

THE PROJECT-BASED ASSESSMENT LEARNING MODEL THAT IMPACTS LEARNING ACHIEVEMENT AND NATIONALISM ATTITUDES

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Abstract: Globalization gives a negative influence on children's nationalism. This is exacerbated by the low students' learning achievement in the social studies education (SSE), despite the fact that one of the objectives of the SSE learning is to develop students' potentials to be sensitive to social problems in the person, the society, the nation, and the state. This study is aimed at describing the effectiveness of the project-based assessment learning model with national insight-oriented activities on the SSE learning achievement and nationalism attitudes of primary school students. The study is quasi-experimental research with a non-equivalent pre-test post test control group design. The research population consisted of all fourth-grade students totaling to 231 in number. Sampling was done by the random sampling technique, resulting in 46 students. Data were collected using test and non-test techniques. The test instrument was a multiple-choice test and the non-test instrument was a five-scale questionnaire. Both instruments were subjected to validity and reliability testing. The data analysis technique used the *MANOVA* statistic with the help of the SPSS computer software. The results showed that the significance level of the *MANOVA* test was .000 ($< .0$). This means that there are significant differences both partially and simultaneously in the SSE learning achievement and nationalism attitudes between students who learn by applying the project assessment learning model and students who learn by applying the conventional learning model. In other words, there is a positive significant effect of learning using the project-based assessment learning model oriented on nationalism-insight activities towards the students' SSE learning achievement and nationalism attitudes.

Keywords: *nationalism attitude, nationalism insight, project-based assessment.*

MODEL PEMBELAJARAN DENGAN PENILAIAN PROYEK YANG BERDAMPAK PADA HASIL BELAJAR IPS DAN SIKAP NASIONALISME

Abstrak: Globalisasi memberikan pengaruh negatif terhadap sikap nasionalisme anak. Hal ini diperparah dengan rendahnya hasil belajar IPS siswa, padahal salah satu tujuan pembelajaran IPS adalah mengembangkan potensi siswa agar peka terhadap masalah sosial secara pribadi, masyarakat, bangsa, dan negara. Penelitian ini bertujuan untuk mendeskripsikan efektivitas pembelajaran dengan penilaian proyek berbasis aktivitas wawasan kebangsaan terhadap hasil belajar IPS dan sikap nasionalisme siswa Sekolah Dasar. Jenis penelitian ini adalah penelitian kuasi-eksperimental dengan *non-equivalent pre-test post-test control group design*. Populasi penelitian adalah seluruh siswa kelas IV yang berjumlah 231 siswa. Sampel diambil dengan teknik random sampling yang berjumlah 46 siswa. Data dikumpulkan dengan menggunakan teknik tes dan nontes. Instrumen tes berupa tes pilihan ganda dan instrumen nontes angket skala lima. Kedua instrumen sudah dilakukan analisis kualitas kelayakannya dengan pengujian validitas dan reliabilitas. Teknik analisis data menggunakan manova dengan bantuan SPSS. Hasil penelitian menunjukkan bahwa angka signifikansi hasil uji manova 0,000 ($< 0,0$). Ini berarti bahwa ada perbedaan baik secara parsial dan studi secara simultan hasil belajar IPS dan sikap nasionalisme siswa yang belajar dengan menerapkan penilaian proyek berbasis wawasan kebangsaan. Jadi, terdapat efek positif dari pembelajaran dengan penilaian proyek berbasis aktivitas wawasan kebangsaan terhadap hasil belajar IPS dan sikap nasionalisme.

Kata Kunci: *sikap nasionalisme, wawasan kebangsaan, penilaian proyek.*

INTRODUCTION

The era of globalization and industrial revolution 4.0 has brought about some negative impacts on the cultural realities of the Indonesian people. Norms that are contained in the cultures of the Indonesian people have gradually begun to fade. One of the negative impacts of globalization is the declining of the students' nationalism values at school (Budiarto, 2020; Furqan, Yanti, Azis, Kamza, & Ruslan, 2020; Setiawan, 2017). This can be seen from students' attitudes in doing the school flag-raising ceremony: they do not show serious postures, play with their friends, and do not respect the proceeding of the ceremony; preferring foreign products to domestic products; having a low level of interest in preserving Indonesian cultures as national identities; and exhibiting an inclination of breaking the rules. Certainly, this condition is not one that is in line with what is expected, whereby primary-school students are in their golden ages, in which they must be taught social norms and values such as nationalism (Huda & Nurwardani, 2013). One of the ways to implant nationalism into children is through social science education (SSE).

