

APPLICATION OF THE PROJECT CITIZEN LEARNING MODEL TO THE DEVELOPMENT OF ANTI-CORRUPTION VALUES IN CLASS XI STUDENTS OF SMA NEGERI 1 SEPUTIH RAMAN

CAHYO SAPUTRA¹, MUHAMMAD MONA ADHA², DEVI SUTRISNO PUTRI³, MUHAMMAD NURWAHIDIN⁴, ABDUL HALIM⁵

Pancasila and Citizenship Education Study Program, University of Lampung, Bandar Lampung
cahyosaputra2003@gmail.com, mohammad.monaadha@fkip.unila.ac.id,
devi.sutrisnoputri@fkip.unila.ac.id, abdul.halim@fkip.unila.ac.id

Abstract

The aim of this research is to determine the effect of implementing the Learning Model Project Citizen in Developing Anti-Corruption and Integrity Values for Students at SMAN 1 Seputih Raman. The research method used in this research is quasy experiment with a type of quantitative approach. The research subjects in this study were class XI students at SMAN 1 Seputih Raman. The sample in this study amounted to 71 respondents consisting of 36 experimental class respondents and 35 control class respondents. Data collection techniques use observation, questionnaires and interviews as support. The research results show that the learning model project citizen able to develop anti-corruption values and student integrity as evidenced by students' enthusiasm and interest in participating in learning so that these values can develop well. Students are able to develop attitudes of honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, justice and integrity in various aspects of learning. Based on the indicator values obtained, the most dominant anti-corruption values are responsibility, which can be seen from the results of the questionnaire calculations selfassessment obtained a score of 91.67%, peer-assessment amounting to 86.11%, and observation results of 87.96% in the very good category. This statement can be seen from students' discipline in completing assignments, compliance with group rules, and students' initiative in solving problems raised in learning. This attitude shows that the learning model project citizen has a positive impact in developing the character of students, especially in cultivating anti-corruption values and integrity.

Keywords: Anti-Corruption, Learning Model, Values, Project Citizen, Quasy Experiment

I. INTRODUCTION

Corruption is a problem that is still a big challenge for various countries in the world, including Indonesia. Acts of corruption involving abuse of authority for personal or certain group interests have had a significant impact on various aspects of social, national and state life. According to Transparency International (2022), Indonesia still faces serious challenges in improving the corruption perception index which shows the level of integrity of the public sector. Therefore, efforts to eradicate corruption must be carried out comprehensively, including through the education sector.

The large number of acts of corruption that occur in Indonesia proves that government supervision of the corrupt behavior of state officials is still not optimal. This is due to the complexity and complexity of the corruption problem which cannot be resolved with a partial approach. Resolving corruption as a crucial national problem must be carried out with a comprehensive approach involving many parties. One approach that can be used to eradicate corruption in Indonesia is through a cultural approach. Schools as cultural institutions have an important role in instilling anti-corruption values. Cultural approaches are implemented by community organizations and educational institutions. Senior High Schools (SMA) as formal educational institutions have an important role in strengthening the anti-corruption movement, especially through citizenship learning (Murdiono, 2016).

Schools have a very important role in instilling anti-corruption values through Pancasila and Citizenship Education (PPKn) subjects. The essence of PPKn learning is more than just understanding the material presented, but should also be able to formulate habits based on direct

examples for students, so that a high level of concern, awareness and understanding can be realized in the application of daily life (Santoso & Adha, 2019). PPKn subjects are a form of values and moral education, as an effort to instill and apply anti-corruption values to students, which can be carried out effectively. According to TorneyPurta (Khoirusnaini, 2023) states that citizenship education includes several aspects such as civic knowledge, civic engagement, and civic attitudes. This subject contains various components of personality values that are relevant to instilling anti-corruption values.

Citizenship Education as a subject has a mission to realize good and smart citizen. It should be possible to develop students' competencies in a good integrated manner knowledge, skills nor disposition (Branson, 1999). Djahiri in (Adha et al., 2018) states that the main principle of learning is the process of involving all or part of the student's potential and also the meaning for him and his life in the future. According to Winataputra (Susanto, 2016) the aim of Citizenship Education is to develop civic competences ie civic knowledge (knowledge and insight of citizenship), civic disposition (values, commitment and citizenship attitudes), civic skills (a set of intellectual, social and personal citizenship skills) that should be mastered by every individual citizen.

Effective learning of Pancasila and Citizenship Education (PPKn) requires an interactive approach and is oriented towards building the character of students. Winataputra (2016) emphasized that Citizenship Education must build civic intelligence through meaningful and participatory learning. In line with this, Vygotsky's (1978) constructivist theory emphasizes the importance of social interaction in learning, which allows students to develop critical thinking skills and morality.

