terms of outcomes, students in the experimental group outperformed those in the control group, with higher average scores ( $74.47 \pm 7.49$  vs.  $55.64 \pm 7.55$ ). Likewise, the learning style of students in the experimental group differed significantly from that of the control group, with higher average scores ( $61.54 \pm 7.53$  vs.  $49.48 \pm 7.69$ ). These findings demonstrate the effectiveness of the Project Citizen learning model in improving both student outcomes and learning styles.

**Keywords:** *Project Citizen, Results, Learning Styles*

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## A. Introduction

Study of education always occupy top place in life man. Education according to (Putri & Setyowati, 2021) is a process for influence students so they can adapt self with the best to the environment (Helminsyah et al., 2021). With thereby will arise change in he made it possible For works in a way strong in life social.

Basically growth and development student depending on mutual elements nfluence , for one ie talent already owned by students since was born and will be grow develop blessing influence environment. On the contrary environment will more meaningful if can directs to existing talents there is , though No can denied exists possibility growth and development That simply only caused by factors talent just or by the environment just (Haerullah & Hasan, 2017) Although thereby create activity able to learn develop results maximum learning is teacher's duties and obligations . Therefore that's what teachers have to do think and create planning activity Study teach who can stimulate results effective and efficient learning . Mahmud (1989:12) states actually every child born intelligent with bring each other's potential and talents .

If intelligence individual ignored at school so Lots student will experience difficulties and failures in Study. Every individual in a way potential Certain talented but He come into being with different ways. Because it's deep every class gather student with different abilities (intelligence, talent, speed learning, and so on), style Study they are also different.

For increase results Study student can realized with management student-oriented classes that is, teachers must give emphasis and experience in a way direct as well as designing the learning process teach in a class that gives Lots chance to student For develop knowledge and apply things that have been studied it.

Based on results observation, interview to teachers and students and also carry out needs assessments For input in a way comprehensive to problems that exist at the elementary school level in particular, starting from inner teacher method learning, style Study students at the time follow learning as well as the author did too design, implementation up to the stage evaluation. This matter writer do in frame do improving learning models both teachers and students as well as development potency from participant educate.

When writer do observation to influence learning carried out by teachers in particular, in particular the entire learning model used Still in a way conventional, though felt not enough relevant with curriculum independence at that time This enforced by the government. Teacher in person massive give material learning to

participant educate with using an inferior model relevant, and not rarely at times the author's observations do it, it is a number of sleepy student, no to enthusiastic, chatting with friend next door and also there frequent students permission to outside class with reason go to the toilet, besides it's also a writer find data when the teacher has finished explained learning Pancasila Education at the moment asked for feedback from participant educate seen No exists participant educate who provides response, no any question or give addition to material that has been delivered , so No so measurable is participant educate has can understand material that, this is what causes it student become passive so that impact on results nor style Study student. With This is how the project citizen learning model is believed capable overcome difficulty to results learn who has characteristics Difficult lesson understood.

**B. Method**

Population used in this study is all over student Class V State Elementary School has a total of 3242 students or 7 classes . Whereas sample used that is class V-1 ( class experiment ) as many as 39 students and class V-2 ( class control ) as many as 3 9 selected students random in a way *cluster random sampling*. Experiment This designed as *Non-Equivalent pretest-posttest control design* Because use class comparison (Ratminingsih, 2010).

<i>Pre-Test</i>	<i>Treatment</i>	<i>Post-Test1</i>	<i>After 3 weeks</i>	<i>Post-Test2</i>
Y0	X1	Y1	3 weeks )	Y2
Y0	X2	Y3	3 weeks	Y4

Keterangan:

- Y 0 : Student pre -test before given treatment
- X 1 : Treatment learning Project citizen learning model
- Y 1 : Post -test 1 student taught in the project citizen learning model.
- Y 2 : Post -test 2 student after 3 weeks done from post-test 1
- X 2 : Learning Pancasila without treatment (class control)
- Y 3 : Post -test 1 students taught in class control.
- Y 4 : Post -test 2 conducted after 3 weeks from post-test 1 taught students without treatment (class control).

**1. Source of Data**

Research data collection This have objective for reveal about variables that will researched include: (1). Observation, used through observations that include activity centering attention to something object with use whole tool sense. Data

collection This used in frame observe the learning process teaching, incl learning systems and models, (2). Documentation techniques, techniques data collection with documentation is retrieval of the data obtained through documents. This way used for obtain supporting data about analysis ability or level intelligence students, and (3). Test, is a series question or exercise as well as other tools used For measure skills, knowledge, intelligence, ability or talents possessed by individuals or group (Haerullah & Hasan, 2017). In research This two are used test, the first one i.e., test intelligence/intelligence (MI) of students and tests results Study student. About method collection of results data Study student tested with using validity tests, reliability, difficulty tests, power tests different, and tested try it in class. (Parkin, 2016)

## 2. Model Analysis

Analytical model that will be done that is analysis descriptive with use technique statistics is for summarize the data into easier seen and understood, including:

- a. Analysis Question Items
- b. Analysis Reliability
- c. Difficulty Level Analysis
- d. Differentiating Power
- e. Data Normality Test.