SSE learning is very much related to the aspects of knowledge, skills, attitudes, and values that enable the learners to participate in the community where the learners live. SSE is learning that gives the opportunity for the learners to exercise their comprehensive perspectives concerning social and humanistic sciences as their capital to become good state citizens (Widnyani, Suara, & Wiyasa, 2015). The importance of SSE learning demands the teachers to be able to develop the teaching-learning design well in order that the instructional objectives of the SSE learning are achieved and produce community members who have nationalism values and attitudes. Good learning is one that can improve students' higher-order thinking skills (HOTS) and creativities (Gurung, 2020; Henriksen, Richardson, & Shack, 2020; Idris, Sida, & Idawati, 2019).

A documentary study conducted in a number of primary schools in Bali Province shows that students' achievement in SSE classes is still low. Many students are not highly motivated and involved in the SSE learning processes and there are those who have not completed the outcome requirements (Sulfemi, 2019;

Suryani & Aman, 2019; Wahyuni, Slameto, & Setyaningtyas, 2018; Nurdin, 2016; Rusmawan, 2013). Qualitatively, it is found that students' experience difficulties in finishing task items that are based on problem solving. In addition, the results of an observation also find that students' motivation in SSE classes is very low and that students do not look enthusiastic in joining the instructional activities in the SSE classes; many even often daydream during classes. It is gathered that the low level of students' learning motivation is due to the learning processes that are not interesting. The learning processes still tend to be passive; in running the class, the teacher seldom uses instructional media despite the fact that there are a lot of them available at school; the teacher has not related the learning processes to the problems around the school; the teacher does not train students in using higher-order thinking skills (HOTS); and the teacher even does not use social problems as learning materials and activities. It is why the students find it difficult to understand the lesson but merely memorize the class materials. This situation also has an impact in the low level of students' learning achievements (Setyasto & Wijayama, 2017). Besides, the use of monotonous teaching method makes the students feel bored and tired in attending the class and the teacher does not teach in line with the standard which makes the class activities sidetracked and focused merely on the textbook contents (Heafner & Fitchett, 2012; Ollila & Macy, 2018). In order to prevent this condition to become worse, teachers must continue making innovations in their teaching classes in line with on-going technological development. Teachers must be able to develop teaching and learning processes and activities that are in line with the learners' characteristics.

At present, many have been innovated in the SSE learning processes in order to elevate students' learning achievement. One of these these has been the implementation of instructional models that are innovative. Some of these models that have been implemented in SSE classes are cooperative learning, problem-based learning, inquiry learning, and some other innovative methods. A number of studies have been conducted to improve SSE learning. Rosidah (2017), one of these, shows that a learning model of the Snowball-Throwing type is able to improve students' learning

achievement. In her study, Sari (2014) states that the use of the cooperative learning model of the jigsaw type in an SSE class has an impact on the improvement of the students' learning achievement. Meanwhile, Matondang (2017) reports that the learning model Listening Teams is able to increase the instructional activities and improve the students' learning outcome in term of the classical thorough learning in the subject matter of History in SSE. It must be noted that these learning models have emphasized on how the learners work in their groups that develops their social competences rather than their abilities to think critically and creatively. Also, learning tasks that give problems too difficult for students may tend to reduce students' enthusiasm to learn and may even make them feel frustrated (Nagge, Killeen, & Jennings, 2018; Şendağ & Odabaşı, 2009). Besides, the evaluation process that is carried out at present tends to measure knowledge as compared to students' skills and attitudes.