In the context of character education, anti-corruption values must be integrated into PPKn learning in a systematic and participatory manner. Character education, according to Zainal et al. (2019), must not only provide an understanding of morals, but also encourage internalization and application in everyday life. Therefore, learning methods must be interactive, such as discussions, case studies and simulations, so that students better understand the real impact of corruption (Susanto, 2017).

However, the implementation of PPKn learning that instills moral and ethical values is still not optimal. Susilo (2018) revealed that anti-corruption education is often limited to theory without real relevance for students. The dominant learning model is lecture-based, rote memorization and teacher-centred, causing a lack of understanding and internalization of anti-corruption values in students' lives (Setiawan, 2014).

This problem was also found at SMA Negeri 1 Seputih Raman, Central Lampung. Observation results show that student behavior still shows low levels of discipline, honesty and responsibility. For example, being late for class, talking during class, playing with gadgets, and dishonesty in doing assignments are indicators of a lack of internalization of anti-corruption values in the school environment.

In addition, interviews with PPKn teachers and guidance and counseling teachers revealed that students were often irresponsible in completing assignments and had low attendance levels. The guidance and counseling teacher found several cases of students who played truant by pretending to have permission from school. This problem indicates that the learning approach currently implemented has not been able to build the character of discipline and integrity in students.

Monotonous learning methods also contribute to students' low interest and understanding of anti-corruption values. Rahmawati (2022) stated that the lack of variety in learning hinders the development of critical thinking, which should be the main competency in understanding civic values. Therefore, learning must provide opportunities for students to actively interact and reflect on their understanding.

To overcome this problem, the application of constructivism theory which emphasizes the active involvement of students is very important. Vygotsky (1978) emphasized that effective learning occurs through discussion, collaboration, and reflection. By using a more interactive method, students can better understand the concept of anti-corruption and relate it to everyday

life.

Learning model Project Citizen is a solution that can be implemented in PPKn to instill anti-corruption values. Budimansyah (Adha & Yanzi, 2014) explains that Project Citizen is problem-based learning that encourages student involvement in civic issues. This model not only builds theoretical understanding, but also develops critical thinking, collaboration, and communication skills.

Project Citizen allows students to participate in real projects that are relevant to their lives. Through a portfolio-based approach, students can connect anti-corruption concepts with their empirical experiences (Fajri et al., 2021). In addition, this model includes various methods such as social inquiry, in-depth discussions, and democratic learning to strengthen the internalization of moral values.

This research aims to analyze the influence of the model Project Citizen towards developing anti-corruption values for students at SMA Negeri 1 Seputih Raman. By implementing a more active and participatory learning approach, it is hoped that students can better understand, internalize and apply anti-corruption values in everyday life. Educators have a crucial role in creating a conducive learning environment so that students can be more motivated to build character with integrity (Suryadi, 2021).

II. Methods

The type of research used in this research is research quasy experiment with a quantitative approach. According to (Arikunto, 2015), experimental research is defined as research that explains the cause and effect of the treatment given, and explains the entire process from the beginning of the treatment to the impact of the treatment. To identify this, a comparison was carried out between one or more experimental groups that received treatment and a control group that did not receive treatment. In this study, students were grouped into two classes, namely the experimental class and the control class. The experimental class was given treatment in the form of using a learning model project citizen, while the control class uses a discussion model.

III. Result and Discussion 1. Learning model Project Citizen

Learning model project citizen is a problem-based learning model that produces a portfolio as output. In its application, this model not only directs students to understand the material conceptually, but also instills and develops anti-corruption values during the learning process. According to Center for Civic Education (CCE), Project Citizen is a civics education program designed to increase students' understanding of public policy and encourage participation in the democratic process. This program engages students in identifying public policy problems in their communities, conducting research, and developing a portfolio presenting proposed solutions.

Budimansyah (2009) states that project citizen is a learning model or something instructional treatment problem-based to develop the knowledge, skills and dispositions of democratic citizenship that enable and encourage participation in government and civil society (civil society). The statement above shows that through the learning model project citizen Students are invited to study a problem which is then developed into knowledge. The aim of this approach is to motivate students to learn through fun learning and encourage them to understand and utilize their rights and responsibilities in solving problems studied at school or the environment where they interact.

Based on research data obtained by the author, the results show that the application of the learning model project citizen influential in developing students' anti-corruption values at SMAN 1 Seputih Raman. This learning model has been implemented by educators by following the steps systematically. The learning process begins with a discussion with all students to identify problems that are relevant to the teaching material, then choose one of the problems as the focus of the class study. After that, students are divided into groups and discuss to determine sources of information to strengthen the analysis of the problems being studied and develop a portfolio.

