PROJECT BASED LEARNING (PjBL): STRENGTHENING PHILANTHROPIC CHARACTER BASED ON LOCAL WISDOM THROUGH CITIZENSHIP COURSES

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ABSTRACT

The aim of this research is to develop a learning model based on Project Based Learning (PjBL) based on local wisdom by looking at strengthening the character of philanthropy in citizenship courses for students in the PIPS FKIP Jambi University department as well as testing the feasibility of the product and the level of effectiveness of the learning tools developed. This research uses a development research design that adopts the Dick & Carey model which includes preliminary, analysis, design, development and testing stages. The subjects of this research were students in classes R001 and R002, first semester, Citizenship Education Study Program, FKIP, Jambi University. Data collection techniques and instruments were carried out using observation, validation instruments, presentations and knowledge test questions. After development, the program is tested to assess its effectiveness and feasibility. This testing can be conducted through field trials, measuring participants' learning outcomes, and analyzing the feedback obtained. The results of the research can be concluded that the PjBL learning model based on local wisdom with strengthening philanthropy is suitable for use for learning. Based on the validator's assessment, this learning model has met content validity with a score of getting an assessment from the lecturer and team of examiners in the "Good" category. Learning using the PjBL model based on local wisdom increases the strengthening of the philanthropic character of students

Keywords: PjBL, Philanthropy, Local Wisdom

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan model pembelajaran berbasis Project Based Learning (PjBL) berbasis kearifan lokal dengan melihat penguatan karakter filantropi pada mata kuliah kewarganegaraan bagi mahasiswa jurusan PIPS FKIP Universitas Jambi serta menguji kelayakan model pembelajaran tersebut. produk dan tingkat keefektifan perangkat pembelajaran yang dikembangkan. Penelitian ini menggunakan desain penelitian pengembangan yang mengadopsi model Dick & Carey yang meliputi tahap pendahuluan, analisis, desain, pengembangan, dan pengujian. Subyek penelitian ini adalah mahasiswa kelas R001 dan R002 semester I Program Studi Pendidikan Kewarganegaraan FKIP Universitas Jambi. Teknik dan instrumen pengumpulan data dilakukan dengan menggunakan observasi, instrumen validasi, presentasi dan soal tes pengetahuan. Setelah

pengembangan, program diuji untuk menilai efektivitas dan kelayakannya. Pengujian ini dapat dilakukan melalui uji coba di lapangan, pengukuran hasil belajar peserta, serta analisis umpan balik yang diperoleh. Hasil penelitian dapat disimpulkan bahwa model pembelajaran PjBL berbasis kearifan lokal dengan penguatan filantropi layak digunakan dalam pembelajaran. Berdasarkan penilaian validator, model pembelajaran ini telah memenuhi validitas isi dengan skor memperoleh penilaian dari dosen dan tim penguji dengan kategori "Baik". Pembelajaran dengan model PjBL berbasis kearifan lokal meningkatkan penguatan karakter filantropi Mahasiswa.
Kata kunci: PjBL, Filantropi, Kearifan Lokal

A. INTRODUCTION

Humans as social creatures have an obligation to respect and help fellow humans in need. When we show humanity, we help create a better and more peaceful social environment. Humanity is an important moral value in human life. Humanity involves empathy, compassion, concern, and respect for other human lives. Humans as social creatures have an obligation to respect and help fellow humans in need. When we show humanity, we help create a better and more peaceful social environment. Without humanity, the world could be a cold and unfriendly place. Therefore, it is important for us to always show humanity towards fellow humans, because it is an integral part of a healthy and happy human life. (Hantono & Pramitasari, 2018)

To overcome the waning sense of humanity, efforts are needed from all parties, starting from individuals, families, communities and the government. Efforts are needed to strengthen human values, such as care, empathy and solidarity in all our daily actions. Local wisdom plays an important role in preventing intolerance, because intolerance can lead to radicalism. The process to produce skilled and cultured prospective educators requires project-based learning activities that are integrated with local regional knowledge. These studies in terms of diversity have the agreed substance that local wisdom is a potential that must be maintained and developed in the contemporary context. Through this, it can be understood that implementing a tolerance education model based on local wisdom has been proven to significantly increase tolerance between individuals. Therefore, promoting philanthropy based on local wisdom can empower local communities to fight intolerance and elevate society by promoting cultural values and knowledge while addressing social problems. (Huudaa & Fahmi, 2021)

