Development of the Project Citizen Model as a Co-Curricular Activity of the Pancasila Student Profile Strengthening Program at Junior High School (SMP) in Singaraja

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Abstract. This research was aimed at: developing the Project Citizen (PC) model as a form of Lesson Study (LS) for the teachers team and some of their lesson plan (project module, ICT learning media, and authentic assessment tools); and testing the feasibility and practicality of the model and its devices when implemented as a program to strengthen the Pancasila student profile (P5). This research was conducted using the R and D method of the ADDIE model with two phases of research for two years. The results of this study showed that the PC model as a form of LS developed in the form of a PC model book in this study was considered suitable for use by junior high school teachers in Singaraja City in P5 co-curricular activities; as well as the development of tools in the form of project modules, ICT-based learning media, and authentic assessment instruments in assessing student performance, portfolio, products, and self-assessment. Based on the assessment of experts and driving teachers on the feasibility and practicality of the PC model developed, a Gregory Index value of 0.75 was obtained in the good category. Likewise, the assessment of experts and driving teachers on the validity and practicality of the project module obtained a Gregory Index of 0.85 in the very good category. With the results of this study, it can be recommended that junior high school principals and teachers can use PC models and their devices for the implementation of P5 in schools.

Keywords: Project Citizen model, lesson study, Pancasila Student Profile Strengthening Program (P5), project modules, ICT-based learning media, and authentic assessment.

1 Introduction

This research was motivated by the condition that there are still many teachers in junior high schools in general and in the city of Singaraja in particular who have difficulties in implementing Merdeka Belajar curriculum, especially in implementing the Pancasila Student Profile Strengthening Program (P5) as a co-curricular activity that must be carried out by all teachers [1]. In addition to the limited choice of programs in schools that have been socialized to teachers, this program is not only the responsibility of Pancasila Education teachers, but also by all teachers who feel/consider that they do not have the competence of teachers of Pancasila values [2]. As a result, the implementation of this program tends to be uncoordinated and tends to run independently by each teacher according to their tastes and abilities that are very different from each other [3].

The implication of such a situation is that the purpose of this program in order to strengthen the values and character of Pancasila student profiles is still difficult to achieve because of the

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differences in perceptions, attitudes, and abilities of teachers in implementing it [4]. In fact, teachers should be able to coordinate with each other and implement this program as a form of Lesson Study (LS) or learning community that can be done collaboratively by a team of teachers [5]. As a result, the development of Pancasila-based student value and character systems is still difficult to measure its success, both in understanding and accepting Pancasila values and in building habits of character behavior based on Pancasila values by students [6].

Several research results in the field of PKn have given teachers the possibility to overcome this problem through the application of the Project Citizen (PC) model such as in PKn learning which has been introduced to PKn teachers from a few years ago [7]. The only problem is, this PC tends to be carried out by PKn teachers as one of the project-based PKn learning models whose implementation is still very limited to being followed by students in schools [8].

Therefore, this research focuses on the development of the PC [9] model as a form of LS [10] by teachers which is carried out collaboratively in order to instill and familiarize students with the Pancasila character values that have been set by the ministry in the form of values: faith and devotion to God Almighty and noble character, global diversity, cooperation, creativity, critical reasoning, and independent [11].

This background gives the research team the following problems. 1) How can this PC model be developed as a form of LS for junior high school teachers in Singaraja City collaboratively? How feasible and practical is this model to be applied as P5 to junior high school students in the city of Singaraja? The objectives of this research are: 1) developing a PC model as a form of LS for the teacher team at SMP Kota Singaraja and several learning tools (project modules, ICT learning media, and authentic assessment tools), and 2) testing the level of validity/feasibility of the model and its devices when implemented as P5 for junior high school students in Singaraja City.

This research is very crucial to help schools and teachers immediately implement Merdeka Belajar curriculum in schools, especially in the development of P5 as the main co-curricular program in schools [12]. This research can provide theoretical benefits about the development of the PC model, not only as a learning model, but also as a form of socio-political participation of students as citizens to play an active role in solving various problems in people's lives that can affect government public policies [13].