In order to help overcome these problems, a learning innovation is needed that makes a combination between project assessment and national frame of reference. Assessment in an instructional process is not a tool for increasing learners' grades; but it is more for providing learners with the knowledge that can be used actively to solve a problem or do an instructional task (Black & Wiliam, 2018; Leong, Ismail, Costa, & Tan, 2018). This learning innovation is intended to develop learning processes that emphasize on activating students (McCulley & Osman, 2015). Learning models using assessment are very seldom implemented; however, a number of studies have shown that this assessment model is effective to be used in instruction. Studies by Mak & Lee (2014) and Ranalli, Feng, & Chukharev-Hudilainen (2018) show that assessment in learning can improve students' writing competences. DeLuca, Luu, Sun, & Klinger (2012) show that assessment for learning (AfL) is one of the pedagogical approaches that can improve learners' learning processes. Meanwhile, the study by Lee & Coniam, (2013) shows that, involving the learners in the evaluation processes gives a positive impact on the improvement of their learning processes.

One of the evaluation processes that can be done by the teacher is one that is project-based.

The project-based assessment is categorizable into authentic evaluation. Authentic evaluation is focused on students' higher-order thinking and problem solving (Farrell, 2020; Tungkasamit & Junpeng, 2012). Project-based evaluation can improve learners' skills in leadership, communication, collaboration, and problem solving and it can involve the cognitive, affective, and psychomotor domains (Shariff, Johan, & Jamil, 2013). Project-based authentic evaluation is used to make sure that learners have understood basic concepts being taught (Keinänen, Ursin, & Nissinen, 2018; Lefebvre & Luo, 2020).

Project-based evaluation can also motivate learners in the instructional process so that they can learn substantially more about the instructional contents (Sari, Mauliza, Nazar, & Nahadi, 2020). A study by Fazriah, Suara, & Wiyasa (2015) shows that project assessment can improve students' learning achievement in SSE learning and their reasoning abilities for the reason that it helps them in being more creative in producing a result by relating the instructional material they receive to their daily life. Meanwhile, a study by Andewi, Suara, & Wiyasa (2015) shows that the implementation of the scientific approach coupled with project assessment is effective in improving learning achievement in SSE skills and in understanding the concepts of future ambition in the fourth graders. The students' characters and learning achievement indicate a thorough grade shown by their good behaviours and attitudes.

By looking at all the studies described above, it can be said, in general, that the use of project-based evaluation has positive impacts on learning processes. It is this advantage that has become a trigger for the implementation of instruction with project-based evaluation which is oriented on nationalism-insight activities. This learning model gives students the opportunity to make a project in solving a problem. The projects are, among others, staging a play, producing a comic, a role-play project, producing a historical calendar, producing a daily newspaper, and building a wall magazine. These projects are developed on the basis of nationalism-insight activities both in the project theme and cooperative work, group discussion which take into consideration the opinions of all the group members, and tolerance among the

school members.

The objective of the present study is then to describe the effectiveness of the project-based evaluation learning model using nationalism-insight activities over the SSE learning outcome and nationalism attitudes of the primary school students. All the activities in the learning process are assessed by project-based evaluation in a structured and systematic way. Project evaluation becomes the dominant aspect of this learning model since all the assessment phases are developed and implemented thoroughly in the instructional process from the designing phase to the implementation and learning evaluation. It is expected that the instructional process has a positive impact on the students' development both in term of their learning achievement and nationalism attitudes. This is because students are more active in constructing and developing their own knowledge through the process of producing a project in a group. With the implementation of project-based evaluation, students are more motivated in their learning processes since they know right away, without delay, the results of their work. In addition, the combined activities of the nationalism insights help in developing their attitudes of cooperative working, hard-working, appreciating others' opinions, responsibility, and tolerance.

METHOD

The study was quasi-experimental research with a non-equivalent pre-test post-test control group design. In the research treatment, the experiment group was taught by using project-based evaluation with nationalism-insight activities while the control group was taught by using the conventional evaluation process. The two research groups received a pre-test and post test to find differences in scores at

the end of the treatment.

The research population was designated as all grade-4 students in nine schools in Sukasada District, Bali, Indonesia. Sampling was done by the random sampling technique after population equalization was conducted. An ANOVA test of equivalence found that the population was equal. The experiment group consisted of 22 students of Primary School 5, and the control group consisted of 24 students of Primary School 4. The experiment group received the experimental treatment of project-assessment based learning with nationalism contents and the control group received the conventional-assessment treatment.