Conceptually, Citizenship Education is a field of study that encompasses many aspects of a multidisciplinary context. With a multidisciplinary approach, Citizenship Education not only provides theoretical knowledge but also equips students with the skills and values necessary to become active, responsible, and ethical citizens. This is important for building a democratic and just society.(Genika & Dewi, 2021)

Citizenship Education can be said that the aim of strengthening the character of philanthropy based on local wisdom through Citizenship courses is to instill philanthropic

behavior in students as citizens because Citizenship learning is one of the courses that has an important role in instilling philanthropic values in students, which in the era of the industrial revolution 5.0 This Citizenship course plays a very important role in forming good student character in order to create a young generation that is useful for the country and the nation. (Sepriyanti et al., 2022)

This explanation represents that the link between citizenship education and local wisdom, through strengthening the character of philanthropy which is promoted and then implemented using PjBL, is able to produce work products that are valuable and realistic. To improve student learning outcomes in Innovative learning courses, a learning model is essential that promotes active engagement, critical thinking, and the development of analytical and evaluation skills. Additionally, it should provide students with contextual experiences with the Project-Based learning model. By implementing contextual learning activities through the Project-Based Learning model, educators can create a dynamic and effective learning environment that enhances student outcomes. This approach not only equips students with important skills but also prepares them for real-world challenges and opportunities. (Susanti. et al., 2019)

According to (Baker et al., 2011), learning using the Project Based Learning model directs students to create a project. As a result of project work, students will independently build their knowledge, improve problem solving abilities, develop thinking and communication skills implementing the Development of Project Based Learning (PjBL) Based on Local Wisdom to Strengthen Philanthropic Character through Citizenship Courses on National Identity material, students will be required to explore information related to Jambi's local/traditional cultural heritage. By integrating the exploration of Jambi's local cultural heritage into Citizenship Courses, students will not only enhance their understanding of national identity but also develop a stronger philanthropic character rooted in the appreciation of their community's values and traditions. This approach fosters a sense of responsibility and encourages active participation in fostering social welfare.

The novelty of the previous study on Project-Based Learning (PjBL) lies in its unique approach to integrating local wisdom into citizenship education to enhance philanthropic character. While previous studies have explored PjBL in various educational contexts, this research specifically focuses on how local cultural values and wisdom can be leveraged to foster a sense of social responsibility and community engagement among students. Then students can innovate and replicate this cultural heritage in the form of art, games, even traditional Jambi food which is then presented in class and published in the media in the form of posters. The aim of this research is to develop project-based learning (PjBL) based on local wisdom to strengthen philanthropic character through citizenship courses for the odd semester 2023/2024.

B. RESEARCH METHOD

The research was conducted at Universitas Jambi which is located in Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi,

Jambi. The subjects of this research were students in classes R001 and R002, first semester, Citizenship Education Study Program, FKIP, Jambi University.

The type of research used in this study is development research, referred to as Research and Development (R&D) that is product oriented. The Research and Development method is a research approach used to produce specific products and to test the effectiveness of those products. By employing the R&D method, this study aims to produce high-quality educational products that are not only effective but also relevant to the needs of learners and educators. This approach contributes to the advancement of educational practices and the continuous improvement of learning outcomes. (Sugiyono, 2009)

This research is development research or known as Research and Development (R&D) which produces a product in the form of Project Based Learning learning media based on local wisdom in citizenship courses, especially national identity material. This research uses a development research design that adopts the Dick & Carey model which includes preliminary, analysis, design, development and testing stages. In the development of the Dick and Carey model, the testing design is a very important process for trialing the product with users. This stage aims to obtain constructive feedback regarding the effectiveness and feasibility of the developed learning product. The testing design within the Dick and Carey model is essential for ensuring that the developed learning product is effective, feasible, and aligned with educational goals. This iterative process of feedback and improvement ultimately leads to a higher quality educational resource.(Dick & Carey, 2005)