Practically, the results of this research can also help schools and teachers develop co-curricular activities for the Pancasila student profile strengthening project (P5). Thus, the novelty value of this research is the development of the PC model as a form of LS for teachers and making the PC model not only a learning model, but also a model of socio-political participation in student democracy as a smart and good citizen in the context of developing student character based on Pancasila values [14]. The results of this research can also be used as a communities program of Undiksha in the context of socializing the use of PCs in schools to strengthen the Pancasila student profile strengthening program.

2 Method

This article is the result of the first year of research, generally carried out with a quantitative approach, although qualitative data is needed to analyze the needs of model development. The

research method used is the R and D model ADDIE (Analysis, Design, Develop, Implementation, and Evaluation) from Dick and Carry [15]. The first year of research for the development of research models was carried out at SMP in the city of Singaraja from May to October 2024. The subjects involved in this study can be described as follows.

Table 1. a List of Research Subject

Phase	Subjects	Sampling	Mekanism	Number
Analysis	Principals, teachers, pa-rents of students, stu-dents, heads of the Edu-cation Office, and docu-ments	*Purposive* dan *snowball*	Not determined from the begin-ning of the sub-ject and its num-ber	1 Head of the Education Office; 2 school principal; 4 teachers; 8 students; 2 Parents of students.
Design	School Principals, tea-chers, parents of stu-dents, and students	*Purposive*	Specified at the beginning of the amount and sub-ject	2 school principal; 4 teachers; 8 students; 2 parents of students.
Develop	PC, Material, Media, and assessment Experts, Dri-ving Teachers, PPKn Te-achers	*Purposive*	Considering re-search objective	Experts in PC 1, content 1, media 2, assessment 2, and teachers 4.

There were several research variables involved in this study in the four phases of the first year of research, namely: the project citizen model as a lesson study for teachers, teaching modules (projects), ICT-based learning media, authentic assessment instruments, and the feasibility and practicality of the project citizen model and its tools.

The data collection techniques used in this study were adjusted to the data needs in each phase of development research which can be described as follows.

Table 2: The Data Collection Method

Fase	Data	Teknik	Instrumen	Validasi
Analy-sis	Need analysis of develop-ping PC model and its les-son plan	Data collection from documents and indept interview	Document form and interview form	Triangulation of sources and data collection techniques
Design	Prototype of PC model and LS, project module, me-dia, and authentic assess-ment instrument	Indept comparison of documents	Document form	Results of ana-lysis of several documents
Deve-lop	Assessing the content vali-dity and practicality of PC model and *LS* (teachers guidance book)	Giving questionnaires to the experts and driving teachers	Questinaires	Content valida-tion via Gregory Index (IG)

	Assessing the content validity and practicality of project modul	Giving questionnaires to the experts and driving teachers	Questinaires	IG
	Assessing the content validity and practicality of me-dia	Giving questionnaires to the experts and driving teachers	Questinaires	IG
	Assessing the content validity and practicality of authentic assessment instru ment	Giving questionnaires to the experts and PPKn teachers	Questinaires	IG

The main data analysis techniques used in this study were qualitative and quantitative data analysis which was carried out in stages. For data in the needs analysis phase, the data was analyzed qualitatively using the Miles and Huberman model analysis process in four interactive phases, namely: data collection, data reduction, data display, and conclusion/verification [16]. For quantitative data processing, especially in the content validity and practicality test of the PC model and its devices, the data was analyzed using descriptive statistics by obtaining the value of the Gregory Index and the use of the Lawshe formula [17] [18].