Before the presentation, the results of project development are first assessed by the educator, then students present the results of the discussion in the form of a portfolio display. In line with Budimansyah's opinion (Adha, 2021), the learning model steps project citizen includes identifying problems, selecting a problem to be studied in class, gathering information, developing a portfolio, presenting the portfolio in front of a jury or educator, and reflecting on the learning experience. During the implementation of the learning model project citizen Students show various behaviors that reflect anticorruption values, which are observed through the observation process that has been carried out as follows:

Step 1: Identify the Problem

Students actively observe the surrounding environment to find real, relevant issues, such as lack of transparency in the use of school funds or injustice in the distribution of scholarships. In this process, they show social awareness and independence in exploring information without depending on other parties.

Step 2: Choose a Problem to Study in Class

Implementation Project Citizen has succeeded in instilling anti-corruption values in students, especially in the problem selection process. They choose issues based on urgency and social impact, not personal interests. Their concern can be seen in choosing issues that have a wide impact, such as the misuse of public facilities or the lack of transparency in school funds. Students demonstrate independence by making their own decisions, as well as responsibility in accounting for choices and finding solutions. Their discipline is evident in the use of clear selection criteria, while hard work is evident in the in-depth analysis before defining key issues. They also apply simplicity by simplifying issues to make them easier to handle and show courage in raising controversial issues, such as illegal levies. Justice values thrive because they ensure that the issues chosen reflect the common interest, not just a particular group.

Step 3: Gather Information

Implementation Project Citizen In developing anti-corruption values, it can be seen from the involvement of students in collecting accurate and relevant information without manipulation. They demonstrate independence by actively seeking data sources and responsibility in ensuring the accuracy of the information. Discipline is seen in systematic data management, while hard work is seen in the use of various methods such as interviews and literature studies. Their courage emerged when they sought information from various parties, including the authorities. Additionally, they implement simplicity in data presentation as well as fairness by ensuring multiple perspectives are used to avoid bias.

Step 4: Develop a Class Portfolio

Implementation Project Citizen in developing anti-corruption values reflected in the group work of students when compiling portfolios. They demonstrate honesty by presenting facts without manipulation, as well as responsibility in organizing information systematically. Independence can be seen in preparing portfolios without copying other people's work, while concern can be seen in their efforts to find solutions for society. Discipline and hard work are reflected in the analysis and processing of data into quality documents. In addition, they apply simplicity in presenting portfolios, courage in formulating policy recommendations, and fairness by ensuring objective data presentation. In this way, students not only produce a credible portfolio but also internalize anti-corruption values at every stage of its preparation.

Step 5: Presenting the Portfolio

Implementation Project Citizen succeeded in forming anti-corruption values in students, as seen from the delivery of honest and professional information. They show independence when speaking in front of the class, concern by inviting the audience to understand the issue, and discipline in following the flow of the planned presentation. Hard work can be seen from careful preparation, while simplicity is implemented through the use of language that is easy to understand. Courage appears in expressing ideas in public, and justice is seen in solutions that take into account the interests of all parties. In this way, students not only present their work results transparently, but also build an anti-corruption culture with integrity.

Step 6: Reflect on the Learning experience

Implementation Project Citizen succeeded in instilling an anti-corruption attitude in students, as can be seen from their ability to evaluate learning experiences honestly and responsibly. They show independence by reflecting without teacher direction and discipline in structured evaluations. Concern is seen in awareness of the impact of the efforts that have been made, while hard work is seen in the use of reflection as a basis for improvement. Simplicity is applied by taking practical lessons, courage appears in admitting mistakes, and justice is seen in objective assessments without blaming other parties. Thus, reflection is an important step in forming an anti-corruption character with integrity.

The description above is supported by observational data which shows that the learning model applied is: treatment impact on the level of student activity. The experimental class that implements the model project citizen obtained an activeness score of 81.58% (very active), while the control class did not use a learning model project citizen obtained a score of 70.24% (active). This proves that implementation project citizen makes students more active compared to classes that do not use the learning model project citizen. The results of this comparison show that the learning model project citizen able to develop students' anti-corruption values, which can be seen from the establishment of two-way communication during learning.

Learning model project citizen also increases student interest and participation, creates a pleasant learning atmosphere, and fosters interest and enthusiasm in participating in the learning process. This statement is in line with the opinion of Budimansyah (2008) which states that project citizen provide space for students to participate actively and creatively thereby increasing students' interest in PPKn, because project citizen provide students with experiences to form their own identities and foster their relationships with society.

Learning with models project citizen has created a more effective learning atmosphere, where learning is no longer teacher-centered, but becomes more interactive. This is proven by the enthusiasm of students in participating in learning and their active participation in group work. This statement is in line with Winataputra and Budimansyah (2008) who stated that the learning model project citizen is an adaptive model in revitalization that can replace previous learning which is often known as conventional learning to involve classroom activities in helping students develop the analytical, policy-making, evaluative and participatory skills needed by the younger generation to help solve and other social problems. Based on the observation results above, it can be concluded that the application of the model project citizen has succeeded in developing students' anti-corruption values during learning.