The validity level of the developed teaching materials will be determined through the results of trial analysis conducted in several stages: (1) Validation by learning design experts, (2) Validation by content experts, (3) Individual trials, (4) Small group trials, (5) Field trials. Through this series of trials, the validity and effectiveness of the teaching materials can be measured comprehensively. Each stage of the testing process provides valuable information that contributes to the improvement and refinement of the product before it is widely implemented. Ultimately, this iterative approach to testing ensures that the teaching materials are not only valid and effective but also tailored to the educational context in which they will be used. This careful refinement process significantly enhances the likelihood of successful implementation in diverse learning environments. (Dick & Carey, 2005)

The type of data used in this research consists of both qualitative and quantitative data. To obtain the expected data, data collection instruments were used, including questionnaires, interview guidelines, observation sheets, and achievement tests. Data in the form of suggestions and feedback provided by experts through questionnaires is collected and used to improve teaching materials. Next, the data in the form of scores obtained through the questionnaire is used and analyzed using the percentage formula. With a combination of qualitative and quantitative data, this research can provide a comprehensive picture of the quality and effectiveness of the developed teaching materials. A systematic analysis process aids in decision-making for further improvements.

This R&D (Research and Development) research will produce an effective product in the form of poster teaching materials whose design is a Philanthropic Character Strengthening Poster in the Citizenship course. The way to test the suitability of the poster media product is by expert testing and limited testing. By combining expert evaluations and limited classroom testing, this research seeks to refine the poster materials to ensure they are effective educational tools. Ultimately, the goal is to create a resource that not only strengthens students' philanthropic character but also enriches their learning experience in Citizenship education. The aim of this research is to test the effectiveness of a product so as to produce a product that can be used for use in Compulsory Curriculum (MKWK) Citizenship Courses in Higher Education.

C. RESULTS AND DISCUSSION

RESULTS

1. Project Based Learning (PjBL)

Project based learning (PjBL) is a learning process whose implementation involves students directly with the aim of developing skills in choosing topics, conducting research and solving problems through project work (Sari et al., 2018). According to (Kusumaningrum & Djukri, 2016) the project-based learning model is a means for students to develop creativity through problem solving activities. Students are required to have the ability to solve problems, starting from choosing a relevant topic and then preparing a project that will produce a solution to overcome the problem. Students are required to develop their creativity as widely as possible in order to provide maximum results in working on the project. By engaging in this comprehensive process, students enhance their ability to think critically and creatively, preparing them for real-world challenges. This emphasis on problem-solving and innovation not only enriches their learning experience but also equips them with essential skills for their future endeavors.

Project based learning (PjBL) provides opportunities for teachers and lecturers to manage learning by involving project work so that students are able to work collaboratively in solving problems raised as learning topics. In this way, students will have space to be creative in developing their thoughts to find solutions which will then be reflected at the end of the learning activity (Rahim & Sunarso, 2017) According to (Widyastuti, 2016) Project based learning (PjBL) is innovative learning that is based on projects or activities as its goal and ultimately produces real work that is presented visually, training students to realize rich results which can be in the form of reports, products or portfolios. This model is also considered relevant to current developments which require active students to be directly involved in every learning process. Project-Based Learning is highly relevant in today's educational landscape, where active involvement and practical application are essential. This model not only prepares students for academic success but also equips them with the skills necessary for lifelong learning and professional development.

Project based learning (PjBL) is a constructivist approach that emphasizes active engagement and hands-on experiences. In this model, students learn most effectively

when they are involved in constructing artifacts, which can take various forms, such as projects, presentations, or products. This involvement fosters deeper understanding and retention of knowledge, as students actively participate in the learning process rather than passively receiving information. Through project-based learning, students become active participants in their education, leading to a deeper understanding of the material and increased motivation. This constructivist approach enables them to develop essential skills for their future academic and professional endeavors. (Grant, 2022)