3 Results and Discussion

3.1 The Project Citizen Model and Lesson Study

This research, on the basis of teachers need analysis, principals, junior high school students in the city of Singaraja and even the needs of parents of students, have agreed to compile a guidebook on how teachers can conduct LS in schools to implement the PC model as an alternative to the P5 program in junior high schools in the city of Singaraja. As a form of LS, this teacher guidebook provides instructions on how junior high school teachers in each school are coordinated by each driving teacher to conduct LS. This LS is carried out by a group of teachers in four phases of activities, namely: planning, implementing actions (do), conducting monev (see), and conducting joint reflection (reflection). These four phases are clearly carried out in cycles. During the planning phase, the group of teachers collaboratively, coordinated by the principal, prepared a plan to implement the PC model. Here, teachers learn together to prepare project modules, prepare learning media, prepare LKPD, and prepare an authentic assessment plan for student learning processes and outcomes. After the results of this planning are mutually agreed, the teacher then applies the PC model in the classroom according to the instructions for the steps to implement the PC model. Each teacher can be a model teacher for each class. Along with the implementation of the PC model by model teachers in the classroom, other teachers can act as observers to carry out monitoring and evaluation activities (monev) on the performance of model teachers in implementing the PC model in the classroom.The results of the monitoring from the observer teacher group were then discussed as evaluation and reflection materials for model teachers to be able to improve their professional performance in

implementing the PC model in the classroom in the implementation of the next P5 Program [19]. That's how the LS model guide compiled in the teacher's manual in implementing the PC model is explained, in addition to explaining the meaning and meaning of LS, the purpose and benefits of LS, the three factors that determine the success of LS (model teachers, observers, and students), the main principles of implementing LS (collegiality, mutual learning, and community learning) [20] [21] [22] [23][24][25].

Furthermore, the teacher's handbook also provides instructions for teachers to be able to implement PC as one of the democratic learning models for students in the form of learning as a project-based P5 co-curricular activity. In the teacher's manual, the definition of project citizen (PC), the purpose and benefits of PC, the relationship between PC and democratic learning to increase students' socio-political participation as citizens in the process of making public policies by the government for society, the syntax of the PC model, social systems, reaction principles, support systems, and the impact of learning were explained.

As a result of this research, PC as a democratic learning model is intended as steps to learn democratic politics to students by facilitating and empowering students to be able to actively participate socially in the process of solving social citizenship problems faced by communities in their environment, both local, regional, and national, as a citizenship project. With this understanding, the main goals of the PC are: to increase students' civic and cultural literacy, increase students' commitment to national defense efforts through students' intelligent socio-political participation, and empower students to be able to help the community solve their civic problems through the process of proposing public policies to the relevant government. This PC can be useful in improving students' 6C skills (critical and creative thinking), collaboration and communication skills, and improving methodical thinking skills in problem solving (computational) and confession. Another benefit is that students can strengthen the character of the Pancasila student profile through habituation of behavior that increases faith and devotion to God Almighty and noble morals, global diversity, mutual cooperation, independence, critical reasoning, and creativity.

The implementation of the PC model as a democratic learning model by students basically cannot be separated from the motive of developing a political education model for teenagers. Through PC, students also learn to improve their ability to understand democratic life and appreciate the main values of learning democracy, as well as practice improving the ability of adolescents to participate in solving civic problems in the lives of the community around students to be solved through public policy proposals that students will offer to relevant government parties. This is also where students learn to communicate with the government so that they know the government's duties and obligations to protect the people, promote their general welfare, and educate their nation's life.

In the teacher manual, the main ones are also explained, the main steps that teachers must take in implementing the PC model as a democratic education model with learning syntax: 1. find, 2. analyze, 3. recommendation/action, 4. showcase/presentation, and 5. evaluation/reflection. In the find phase, students learn to understand concepts and not concepts through learning to find, and then learn to identify and formulate problems. In the analysis phase, students learn to explain problems, find alternative problem solving, and conduct analysis

and clarification of grades. In the recommendation/action phase, students learn to formulate public policies, make recommendations to the relevant government, and prepare action plans. In the showcase/presentation phase, students learn to compile a class portfolio, present it, and conduct a question and answer or dialogue with experts and relevant government representatives. And, in the last phase, students learn to reflect on their learning experiences under the coordination of teachers and make follow-up learning efforts.

As a model, the PC also has a supportive social system. Here, students not only learn by using cooperative group learning strategies between students, but with coordination and facilitation by teachers, students also learn to interact with the community when digging, identifying, and explaining problems. In fact, students also learn to interact with experts/resource persons, with relevant government officials who are also assisted by the support of participating students' parents in order to find alternative solutions to problems and prepare public policy recommendations. Thus, a social system in learning is created so that students can really make the community a laboratory for project implementation.