Data collection was conducted by two techniques, namely an SSE test battery and an attitude questionnaire for nationalism. The SSE test instrument consisted of 30 multiple-choice test items measuring nationalism attitudes in the theme of various occupations divided into four sub-themes. The level of difficulty for the test items was aligned to the cognitive measure of grade four of the primary school. These consisted of 5 items of C_2 , 7 items of C_3 , 12 items of C_4 , and 6 items of C_5 . The test was subjected to a validity and reliability measurement. For validity, the CVR test showed that all the 30 items were valid with scores ranging from .71 to 1.00. For reliability, a *Cronbach Alpha* reliability coefficient of .801 was obtained. The nationalism questionnaire consisted of 25 items constructed from the dimensions of patriotism, willingness to sacrifice for the sake of the common interests, preservation of national cultures, and care for others. Specification of the indicators for the questionnaire items is presented in Table 1. The questionnaire was subjected to a validity and reliability test. The CVR results showed that all the 25 items were valid and reliable.

Table 1. Specification of Items of the Nationalism Questionnaire

No	Dimension	Indicator	Number of Items
1	Patriotism	a. Love the motherland and be proud of being an Indonesian citizen	2
		b. Appreciate the virtue of the heroes	2
		c. Persevere, not surrender	2
2	Willingness to sacrifice for the sake of the common interests	a. Prioritize common interests over personal interests	2
		b. Avoid egoistic attitudes	2
3	Preservation of national cultures	a. Participate in preservation of national cultures	5
		b. Take care of public facilities	4
4	Care for others	a. Be willing to help others in needs	3
		b. Appreciate others	3

The pre-test data were analyzed using the descriptive statistics and inferential *t* test. The post test data were analyzed using the descriptive statistics and inferential *Manova*. The inferential statistics testing was preceded by the prerequisite tests for normality, homogeneity, and multi-correlation. All statistical calculation was done by the help of the SPSS 25.0 for Windows computer software.

FINDINGS AND DISCUSSION

Findings

The study has been aimed at finding out the impacts of project-based evaluation learning oriented on nationalism insight activities over students' learning achievement and nationalism attitudes. Findings of the study give the expected results whereby there is a positive influence of the project-based evaluation treatment over learning achievement and nationalism attitudes. In details, the results of the data descriptive analyses of the data are presented in Table 2.

The first prerequisite test for the pre-test data is the normality test using the *Kolmogorov-Smirnov* statistic. Results of the normality test show that the pre-test data are in a normal distribution (*Sig.* > .05) with the scores of .149 for learning achievement and .186 for nationalism attitudes. The second prerequisite test is that for data homogeneity and the results show that data for both learning achievement and nationalism attitudes are homogeneous at the significance of .963 (learning achievement) and .753 (nationalism attitudes), which are higher than .05. Based on the prerequisite test results that the pre-test data have a normal distribution and homogeneity, the mean-difference *t* test can be conducted. Results of the *t* test show a significance score of .955 for learning achievement and .600 for nationalism attitudes. This shows that the experiment group and control group are not significantly different since the two significance scores are higher than .05.

Table 2. Results of Descriptive Analyses of the Pre-test and Post Test

Statistics	Achievement				Nationalism Attitude			
	Pre-test		Post test		Pre-test		Post Test	
	X1	X2	X1	X2	X1	X2	X1	X2
<i>N</i>	22	22	22	22	24	24	24	24
Mean	66.73	67.95	86.59	84.68	66.38	67.00	76.87	78.54
Maximum	80	80	100	95	80	80	56	90
Minimum	50	50	75	75	50	50	90	70
Standard deviation	1.08	10.67	8.49	7.20	1.02	10.21	1.01	6.80

Note: X1 = Experiment class; X2 = Control Class

Results of the *Kolmogorov-Smirnov* normality tests show that all sets of data come from groups that have a normal distribution, i.e. *Sig.* > .05. The complete results of the normality tests are shown in Table 3. For the homogeneity tests, two statistics are used: *Levene's* Test of Equality and *Box's* Test of Equality of Covariance Matrices. The two statistic tests of homogeneity give the same results that the research data are homogeneous seeing that the significance scores are higher than .05. The *Levene's* test shows a

score of .264 for learning achievement and .565 for nationalism attitudes. Meanwhile, the *Box's* test shows an *F* score of .271 at *Sig.* = .846. The next prerequisite test is that for multi-corelation to find out the nature of the relationship among the research variables. Using the *Tolerance* and *VIP* scores, the multi-corelation test results show a *Tolerance* score of .759 and *VIP* score of 1.317, indicating that there is no multi-corelation between learning achievement and nationalism attitudes.