2. Students' Anti-Corruption Values Honesty

The analysis results show that the implementation Project Citizen effective in developing honest attitudes in students. From the questionnaire results, the experimental class showed better improvement than the control class, especially in the very good category, with 75.00% self-assessment and 86.11% peer-assessment. This is characterized by honesty in expressing opinions based on one's own understanding, not cheating, having the courage to admit mistakes, and including references correctly. In contrast, the control class still showed several indications of a lack of honesty, such as copying answers without understanding and giving excuses when submitting assignments late. The observation results also support this finding, where students in the experimental class were more honest in discussions, presentations, and completing assignments independently, compared to the control class who still showed dishonest practices.

Previous research by Dewi (2017) also strengthens that Project Citizen effective in forming students' honest and responsible character. Students in this learning model are more open in reporting work results, show consistency between words and actions, and are responsible in completing assignments. This is in line with observations which show that students are more active in discussions, work together in groups, and carry out their duties with full responsibility. Thus, it can be concluded that the implementation Project Citizen able to develop anti-corruption values, especially honesty, in students of SMAN 1 Seputih Raman.

Concern

The analysis results show that the implementation Project Citizen effective in increasing student awareness. From the results of the questionnaire, the experimental class showed a higher increase in concern than the control class, especially in the very good category, with 86.11% self-assessment and 88.89% peer-assessment. This can be seen from students who actively contribute to group assignments, respect other people's opinions, and help friends who are experiencing difficulties. On the other hand, the control class still showed a lack of concern, such as dominating discussions without giving opportunities to other friends, as well as a lack of respect for other people's opinions. The observation results also support this finding, where students in the experimental class show more empathy by showing respect, not imposing opinions, and accepting group decisions fairly.

Research by Mutiara Ramadhani (2021) strengthens that Project Citizen effective in increasing active participation of students. Through this model, students are directly involved in identifying and analyzing social problems, which encourages them to be more concerned and active in group discussions. For example, students work together to identify corruption issues in the surrounding environment, analyze the causes, and propose concrete solutions. Thus, implementation Project Citizen not only increases student involvement in learning, but also forms a higher attitude of concern for the environment and each other.

Independence

The analysis results show that the implementation Project Citizen effective in increasing students' independence. From the questionnaire results, the experimental class had a higher percentage of independence than the control class, especially in the very good category, with 83.33% self-assessment And peer-assessment. This is characterized by students completing individual assignments without relying on friends, preparing their own presentation materials, and looking for additional references independently. In contrast, the control class still showed dependence on friends in doing group assignments and lacked initiative in seeking additional information. The observation results also showed that students in the experimental class were more active in managing the discussion without waiting for the teacher's instructions, while in the control class there were still students who only relied on information from the teacher without any independent effort.

Research by Winataputra and Budimansyah (2008) supports this finding, where citizenship education is based Project Citizen can foster independence as well as anticorruption values. Students are taught to think critically, identify social problems, and find solutions without relying on other parties irresponsibly. This attitude of independence helps them reject corrupt actions such as collusion and nepotism, and forms a more responsible character in everyday life. Thus, Project Citizen not only increasing students' academic independence, but also building a strong anti-corruption attitude.

Discipline

The analysis results show that the implementation Project Citizen effective in improving student discipline. From the questionnaire results, the experimental class showed higher discipline than the control class, especially in the very good category, with 91.67% self-assessment and 61.11% peer-assessment. This can be seen from students who come and leave class on time, follow the teacher's directions, and complete and submit assignments according to deadlines. In contrast, the control class still showed indiscipline, such as not bringing study equipment and ignoring assignment deadlines. The observation results also support this finding, where the experimental class obtained a discipline score of 88.65% in the very good category, while the control class only achieved 77.85% because there were still students who lacked focus during learning.

Puspitasari's research (2017) also shows that Project Citizen can improve student discipline, which is characterized by learning completeness and compliance with learning rules. The

disciplined attitude trained through this learning not only has an impact on academic habits, but also forms a character that is more responsible and has integrity. Students who are used to being disciplined in carrying out their duties and obeying the rules will be more aware of the importance of ethics and have a tendency to avoid corrupt actions in the future. Thus, anti-corruption education through Project Citizen contribute to forming a disciplined character as an effort to prevent corruption from an early age.

Responsibility

The analysis results show that the implementation Project Citizen effective in increasing students' responsible attitudes. From the questionnaire results, the experimental class showed a higher level of responsibility than the control class, especially in the very good category with 91.67% self-assessment and 86.11% peerassessment. Students who fall into this category are active in dividing tasks, discussing, and following the teacher's directions well. Meanwhile, the control class still showed a lack of responsibility, such as not understanding the results of the discussion or not contributing to the group. The observation results also support this finding, where the experimental class obtained a percentage of 87.96% in the very good category, while the control class only achieved 78.57% because there were still students who did not bring study equipment, copied answers without understanding the content of the material, and did not participate enough in discussions.