Last bot least in making PCs a project-based democratic learning model is the need for adequate supporting facilities in the learning process, especially the need for computer support and the availability of the internet that will support the activities of teachers and students in collecting data and information from various sources. The support of computer and internet facilities will help teachers and students provide unlimited learning resources in an effort for students to solve problems completely and comprehensively.

The existence of an adequate social system and supporting facilities in the implementation of the PC model as a model of democratic education allows teachers and students to develop the principle of truly democratic learning reactions, where teachers do not need to dominate time in learning. Teachers only need to be coordinators, facilitators, and motivators of student learning, so that students have more independence in the learning process for them to actualize themselves optimally learning with the support of the community and students' parents.

Finally, teachers also need to be given guidelines in implementing the PC model as a democratic learning model that this model has an impact on student learning outcomes, both instructional and accompanying impacts. As an instructional impact, the use of the PC model can improve student learning outcomes both in the realm of knowledge, values and attitudes, as well as in the development of students' democratic social skills in accordance with the topics and problems studied and made into projects by students. Meanwhile, the accompanying impact is certainly expected that the application of this PC model can also help build student character based on an understanding of Pancasila values, acceptance of Pancasila values, and habituation of behavior based on Pancasila values which is the main guideline for the implementation of P5 in schools including increasing faith and devotion as well as noble morals of students, independence, global diversity, mutual cooperation, critical reasoning, and creative.

3.2 Learning Tool Development (Modul, Media, and Assessment Instrument)

There are three learning tools developed in this study that accompany the development of the PC model with the LS approach, namely: project module as learning plans by teachers, ICT-based learning media, and authentic assessment instrument devices, especially those related to

performance assessment, portfolio, and assessment of project-based student learning products along with their assessment rubrics**.**

For the development of teaching modules, this study produces a teacher teaching module format in the implementation of the PC model which is adapted to the teaching module format that has been developed and exemplified by the Ministry of Education for the junior high school level. Adjustments are made by considering the suitability of learning syntax using the PC model and adjusting to the form or format of the teaching module for the P5 program in junior high school. Similarly, the theme and learning topic that was adapted to the PC model chosen was Theme: Voice of Democracy with the Topic: Preventing and Combating Adolescent Bullying. The development of this teaching module is quite complex which includes several components, namely: general information component; core components that include a brief description of the project; dimensions, elements, and subelements of the relevant Pancasila student profile; the stages of the project are developed into the phase of finding, analyzing, recommending and taking action, showcase/presentation, as well as evaluation and reflection; specific goals for each phase; the flow of PC activities in general; as well as a covering component that includes assessments; enrichment and remedial; as well as reflections of students and educators. With such a teaching module format, it is hoped that teachers can carry out the P5 program with a PC model in accordance with the instructions that have been developed in the teaching module.

The development of learning media as a learning complementary tool with the theme: "Voice of Democracy" and the topic: "Preventing and Overcoming Adolescent Bullying" in this study was agreed upon by the principal, teachers, and students using Power Point media that combines the messages it contains between verbal network messages, the use of tables/graphs, photo/image networks, and the use of short learning videos that are tailored to the theme and topic. One example of a PPT slide developed using a verbal and image network model is as follows.

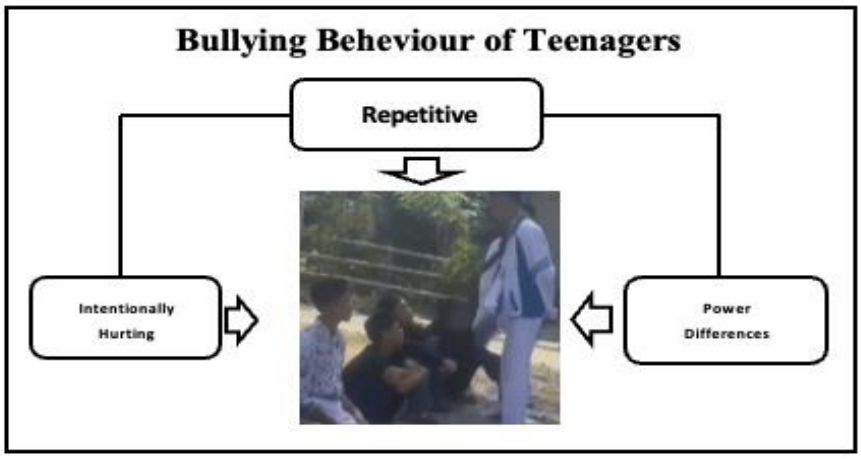

Figure 1. Example of PPT Media Development Slide Using Verbal Networks and Images