## C. Finding and Discussion

### 1. Learning Outcomes and Student Learning Styles

Based on results research conducted found that class experiments and classes control is known results Study based on implementation pretest, posttest and style Study with using the project citizen model of the data results pretest, posttest and style Study student can seen in the table below.

**Table 1. Pretest, Posttest and Learning Style Data Student Class Experiment and Class Control**

Ability	N	Range		Minimum		Maximum	
		Ex	Ctr	Ex	Ctr	Ex	Ctr
Pretest	39	15	30	47.50	27.50	62.50	57.50
Posttest	39	35	32	55.00	37.50	90.00	70.00
Learning style student	39	35	27	47.50	35.00	82.50	62.50

Ability	N	Mean		elementary school		Variance	
		Ex	Ctr	Ex	Ctr	Ex	Ctr
Pretest	39	53.97	46.15	3.84	8.54	14.71	72.98
Posttest	39	76.47	55.64	7.49	7.56	56.16	57.14
Learning style student	39	61.54	49.49	7.54	7.69	56.78	59.27

Based on table on can concluded that results pretest (Class Control) with using conventional models minimum value 27.50, value maximum 57.50, average 46.15, standard deviation 8.54 and variance 72.98. Posttest results class control minimum score 37.50, mark maximum 70.00, average 55.64, standard deviation 7.56, and variance 57.14. Learning outcomes style Study student minimum value 35.00, value maximum 62.50, average 49.49, standard deviation 7.69 and variance 59.27. With thus each result test different.

## 2. Data Normality Test Results

Test the normality of data on each variable that is results Study with the project citizen model towards results Study as well as style Study can seen in the table.

**Table 2. Normality Test Results in Class Experiments and Classes Control**

Implementation	Class Experiment		Class Control	
	<i>Sig</i>	Information	<i>Sig</i>	Information
<i>Pretest</i>	0.458	Normal	0.532	Normal
<i>Posttest</i>	0.392	Normal	0.544	Normal
Retention	0.671	Normal	0.435	Normal

## 3. Homogeneity Test Variance

Homogeneity test done with Lavene test t, results homogeneity towards each variable research that is results learning and learning styles of the project citizen model compared with traditional models can seen in the table below.

**Table 3. Homogeneity Test Results Variance**

<i>Levene's Test of Error Variance</i>					
Learning outcomes	F	df 1	df 2	Sig.	Conclusion
	2,126	5	32	0.08	Homogeneous

Conclusions obtained from homogeneity on showing that second class originate from homogeneous population.

**Table 4. Comparison of Student Learning Styles in Class Experiment with Class Control**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning Style	Class Experiment	39	61.54	7.53534	1.20662
	Class Control	39	49.49	7.69867	1.23277

**Table 5. Independent Samples Test**

		Levene's Test for Equality of Variances								t-test for Equality of Means	
Learning Style	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference			
								Lower	Upper		
Equal variances assumed	,358	,551	6,986	76	,000	12.05128	1.72501	8.61562	15.48694		
Equal variances not assumed			6,986	75,965	,000	12.05128	1.72501	8.61560	15.48697		

In table on show that style Study students in class experiment happen difference in results learning is done in the classroom control . Use method more project citizen learning tall more tall from class control with using conventional/traditional models (61.54 > 49.49).

**Discussion**

Based on data that has been found and results data processing, the project citizen learning model is obtained influence big to results and style Study students, data summarized in class experiment and control show sufficient results significant with the average of the results obtained  $76.47 \pm 7.49 > 55.64 \pm 7.55$ , then style Study obtained  $61.54 \pm 7.53 > 49.49 \pm 7.69$ . As In implementing the Project Citizen learning model, students are required to think analogically in put forward problem, namely using the information (knowledge and skills) that they already have to produce new information that is equivalent.

Apart from learning a teacher should also pay attention his students as individual who owns uniqueness separately, because that results learn and get influenced by characteristics participant learning (style learning) students. Students who have characteristics participant learning ( style Study ) tend more tall in finish task his Good from facet depth nor breadth. High success rate too. The project citizen learning model has role important in finish problems in learning, so that appear of ideas and potential student so that can create knowledge new in life social.

#### **D. Conclusion**

Based on results research and data analysis then concluded that:

One of the Project Citizen Learning Models form learning in a way meaningful (*meaningful*) based value (*Value based*) on Results and Intelligence Intelligence Study student Class VI Gajah Mada Private Middle School Medan p This proven with influence direct, project citizen learning model towards results and style Study student influential in a way significant with mark  $74.47 \pm 7.49 > 55.64 \pm 7.55$ .

Implementation learning using the influential Project Citizen model in a way direct of 98.6% against style Study whereas compared class control influential significant with mark  $61.54 \pm 7.53 > 49.48 \pm 7.69$ .

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