Adha and Yanzi's (2014) research states that Project Citizen can develop students' responsible attitudes in classroom activities, which contributes to improving their cognitive skills and civic character. This attitude of responsibility reflects discipline and commitment in completing tasks without avoiding the consequences. Responsible students are more likely to be honest, have integrity, and understand their role in preventing corrupt practices. By applying Project Citizen, students are not only responsible in academic tasks, but also in social and civic life, which ultimately contributes to building an anti-corruption culture in the school and community environment.

Hard Work

The analysis results show that the implementation Project Citizen effective in improving students' hard work attitudes. Based on the results of the questionnaire, the experimental class showed a higher level of hard work than the control class, especially in the very good category with 91.67% self-assessment and 63.89% peer-assessment. Students in this category actively participate in discussions, submit opinions, and complete assignments on time without delay. In contrast, the control class still showed several obstacles, such as avoiding responsibility during presentations or handing over assignments to friends without contributing. The observation results also showed that the experimental class obtained a percentage of 86.57% in the good category, while the control class only achieved 74.09%, because there were still students who were less active and tended to depend on friends who were more diligent.

Research by Sari & Nugroho (2021) shows that hard work in learning contributes to increasing students' independence, perseverance and responsibility for the learning process. This hard work attitude is in line with anti-corruption values which emphasize maximum effort in achieving goals without looking for shortcuts or depending on other people. Students who work hard will uphold honesty and avoid unethical actions such as cheating or relying on friends for assignments. By applying Project Citizen, students not only practice completing tasks diligently and independently, but also form a character that is persistent, responsible and has integrity, which is the main principle in preventing corruption.

Simplicity

Implementation Project Citizen proven effective in instilling the value of simplicity in students. Based on the questionnaire results, the experimental class showed a higher level of simplicity than the control class, especially in the very good category self-assessment of 88.89% and peer-assessment amounting to 88.33%. Students in this category show a simple attitude by

using resources efficiently, not being wasteful, and getting along without distinguishing between social status. Meanwhile, the control class still has students who are wasteful in using stationery or food, and use excessive accessories that are not in accordance with school rules. The observation results also showed that the experimental class obtained a percentage of 93.98% in the very good category, while the control class obtained 90.47%, which shows an increase in awareness of the importance of living simply.

This finding is in line with research by Rahmawati & Suyatno (2021) which states that experience-based learning can increase students' awareness of simple living, which is reflected in their habits of using goods efficiently and responsibly. KPK (2018) also emphasized that simplicity is part of honesty, integrity and self-control in the use of resources. By instilling an attitude of simplicity, students not only learn to be responsible for the resources they use, but also avoid the consumerist and hedonistic lifestyle that can encourage corrupt behavior. Therefore, instilling the value of simplicity in learning is a strategic step in building an anti-corruption culture from an early age.

Courage

Implementation Project Citizen proven to be able to increase students' courage in expressing opinions and fighting injustice. Based on the results of the questionnaire, the experimental class showed a higher increase in courage than the control class, especially in the very good category self-assessment of 88.89% and peer-assessment amounting to 83.33%. Students in this category dare to express opinions even though they differ from other friends, and report unfair actions in the group. On the other hand, the control class still showed that there were students who were hesitant in expressing disagreement and did not have the courage to ask the teacher when they had difficulty understanding the material. The observation results also strengthen these findings, where the experimental class obtained a percentage of 86.11% in the good category, indicating that students began to have the courage to defend friends who experienced injustice and actively asked questions in group discussions.

This finding is in line with the KPK principles (2018) which emphasize that courage is the main value in building an anti-corruption culture, especially in rejecting fraud and speaking the truth. Prasetyo & Wibowo's (2020) research also shows that participatory-based learning such as Project Citizen can encourage students' courage to think critically and act based on correct principles. By increasing their courageous attitude, students not only contribute to a more active and dynamic learning environment, but also become individuals who are ready to face social challenges with integrity. This shows that Project Citizen not only strengthens academic skills, but also forms characters who dare to reject corrupt practices and fight for honesty and justice.

Justice

Implementation Project Citizen in learning, it has succeeded in improving students' fairness attitudes, especially in group work and decision making. Based on the results of the questionnaire, the experimental class showed a higher level of fairness than the control class, with self-assessment of 94.44% and peer-assessment amounting to 86.11% in the very good category. Students in this category actively provide equal opportunities to all group members in discussions, divide tasks evenly, and listen to opinions without taking sides from close friends. On the other hand, in the control class, there were still students who made decisions without deliberation or allowed some members to work more, which was reflected in the observation results with a fairness value of 78.09%, slightly lower than the experimental class which reached 80.55%.