Table 3. Results of Normality Tests

	Model_learning	Kolmogorov-Smirnov ^a		
		Statistic	<i>df</i>	<i>Sig.</i>
Achiev_learning	Project-based evaluation	.154	22	.190
	Conventional evaluation	.134	24	.200
Atti_nationalism	Project-based evaluation	.182	22	.156
	Conventional evaluation	.131	24	.200

The statistical prerequisites for the *MANOVA* having been fulfilled, whereby showing that the research data have a normal distribution, are homogeneous, and do not indicate multi-correlation, the hypothesis testing procedure can be conducted. The results of the *MANOVA* test are presented in Tables 4 and 5.

The results of the data analyses produce a number of findings. First, the *MANOVA* analysis results show the Pillai Trace, Wilks' Lambda Hotelling's Trace, dan Roy's Largest Root statistics which produce an *F* co-efficient of 6.582^a with a significance score of *Sig.* = .003. This means that there are simultaneous significant differences in the SSE learning achievements and nationalism attitudes between the group of students who follow the project-based evaluation with nationalism insight

activities and those who follow conventional-based evaluation learning. Second, results of the analysis of the *Tests of Between-Subjects Effects* show an *F* score of 12.300 with a significance level of .001, which is lower than .05. This means that there is a significant impact of the project-based evaluation learning model with nationalism insight activities on the SSE learning achievements of the 4th grade students of the primary school. Third, results of the analysis of the *Tests of Between-Subjects Effects* show an *F* score of 5.727 with a significance level of .021, which is lower than .05. This means that there is a significant impact of the project-based evaluation learning model with nationalism insight activities on the nationalism attitudes of the 4th grade students of the primary school.

Table 4. Results of the Multi-variate Analyses of the Model

Effect	Value	<i>F</i>	Hypothesis <i>df</i>	Error <i>df</i>	<i>Sig.</i>
Pillai's Trace	.234	6.582 ^a	2.000	43.000	.003
Wilks' Lambda	.766	6.582 ^a	2.000	43.000	.003
Hotelling's Trace	.306	6.582 ^a	2.000	43.000	.003
Roy's Largest Root	.306	6.582 ^a	2.000	43.000	.003

Table 5. Results of Analisis Tests of Between-Subjects Effects of the Model

Source	Dependent Variable	Type III Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>Sig.</i>	Partial Eta Square
Main effect	Learn_Achiev	1083.535	1	1083.535	12.300	.001	.925
	Nationalism_Attitudes	285.654	1	285.654	5.727	.021	.851
Error	Learn_Achiev	3875.943	44	88.090			
	Nationalism_Attitudes	2194.716	44	49.880			
Total	Learn_Achiev	310666.000	46				
	Nationalism_Attitudes	309983.000	46				
Corrected total	Learn_Achiev	4959.478	45				
	Nationalism_Attitudes	2480.370	45				

Discussion

The results of the data analyses show that there are simultaneous differences in the SSE learning achievement between the group of students who follow the learning model of the project-based evaluation focusing on nationalism-insight activities and the group of students who follow the learning model using conventional-based evaluation. The instructional activities in the experiment class are oriented towards the stages that are taken in a project evaluation which are based on nationalism insights. Treatment of the learning procedures in this class gives an

impact on the manner by which the instructional materials is presented. Project assessment based on nationalism insights gives the opportunity for students to be active, independent, and responsible in the learning process. In this way, aspects of the students' skills and attitudes can be developed simultaneously. It is important for students to feel that they can evaluate what they have learned which subsequently will give them self-confidence and motivation in their learning processes (Carpenter, Witherby, & Tauber, 2020).