Finally, this study also succeeded in developing an authentic assessment instrument in performance assessment, portfolio, product assessment, and self-assessment, as well as its assessment rubric in the application of the PC model as a form of P5 program in schools. Performance assessment is carried out on the performance of individuals and groups of students in the implementation of the learning process where students design, implement, and produce projects in solving problems that are their group tasks. For this performance assessment, some of the indicators used to develop assessment items are: seriousness of student performance, fair division of labor, accuracy of information/data, adequacy of information/data, time efficiency, sharing of leadership responsibilities, and cohesiveness of teamwork in groups. Portfolio assessments are carried out on portfolio documents generated by students during the learning process which include components: a portfolio of problem identification, determination of alternative solutions and clarifications, preparation of public policy recommendations, and action plans developed. Each component of the portfolio is assessed from assessment indicators: accuracy of study substance, accuracy of information and supporting data, adequacy of information, adequacy of graphic data, and cleanliness/neatness of documents. For product assessment in the form of presentation media prepared by students for showcase/presentation, the assessment is carried out by paying attention to the following indicators: quality of planning/preparation; division of labor; accuracy of the content of the material; simple, easy/straightforward, and clear; and the attractiveness of presentation media. Finally, for student self-assessment, the assessment is focused on the student's independent learning process during the democratic learning process which includes assessment indicators: motivation and work spirit, work contribution to the group, acceptance of work division, responsibility sharing, quality of work results, and work cohesiveness for the group/class.

3.3 Results of the Model and Device Validation Test

The PC model that has been developed and its devices as described above have been validated to determine the level of content validity and practicality of using the model and device if it is implemented in real life in the classroom. Testing of the PC model that has been developed was validated from the teacher's handbook on the Project Citizen Model that has been developed. The assessment was carried out by a PPKn Undiksha lecturer who has experience in participating in Project Citizen training from the Center for Civic Education Callabasas California, carrying out research, and learning using the PC model. The assessment was also carried out by a driving teacher who had received training on the P5 program. By using the content validity and practicality assessment form for the use of the PC model through the teacher's manual, the assessment was developed from the following indicators: the foundation of learning theory, rational project learning steps, a democratic social system, utilizing IT-based learning resources and media, adequate instructional impact, has a Pancasila-based character building effect, involves the C6 process, according to the level of student development, ease of implementation by teachers, and the ease with which students can do it. Based on these indicators, this study showed the results of the assessment of the two resource persons as follows.

Table 3. Results of the PC Guidebook Validation Test Analysis as LS

		Expert Judgement		TOTAL
		Reject	Accept	
Teacher judgement	Reject	A = 5	B = 0	5
	Accept	C = 1	D = 18	19
TOTAL		6	18	24

Based on this data, the Gregory index was obtained at 18/24: 0.75. This means that the level of content validity and practicality of using PC models is categorized as good.

Furthermore, it was also necessary to validate the use of learning tools for teachers in the form of teaching modules developed in this study. The assessment indicators used are: relevance of themes and topics, clarity of project description, clarity of objectives, relevance of dimensions and elements and subelements of P5 values, clarity of project activity steps/flow, relevance and clarity of assessment, clarity of follow-up (enrichment/remedial), and clarity of direction for reflection of learning experiences. Based on these indicators, this study shows the results of the assessment of the two resource persons as follows.

Table 4. Results of Analysis of Validation and Practicality Test of Teaching Modules (Project)

		Expert Judgement		TOTAL
		Reject	Accept	
Teacher judgement	Reject	A = 2	B = 0	2
	Accept	C = 1	D = 17	18
TOTAL		3	17	20

Based on this data, the Gregory index was obtained at 17/20: 0.85. This means that the level of feasibility and practicality of using the project teaching module was categorized as good.