2. Local Wisdome

Local wisdom can be understood as a human effort to use his mind (cognition) to act and behave towards things, objects or events that occur in a certain space. The definition above is structured in etymology, where wisdom is understood as a person's ability to use his mind to act or behave as a result of assessing something, an object or an event that occurs. As a term, wisdom is often interpreted as "wisdom/wisdom" (Diem, 2012). Local wisdom is formed as the cultural superiority of local communities and geographical conditions in a broad sense. Local wisdom is a cultural product of the past that must continue to be used as a guide for life. Even though it is local, the value contained in it is considered very universal. Local wisdom is a vital cultural asset that not only reflects the unique characteristics of a community but also offers valuable insights and universal principles that can benefit society as a whole. Its continued relevance underscores the importance of integrating local wisdom into modern practices and educational frameworks. (Syarif, 2019)

Henley & Jamie's local wisdom encompasses a range of significant functions that contribute to both environmental and cultural sustainability. Firstly, it plays a crucial role in the conservation and preservation of natural resources, ensuring that the local ecosystem remains intact for future generations. Additionally, this wisdom supports human resource development, fostering skills and knowledge among community members. Moreover, it aids in the advancement of culture and science, creating a rich tapestry of traditions that enhance community identity. The local wisdom also serves as a repository of advice, beliefs, literature, and taboos, guiding individuals in their daily lives. Socially, it holds immense value, facilitating communal and kin integration through various ceremonies, such as those marking agricultural cycles. Furthermore, it imparts ethical and moral guidance, shaping the community's values and behaviors. Politically, local wisdom is evident in ceremonies like ngangkuk merana, which reflect power dynamics and patron-client relationships within the community. Together, these functions highlight the integral role of local wisdom in fostering a cohesive and sustainable society. (Syarif, 2019)

Local wisdom can be understood as a cultural synthesis developed by local communities through ongoing processes of repetition and adaptation. It emerges from the internalization and interpretation of religious and cultural teachings, which are then socialized into norms and practices. These norms serve as guiding principles in the daily lives of community members, influencing their behaviors, values, and interactions. Local wisdom plays a crucial role in maintaining cultural heritage and identity, serving as a vital

resource for communities as they adapt to modern challenges while staying rooted in their traditions. Local wisdom is essential for maintaining cultural integrity and resilience. By valuing and integrating local knowledge into modern practices, communities can honor their heritage while effectively addressing the challenges of the present and future. (Zakiyah & Tasikrara, 2022)

3. Philanthropic character

Philanthropy is defined as a person's actions or deeds that are based on feelings of love for fellow humans, or based on human values so that a person is moved to help others both materially and non-materially. In essence, philanthropy enriches society by promoting acts of kindness and support that transcend individual interests. This commitment to the common good not only aids those in need but also strengthens the bonds within communities, creating a more compassionate and equitable world.(Virgo & Subaidi, 2022)

This action is also based on personal awareness without any encouragement from other people to help fellow humans. Philanthropy driven by personal awareness highlights the importance of individual agency in promoting social change. Or in other words, philanthropy is also defined as a voluntary action to set aside some of the time, energy or costs incurred to help and assist other people in need. (Hadi Tamim, 2016)

Through philanthropy, individuals can make meaningful contributions to society, driven by a commitment to compassion and the betterment of human welfare. This dedication to easing the burdens of others ultimately enriches both the giver and the recipient, fostering a sense of shared humanity. Philanthropy serves as a powerful tool for enhancing societal well-being. By fostering compassion and mutual support, it cultivates a more inclusive and empathetic world, where individuals are motivated to contribute to the greater good. Ultimately, by nurturing compassion and mutual support, we can create a world where everyone feels valued and empowered to make a difference. This collective effort not only enhances individual lives but also contributes to the overall health and vitality of society. (Rezy Meidina & Al-Mahdi Mokan, 2023)
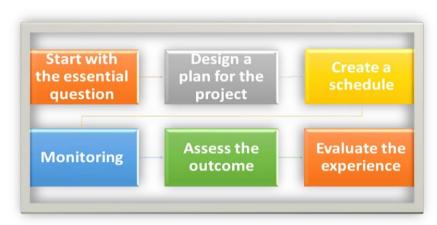
The process of forming philanthropic character can begin through the learning process in classrooms. According to (Ru'iya et al., 2021), learning process activities towards philanthropic character can begin by familiarizing students with activities or things that are shared with others. Thus, the character of philanthropy must be formed through activities that make students sensitive to human values so that they are moved to act and help others. By integrating these activities into the educational framework, students can develop a strong philanthropic character, leading to a lifelong commitment to helping others and contributing positively to society. This approach nurtures not only individual growth but also strengthens community bonds and fosters a culture of giving.