These findings support the research of Rahmawati & Suryadi (2021), which states that collaboration-based learning can improve students' fair attitudes, especially in sharing tasks and making democratic decisions. The Corruption Eradication Commission (2018) also emphasized that fairness is the main value in preventing corruption, because individuals who uphold justice will not act nepotically or abuse their authority. Therefore, increasing attitudes of justice in learning does not only reflect the success of the method Project Citizen, but also forms the character of students

who are ready to reject all forms of injustice and deviation in everyday life.

3. Application of Learning Models Project Citizen in Developing Students' Anti-Corruption Values

Based on observations at school during PPKn learning, the implementation of the project citizen learning model by educators is carried out well by following every step in the learning model, where students are required to participate actively so that they have the skills to participate during the learning process. The learning process not only aims for students to understand the concepts of teaching material, but also emphasizes the importance of deepening and understanding the material through their active participation. Students' activeness can be seen from the development of anti-corruption values during learning, which are not only useful in the learning process, but can also be applied in everyday life, both in the family environment and in the community where they live.

Assessment of students' attitude competency is an evaluation of the expression of students' values or outlook on life, which is manifested in the form of attitudes or behavior as a result of a learning program. In implementing the project citizen learning model at SMAN 1 Seputih Raman, students are directly involved in learning by playing an active role in solving real problems in the community. This process is carried out collaboratively, starting from identifying and analyzing the issues that occur, reviewing alternative policies, proposing solutions, to developing a work plan that explains how to invite the community to support existing and proposed policies. Active participation in solving these problems not only increases students' understanding of public policy, but also develops their anti-corruption values.

The collaborative implementation carried out by students through the application of the project citizen learning model aims to provide good opportunities for them, because apart from honing their knowledge, they also train their skills in giving ideas, giving opinions and increasing active thinking. In line with what Tolo (Adha, 2021) explained, there are several student activities in this learning model, namely training and improving skills or abilities in terms of communication, interaction, discussion, coordination, working together effectively in groups, and time management.

Based on the research results, learning using the project citizen model in the experimental class showed very good results, with a score of 81.58% in the very active category, while the control class obtained an average of 70.24% in the active category. The results of this observation prove the success of implementing the project citizen model which can also be seen from the differences in the development of students' anti-corruption values between the experimental class and the control class. The indicators measured include honesty, caring, independence, discipline, responsibility, hard work, simplicity, courage, justice. From the research results, the most dominant indicator in the experimental class is responsibility, with a self-assessment value of 91.67% and a peer-assessment value of 86.11%. This result is also reinforced by observations showing that responsibility is the second highest indicator after simplicity with a score of 87.96% in the very good category. Students' activeness during learning can be seen from their interactions in discussions, participation in group assignments, and initiative in expressing opinions and asking questions. The active involvement of students is also reflected in their cooperation in completing project citizen assignments, where students show an attitude of responsibility and high concern for the problems raised.

From the results of data analysis, it can be concluded that the learning approach used is able to foster character values, especially responsibility and caring, which can be seen from the results of self-assessment, peer-assessment and observation. This shows that the learning strategy implemented not only increases academic understanding but also develops positive character in students, how they use resources wisely, actively participate in groups, dare to express opinions, and take a role in solving problems faced in project citizen learning. This activity shows that students are not only recipients of information, but also act as agents of change who internalize and apply anti-corruption values in everyday life. This shows that the project citizen model is

successful in developing students' anti-corruption values. Meanwhile, the indicator with the lowest score in the experimental class was simplicity, with a self-assessment score of 36.11% and a peer-assessment score of 30.56%. The observation results also show that simplicity obtained a score of 73.61% in the quite good category. Even so, students still show a modest attitude in several aspects, such as dressing not excessively, using stationery and study equipment efficiently, and the habit of not living a consumerist lifestyle. Apart from that, in group activities, students also seem to prioritize togetherness rather than material aspects, such as choosing a simple discussion place and sharing resources fairly. However, compared to other indicators, the value of simplicity is still relatively low, which indicates the need for more attention in embedding this value in learning. This shows that even though the simplicity indicator is in the good category, there is still room for improvement in order to encourage students to understand and apply simplicity in various aspects, such as through personal reflection, case study discussions, and implementing a simple lifestyle in their daily lives.

Students' activeness can be seen from interactions in discussions, participation in group assignments, and initiative in expressing opinions and asking questions. Active participation is also reflected in cooperation in completing tasks Project Citizen, where students show a high level of responsibility and concern for the problems they discuss.

In general, implementation Project Citizen In learning, success in cultivating students' character values, especially in terms of responsibility and caring. This strategy not only improves academic understanding but also develops positive characters, such as wise use of resources, courage to express opinions, and involvement in collaborative problem solving.