The learning tool that was also assessed in this study was a simple ICT-based learning media using a PPT program whose message content utilizes verbal networks, combines verbal networks and images, and utilizes the use of short learning videos. The assessment indicators developed for the validation of the development of this learning media were: relevance to the basis of learning theory, media can be interactive, involve a high-level thinking process, are multimedia, clear, interesting, easy to understand, and only contain a network of important points. For the purpose of validating this learning media, the assessment of the media was carried out by three speakers, respectively: a learning media expert from a lecturer of S2 Educational Technology Undiksha, an expert from the S1 PPKn Study Program, and a junior high school driving teacher in Singaraja City. The results of their assessment can be described as follows.

Table 5. Results of Analysis of Validation and Practicality of PPT Media

Item of assessment	Judges 1	Judges 2	Judges 3	CVR	CVI
1	IR	R	R	0,33	0,83
2	R	IR	R	0,33	
3	R	R	R	1,00	
4	R	R	R	1,00	
5	R	R	R	1,00	
6	R	R	R	1,00	
7	R	R	R	1,00	
8	R	R	R	1,00	

Based on this data using the formula from Lawshe, a CVI value of 0.83 was obtained. Such a large CVI value shows that the PPT learning media developed was worthy of good use.

The last thing that had been validated was the content validity of the authentic assessment instrument in the implementation of the PC model, which consisted of performance assessment tool, portfolio assessment tool, product assessment, and self-assessment. The assessment was carried out by educational evaluation experts from the Undiksha S2 Education Research and Evaluation Study Program and experts from learning evaluation lecturer of the Undiksha PPKn Study Program. The results of the assessment from the two experts showed that the content validity of the performance assessment tool, portfolio, product, and self-assessment developed obtained the Gregory index coefficients respectively as follows.

Table 6. Results of Content Validatity Test Analysis and Practicality of Authentic Assessment

No	Assesment Type	Number of Indicator	Number of Item	Scores				IG
				A	B	C	D	
1	Performance	7	10	0	0	1	9	0,90
2	Portfolio	5	10	0	1	1	8	0,80
3	Product	5	10	0	0	0	10	1,00
4	Self-assesment	6	10	0	0	1	9	0,90
Means of IG								0,90

Based on the results of the data analysis, it can be shown that the validity of the content of the authentic assessment device developed in this study is all very good, so that it can be further tested.

3.4 Discussion

This research succeeded in developing a PC model as a form of application of P5 for junior high school students in Singaraja City. The development of this PC model is important in schools considering that it is still difficult to implement the P5 program according to the ministry of education considering the conditions and limitations of schools in the regions [26]. After all, the Ministry of Education, Culture, Research, and Technology itself also provides opportunities for schools to adapt the P5 program in each school in the region according to the conditions and characteristics of the region, school, teachers' abilities and students' limitations [27]. This PC model is one of the forms of adaptation while maintaining P5 as a co-curricular activity project for students that conditions student character development efforts based on P5 (Pancasila) values, namely: faith and devotion to God Almighty and noble morals, global diversity, mutual cooperation, independence, critical reasoning, and creativity [27].

PC as one of the models developed has been adapted to the demands of P5 in schools, especially at the junior high school level. This PC model was developed with learning steps with a project-based pattern that allows students to learn to solve social problems in a real way, project-oriented, involving cooperative and collaborative learning efforts, utilizing the community as a learning laboratory, developing learning efforts by interacting with relevant government officials, involving high-level thinking skills, learning oriented towards C6 involvement (critical thinking, creative, communication, collaboration, computational, and confession), does not release learning from the dimensions, elements, and subelements of P5, increases awareness of basic literacy among students, and provides opportunities for students to learn democracy by increasing socio-political participation in civics [28][29] .

The P5 plan with the PC model, in addition to being written in the form of a teacher's manual, for its preparation and implementation has also been prepared with learning tools in the form of teaching modules (projects), ICT-based learning media, and authentic learning assessment tools with performance assessments, portfolios, products, and self-assessments .