Evaluation will give students choice of

whether they will study or they will not study (Zainuddin, Shujahat, Haruna, & Chu, 2020; Saenz & Smith, 2018). This is learning that gives a great impact on students' growth. Students, who formerly do not want to listen to their peer's opinions, now grow to like listening to their friends' talks. They, who are reluctant to actively participate in doing group assignments, grow to be very active. The results of the study have indicated that the use of the project-based evaluation approach helps improve the students' learning achievement and social attitudes. These social attitudes are nationalism such as tolerance, appreciative of others' opinions, and responsibility. Students are confronted with problems that excite their curiosities to investigate so that they can communicate the answers and results to other people. This is similar to the PjBL learning model, with the difference that it focuses on project-based evaluation combined with the aspects of nationalism insights, both in the assigning of the problem and the running of the project to solve daily-life problems. It is why students will be able to understand the intellectual aspect (knowledge), emotional aspect (being able to exercise self-control in working in groups), and social aspect (fair in choosing peer, tolerant, and cooperative).

There is a significant influence of the project-evaluation learning model focused on nationalism insights towards SSE learning achievement of the fourth grade students of the primary school. One reason for the different SSE learning achievement between students who are in the project-based evaluation class and those who are in the conventional evaluation class is that the former learning model gives broad opportunity for the students to be active and creative during the instructional processes. Students are allowed to be creative in carrying out the project assignment that must be completed. Project evaluation emphasizes research-oriented assignments towards the problem in the instructional material starting from planning, data collection, data management, data presentation, to report writing (Bressane, da Silva, Fiore, Carra, Ewbank, De-Carli, & da Mota, 2020). By carrying out a project assignment, students will be able to understand, implement, research, and communicate their findings. Through these stages in the evaluation activities, students can be seen to be more active, creative, independent,

and capable of making relations among the different aspects of knowledge that they should practice in their daily life.

A learning system that makes the learners active will have a positive impact on the learners' achievement since the learners feel that their learning is meaningful. Learners who are active participating in the learning process will make the learning more meaningful. One of the ways in which learners are able to obtain new experiences and develop their emotional intelligences is the constructivistic model (Angela, 2014; Kostianen, Ukskoski, Ruohotie, Kauppinen, Kainulainen, & Mäkinen, 2018). Experiences can be obtained by the learners through problem solving activities carried out in a scientific process so that evidence can be produced from the instructional process in the form of experiences that can be practiced in life in the society. This is supported by (Chiang & Lee, 2016) who state that project learning helps the students in improving their motivation and abilities in solving problems. Giving a project to students will help them to be more active in the learning processes, grow the feel of collaboration, increase their self-confidence, and be more motivated in completing the project. Project learning is an effective mode to be implemented in the instructional processes (Chiang & Lee, 2016). However, as it can be seen in the present study, not all implementations of project learning bring about successful results. Project learning does not produce significant differences between the experiment and control groups because the instructional activities are too heavy for the students to do (Kizkapan & Bektas, 2017). In order for a project learning to run well, a substantial measure of students' adaptation is needed.

There is a significant impact of the use of the project-based evaluation learning with a focus on nationalism insights towards the nationalism attitudes of the fourth grade of the primary school. One reason that can be identified is the fact that the presentation of the instructional material is packaged in a project-assessment design based on nationalism insights in the forms of projects of a play staging, composition of a national anthem, role playing, comic writing, the making of a historical calendar, and producing a wall magazine. Students hold a group discussion concerning problems that need to be solved and

each group designs a project under the guidance of the teacher from planning and presentation to reporting. They publish the results and report of the project to be responded to and commented by other students. Finally, the teacher gives the process and product evaluation and comments that are oriented to nationalism insights. Learning that makes use of the involvement of the students' peer gives a positive impacts on the students' character building. Good relation among peers is an effective medium to increase students' interest in the learning processes. Learning in intensive cooperation with peers enhances students' active participation in the instructional processes (Silverman, Artzi, McNeish, Hartranft, Martin-Beltran, & Peercy, 2019; Tsuei, 2012). Involvement of peers in learning improves the quality of the learning process; students obtain experiences from peers' feedbacks (Gabriele, Holthaus, & Boulet, 2016). Peers help, lead, guide, and support each other to build learning through interaction and collaboration (Andersen & Watkins, 2018).