However, the simplicity indicator gets the lowest value in the experimental class, with self-assessment 36.11% and peer-assessment 30.56%. Observations show that this indicator obtained a value of 73.61%, which is in the quite good category. Even though students have demonstrated modest attitudes in several aspects, such as how to dress and efficiently use stationery, there is still room for improvement in instilling this value.

Comparison with other indicators shows that simplicity needs to be paid more attention to in learning. Even though it has been implemented, students still need to be encouraged to better understand and apply it in everyday life, such as through personal reflection, case study discussions, and real practice in their daily lives.

Thus, the model Project Citizen proven effective in increasing students' understanding of anti-corruption values, especially in the aspects of responsibility and care. However, the application of the value of simplicity still needs to be improved so that students not only understand the concept, but also apply it in various aspects of life.

The control class showed a fairly good level of activity, although it was still below the experimental class. The most dominant indicator in the control class is courage, with self-assessment amounting to 77.14%, peer-assessment 51.43%, and the observation results were 78.41% in the very good category. This shows that students are quite confident in expressing opinions, asking questions, and participating in discussions and presentations. However, there are still some who hesitate to express their opinions.

On the other hand, the indicator with the lowest value in the control class is responsibility, with self-assessment 34.29% and peer-assessment 68.57%. The observation results show a score of 78.57%, which is still in the good category, but there are still students who lack discipline in completing assignments and tend to depend on friends in group work. This shows that the development of anti-corruption values in the control class is quite good, but there is still a need for improvement in the aspect of independence.

Hypothesis test results using uji t-test on the questionnaire self-assessment shows that the data variance between the experimental and control classes is homogeneous (Sig. 0.717 > 0.05). Test Independent Sample t-Test generate value Sig. 2-tailed 0.003 (< 0.05) and t count 3.095 with df = 69, greater than t table 1.995. Thus, H_0 is rejected and H_a is accepted, which means the model Project Citizen has a significant effect on the development of students' anti-corruption values.

On the results of hypothesis testing peer-assessment, the data variance is also homogeneous (Sig. 0.224 > 0.05). Test Independent Sample t-Test show value Sig. 2tailed 0.002 (< 0.05), with a calculated t of 3.155 which is greater than the t table of 1.995. Thus, H_0 is rejected and H_a is accepted, which means there is a significant difference in implementation Project Citizen towards the development of students' anticorruption values compared to the discussion learning model in the control class.

These results indicate that students in the experimental class are implementing Project Citizen experienced a more significant increase compared to the control class. This finding is in line with research by Ahmadin et al. (2023), who concluded that the model Project Citizen influence the increase civic disposition students in Civics subjects.

Interviews with educators also strengthen the results of this research. Educators stated that after implementation Project Citizen, students show better development in the values of responsibility and caring. Before this model was implemented, many students were less concerned about social issues, but afterward they were more active in discussions, digging for information, and had the courage to express opinions regarding corruption issues.

In addition, students become more aware of the importance of honesty, responsibility and caring in everyday life. Collaboration in groups teaches them to be fair, work together without taking sides, and divide tasks evenly. This shows that Project Citizen helps students understand the importance of anti-corruption values in real practice.

Educators also observe that students are now more aware of the importance of integrity, both inside and outside the classroom. They better understand that being honest, responsible and working together fairly is part of building strong character. This has a positive impact on students' attitudes and behavior in everyday life.

Overall, the research results prove that the model Project Citizen significantly increases the development of students' anti-corruption values compared to traditional learning methods. Even though the control class showed quite good development, the experimental class was superior in forming students' character, especially in the aspects of responsibility, caring and courage.

Interviews were also conducted by researchers with several students who were selected based on categories of activeness during learning and the results of discussions with educators. These students stated that learning was by model project citizen more effective in helping to understand the concept of the material, easier to remember explanations of the problems being studied and makes learning more fun and less boring. This model is able to build a collaborative attitude between students, which ultimately allows them to construct teaching material concepts into real problems and develop solutions in the form of portfolio-based projects. This attracts students' interest to be more active in learning. In line with Adha's opinion (2018) Project Citizen serves to increase learning motivation through concepts fun learning and activities carried out by students, both inside and outside the classroom. Therefore, learning has an important role as a means for educators to facilitate students in acquiring competencies that include aspects of knowledge, skills and attitudes.

Differences in treatment given by educators in learning create differences in results in the development of students' anti-corruption and intellectual values. Thus, it can be concluded that the application of the learning model project citizen not only able to develop students' anti-corruption values, but also increase the effectiveness of the learning process. The positive impact of this model can be seen in increasing student activity and more optimal learning outcomes in achieving learning goals. This is in line with the opinion of Budimansyah (2012), who emphasizes that the essence of project citizen is the involvement of students in the entire learning process, so that they are facilitated to acquire better knowledge, attitudes and skills.