The manual for the implementation of this PC model has been assessed by experts and teachers and was considered quite feasible and practical to use with a coefficient of IG = 0.75 said that the algorithm was quite good. The assessment indicators used, among others, are the foundation of learning theory, rational project learning steps, a democratic social system, utilizing IT-based learning resources and media, adequate instructional impact, having a Pancasila-based character building effect, involving the C6 process, in accordance with the level of student development, the ease of implementation by teachers, and the ease with which students can do. The results of this study were similar to the research of Tri Widodo, Renggani, and Sukarjo (2018: 23-36) which found that the development of the PC model provides powerful learning or learning that is weighted and meaningful which is pedagogically characterized by the principles of meaningful, integrative, value-based, challenging, activiting, and joyful [30].

Similarly, the development of teaching modules (projects) in this study has been validated by experts and driving teachers for the content validity and practicality of its use. The results of the validation assessment obtained IG = 0.85 in the good category. The assessment indicators, among others, were: relevance of themes and topics, clarity of project description, clarity of objectives, relevance of dimensions and elements and subelements of P5 values, clarity of project activity steps/flow, relevance and clarity of assessment, clarity of follow-up (enrichment/remedial), and clarity of direction for reflection of learning experiences. The results of this study were relevant to the research of Ardiawan (2024) which assesses the validity, feasibility and practicality of the use of teaching modules (projects) in Pancasila learning with a differentiated approach using indicators: general information, core components, and appendices whose content is not much different from the indicators in this study.

This research also succeeded in developing ICT-based learning media using multimedia PPT for the application of the PC model. The results of the validation of learning media experts, PPKn material experts, and driving teachers resulted in a CVI coefficient = 0.83 with a good or valid category. The assessment indicators are: relevance to the basis of learning theory, media can be interactive, involve a high-level thinking process, are multimedia, clear, interesting, easy to understand, and only contain a network of important points. The results of this study are

relevant to the research of Hutabri (2022: 296-301) which validated the development of multimedia learning media using three validators (media experts, material experts, and linguists) with indicators of user ease assessment, display attractiveness, language and readability, and achievement of goals [31].

Finally, this study has also developed a set of assessment instruments in the form of performance assessment, portfolio assessment, product assessment, and self-assessment along with their rubrics to be applied in the PC model. This assessment instrument has also been validated by evaluation experts and material content experts. The validation results showed that all of these assessment tools have excellent content validity. The results of this study have at least been relevant to several previous research results, one of which is the result of research from Sridadi (2022) who developed an authentic assessment instrument in sports learning in the form of performance assessment and product assessment where the content validation has an Aiken's V coefficient value of 0.899 [32].

Likewise, the results of this study were also relevant to the results of the study of Fityana, Sarwanto, and Sugiyarto (2017: 23-27) which concluded that the development of authentic assessment instruments in project-based science learning in performance assessment and product assessment was feasible because it meets the criteria that according to Siallagan, et al. (2016) [33] the assessment instruments that were worthy of meeting the interpretation (1) items or assessment items in the three assessment instruments were appropriate and were prepared based on assessment indicators for the three aspects of student learning outcomes (scientific attitudes, knowledge, and skills), (2) measurement criteria (descriptors) on the three assessment instruments have been presented in complete for each assessment indicator for the three aspects of student learning outcomes, and (3) the scoring guidelines on the assessment instruments have been adjusted and include all descriptors and assessment indicators for the three aspects of student learning outcomes [34].

4 Conclussion

This research has succeeded in developing a PC model with an LS approach that will be applied in the P5 program as a co-curricular activity for junior high school students in Singaraja City. The implementation was based on the teacher's handbook in the implementation of the PC model which has been validated by experts and was suitable for use as a teacher's manual. Similarly, supporting tools developed in the form of teaching modules (projects), ICT-based learning media, and authentic assessment instruments have been validated and considered feasible and practical to use.

Based on the results of the study, it is suggested that school principals can ask junior high school teachers in Singaraja City to implement the PC model as an LS program as an alternative to the implementation of P5 in schools by using teaching modules (projects), ICT-based learning media, and authentic assessment instrument devices that have been validated as a means of learning support. To be able to properly implement the PC model and its devices, teachers need to be given prior training.

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