Philanthropic character is a person's personality that is based on human values, so that a caring attitude will emerge in helping other people who are experiencing difficulties. The forms of assistance and assistance provided also vary, adjusted to the condition of a person's abilities. The thing that is a benchmark for a person's philanthropic character is a

person's desire and actions to help other people, not based on how big or small the role of the assistance that has been given.

DISCUSSION

The Implementation Plan for the Development of Project Based Learning (PjBL) Based on Local Wisdom to Strengthen Philanthropic Character through Citizenship Courses uses the 6 Step PJBL Syntax, namely:

Source : The George Lucas Education Foundation dan Dopple, Kemdikbud, 2014

The next step is to develop steps for Project-Based Citizenship Learning. In implementing Project Based Learning (PjBL) Development Based on Local Wisdom to Strengthen Philanthropic Character Through Citizenship Courses, students and lecturers will go through several stages as below: Step one explains the information in line with the learning theme that will be explained by the Lecturer, namely the theme of Developing Project Based Learning (PjBL) Based on Local Wisdom to Strengthen Philanthropic Character Through Citizenship Courses. This theme will be the main study in implementing the Project Based Citizenship Learning model. Students are expected to be able to think critically so that they can ask various questions related to the learning theme which in essence adds to the information contained in the theme obtained.

Next, in this second step, students are expected to design and plan the project that will be carried out by identifying problems related to the theme of Developing Project Based Learning (PjBL) based on local wisdom to strengthen philanthropic character through citizenship courses. Third step: Students are expected to deepen the topic of each group by reading reference sources such as books and newspapers and confirming expert sources on the topic of each group. At this stage, students are expected to develop a conscious, honest and polite attitude, respect other people's opinions, communication skills, the ability to apply information learned in different ways, develop study habits and engage in lifelong learning.

Then in the fourth step, students process the collected data, both the results of collection/experimental activities and the results of observations and data collection activities. The processing of the information they collect, which gives breadth and depth to the data processing, seeks solutions from various sources that represent different and non-conflicting opinions. Through the presentation of posters in this course, students will be

trained to express their opinions regularly and clearly about the things they take from practice, using good and correct language. To reach this stage, students must make observations. At this stage, students begin to develop class posters. The class is thematically divided into four groups. Each group is responsible for developing a section of the poster. Poster materials should include documentation gathered during the problem research phase. This documentation must contain original material or graphics written by the student.

Finally, the lecturer provides a review and evaluation of the student learning experience and the results submitted by each group. And also the lecturer provides improvements and additional information to complete the student project results, provides a general assessment and gives awards to each group. Below are photos of the posters resulting from the PBjL project.

D. CONCLUSION

The research results indicate that the Project-Based Learning (PjBL) model, which incorporates local wisdom and emphasizes the strengthening of philanthropic character, is effective and suitable for educational contexts. Validator assessments confirmed that this learning model achieved content validity, receiving a "Good" rating from both lecturers and a team of examiners. Furthermore, the implementation of the PjBL model based on local wisdom has been shown to enhance the philanthropic character of students. This approach not only engages students in active learning but also fosters a deeper understanding of their cultural heritage and social responsibilities, ultimately contributing to their personal and ethical development.

Overall, the PjBL model based on local wisdom not only enriches academic learning but also plays a pivotal role in developing students' philanthropic attitudes and ethical values. By utilizing the PjBL model rooted in local wisdom, educators can create a comprehensive learning experience that not only enhances academic outcomes but also fosters the development of socially responsible and engaged citizens. This holistic approach prepares students to contribute positively to their communities and instills a lifelong commitment to philanthropy and ethical behavior.

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