IV. Conclusion

Based on research, the application of learning models Project Citizen provide an active contribution in developing anti-corruption values for students at SMAN 1 Seputih Raman, which is marked by differences in the results of observations and questionnaires given to students. The

success of this model can be seen from the achievement of developing anti-corruption values in various indicators, such as honesty, concern for independence, discipline, responsibility, hard work, simplicity, courage, justice. The most dominant indicator is responsibility, with results self-assessment amounting to 91.67%, peer-assessment amounted to 86.11%, and the observation results reached 87.96% in the very good category. The results of the hypothesis test also show that the data variance in students' anti-corruption values between the experimental class and the control class is homogeneous, with values Sig. Levene's Test for Equality of Variances of 0.828 for self-assessment and 0.983 for peerassessment (>0.05). The activeness of students in groups, coordination in completing assignments, as well as the ability to provide solutions and agree on the results of discussions shows that the model project citizen has succeeded in developing students' anti-corruption values. With a high average anti-corruption score, it can be concluded that implementation

Project Citizen effective in increasing the anti-corruption values of students at SMAN 1 Seputih Raman.

Bibliography

- Adha, M. M., & Perdana, D. R. (2020). *Pendidikan Kewarganegaraan*. Yogyakarta: Graha Ilmu.
- Adha, M. M. (2011). Pemahaman dan Implementasi Nilai Karakter dalam Kehidupan Sehari-hari. *Media Komunikasi FPIPS*, 10(2), 68.
- Adha, M. M. (2021). *Model Pembelajaran Project Citizen*. Jawa Tengah: CV. Amerta Media.
- Adha, M. M. (2019). Relevansi Pembelajaran Project Citizen “Memproduksi” Pengetahuan dan Keterampilan Pembelajar Masa Kini dan Masa Depan. *Pendidikan Pancasila Dan Kewarganegaraan Universitas Lampung*.
- Budimansyah, D. (2014). *Pendidikan Kewarganegaraan: Teori dan Praktik*. Bandung: Program Studi PPKn UPI.
- Fajri, A., et al. (2021). Implementasi Model Project Citizen dalam Pembelajaran PPKn untuk Menanamkan Nilai-nilai Anti-Korupsi. *Jurnal Pendidikan Karakter*, 9(2), 115-130.
- Fathoni, A. (2020). *Pendidikan Anti-Korupsi dan Peran Pendidik dalam Membentuk Karakter Peserta Didik*. Jakarta: Rajawali Press.
- KPK. (2018). *Modul Pendidikan Antikorupsi untuk Siswa*. Jakarta: Komisi Pemberantasan Korupsi.
- Prasetyo, T., & Wibowo, R. (2020). Penguatan Karakter Keberanian dalam Pendidikan Kewarganegaraan. *Jurnal Pendidikan Karakter*, 8(2), 45-60.
- Rahmawati, D., & Suryadi, A. (2021). Pembelajaran Kolaboratif dalam Meningkatkan Sikap Keadilan Peserta Didik. *Jurnal Pendidikan Sosial*, 14(1), 78-92.
- Rahmawati, D., & Suyatno. (2021). Pengaruh Pembelajaran Berbasis Pengalaman terhadap Kesederhanaan dalam Kehidupan Sehari-hari. *Jurnal Pendidikan Karakter*, 9(1), 55-71.
- Rahmawati, N. (2022). Pendidikan Karakter dalam Perspektif Pendidikan Kewarganegaraan. *Jurnal Ilmu Pendidikan*, 8(3), 225-240.
- Sari, N. P., & Nugroho, A. (2021). Kerja Keras dalam Pembelajaran dan Kaitannya dengan Kemandirian Siswa. *Jurnal Pendidikan Karakter*, 10(1), 30-47.
- Setiawan, H. (2014). *Strategi Pembelajaran Kewarganegaraan yang Efektif dan Menyenangkan*. Bandung: Alfabeta.
- Slamet, M. (2019). Membangun Kesadaran Hukum dan Etika Kewarganegaraan melalui Pendidikan PPKn. *Jurnal Kewarganegaraan*, 7(1), 45-60.
- Suryadi, T. (2021). *Model Pembelajaran Inovatif dalam Pendidikan Kewarganegaraan*. Yogyakarta: Deepublish.
- Susanto, H. (2017). *Pendidikan Anti-Korupsi: Teori dan Implementasi*. Jakarta: Kencana.
- Susilo, R. (2018). Evaluasi Program Pendidikan Anti-Korupsi di Sekolah Menengah Atas. *Jurnal Pendidikan Moral*, 10(1), 77-92.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Winataputra, U. S. (2016). *Pendidikan Kewarganegaraan: Landasan, Konsep, dan Implementasi*. Jakarta: Universitas Terbuka.
- Zainal, A., et al. (2019). Pendidikan Karakter dan Anti-Korupsi dalam Kurikulum Sekolah. *Jurnal Pendidikan Nasional*, 6(4), 312-328.