Learning which involves peers decreases anxieties and stresses through the supports and feedbacks from each other. Muhammad, Jampel, & Widiara (2016) find that there is a significant difference in scientific critical thinking skills between students who join the PBI learning model and students who join the conventional model in virtually all the instructional phases of preparation, presentation, exercises, and end processes of presenting results. This is supported by the study by (Lestari, Parmiti, & Widiara, 2016) that states that problem-based learning is suitable for classes that use project evaluation learning since, in the problem-based instruction, students are active in working on a problem with the teacher functioning merely as a facilitator. In the same virtues as the problem-based learning, the project-evaluation model is suitable for clearly understanding the contents and acquiring the abilities to practice, research, and communicate results in many subject-matter classes. In this relation, use of the project-assessment model oriented to nationalism is highly useful in enhancing students' enthusiasm and activeness in learning.

The important finding of the present study is related to the positive influence of the project-

based assessment model oriented on nationalism-insight activities over the students' SSE learning achievements and nationalism attitudes. During the learning processes, the project-based assessment model has changed the instructional activities from the teacher-centred mode to the learner-centred mode. The teacher plays the role of a mere facilitator while the students actively carry out the class activities starting from doing the project, holding a discussion, developing their creativities, to sharing their experiences among each other. The teacher plays the role as a motivator and facilitator. In the project evaluation model, the students are given the opportunity to play an active role in problem solving during the learning process. This is in line with (Sukmasari & Rosana, 2017) who state that project evaluation is one of the assessment aspect that stimulate students to think at a higher level of the cognitive domains, one of which is problem solving.

In contrast, students in a conventional class spend most of the time listening to the teacher. This takes away the students' opportunities to grow and develop their creativities in doing class assignments. In the conventional learning, the teacher seems to keep transferring his or her knowledge to the students (Wardana, Setuti, & Sudatha, 2013). In a conventional class, the teacher explains the material in a fixed order, the students may only ask questions and take notes, the teacher gives the exercises, and the students discuss the exercises. At the end of the class, the teacher leads the students to reflect on the material that has been studied and then gives home assignments. This process of learning tends to make the students unmotivated, not able to understand material concepts deeply, and find it difficult to develop their thinking abilities.

Differences in nationalism insights between students who follow the class with the project evaluation model and nationalism-insight activities and those who follow the class with the conventional treatment are due to the different treatments given during the teaching learning processes. In the experiment class, the instructional activities refer to the stages in the project-based evaluation oriented on nationalism insights. The project-based assessment instruction gives the students the freedom to expose their ideas concerning the project such

that their attitudes in the learning process can be developed. Project-based assessment learning emphasizes on the assigning of research in the form of a problem that is related to the class material through all the stages of planning, data collection, data management, data presentation, and report writing.

By having a task to complete, students will have the abilities to understand, practice, research, and communicate their knowledge. In the proceeding of the project-based assessment learning, it can be seen that students become more active, self-confident, and responsible in completing their school assignment. The project-assessment learning also can develop students' characters since, in the learning processes that are oriented to nationalism insights, students' nationalism stature will develop from the instructional processes by showing out the attitudes of cooperation, hard working, appreciating opinions, responsibility, and tolerance. By working together in groups with friends, students are trained to reveal opinions and ideas and accept opinions and ideas of others so that their social attitudes can develop and improve. Such social attitudes become one of the indicators of nationalism attitudes which state that students must have the cooperativeness character to work together with other people despite differences in ethnic groups, religions, skin colours, and others.

CONCLUSION

The project-based assessment learning model oriented on nationalism-insight activities can influence students' SSE learning achievement and nationalism attitudes. This finding is explained by the fact that the learning model gives the opportunity for the students to be active in the learning activities without pressure from the teacher. In this learning model, students work together cooperatively with peers such that they can lighten their burdens in the learning processes. Further study may follow in particular to see whether the impact will last in longer period.

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