



Project Assessment with Nationalism Insight at Elementary Schools and Its Impact Towards Students' Social Science Achievement and Nationalism Attitude

I Wayan Widiana^{1*} 

¹ Jurusan PGSD, Universitas Pendidikan Ganesha, Singaraja, Indonesia

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ABSTRAK

Rendahnya hasil belajar IPS terjadi karena guru cenderung memberikan tes yang mengarah pada penilaian kognitif dan hanya menilai sikap siswa saat mengerjakan tes tanpa memperhatikan keterampilan siswa. Penelitian ini bertujuan untuk menganalisis pengaruh pembelajaran dengan menerapkan penilaian proyek berwawasan kebangsaan terhadap hasil belajar IPS dan sikap siswa terhadap nasionalisme. Jenis penelitian ini adalah quasi-experimental design dengan non-equivalent post-test-only control group. Populasi penelitian ini adalah seluruh siswa kelas V yang berjumlah 231 siswa. Jumlah sampel dalam penelitian ini adalah 46 orang. Metode pengumpulan data adalah tes dan non tes. Instrumen hasil belajar dan sikap nasionalisme kemudian divalidasi secara isi dan empiris oleh dua ahli dengan uji validitas dan reliabilitas butir soal. Data yang terkumpul dianalisis menggunakan analisis dengan MANOVA. Hasil penelitian berdasarkan perhitungan uji MANOVA diperoleh angka signifikan sebesar 0,000 yang berarti lebih kecil dari 0,05 ($0,000 < 0,05$). Artinya terdapat perbedaan, baik secara parsial maupun simultan, pada hasil belajar IPS dan sikap siswa terhadap nasionalisme yang diajar dengan menerapkan penilaian proyek berwawasan kebangsaan. Disimpulkan bahwa penggunaan project assessment berwawasan nasional berpengaruh positif terhadap hasil belajar IPS dan sikap nasionalisme siswa kelas V SD.

ABSTRACT

The low of social science learning outcomes occur because teacher tends to give tests that lead to cognitive assessments and only assess students' attitudes when doing tests without paying attention towards student skills. This study aimed to analyse the effect of learning by applying a project assessment with a national perspective on social studies learning outcomes and students' attitudes toward nationalism. The type of research was quasi-experimental design with a non-equivalent post-test-only control group. This study's population was all class V students by total 231 students. The amount of sample in this study is 46 people. Data collection methods were test and non-test. Instruments of learning outcomes and attitudes of nationalism were then validated in content and empirically by two experts with item validity and reliability tests. The data collected were analysed using analysis with MANOVA. The study's results based on the calculation of the MANOVA test obtained a significant number of 0.000 which means less than 0.05 ($0.000 < 0.05$). It means that there are differences, either partially or simultaneously, in social studies learning outcomes and students' attitudes toward nationalism who were taught by applying a project assessment with a national perspective. It is concluded that using project assessment with a national view positively affect social studies learning outcomes and the nationalism attitude of fifth grade elementary school students.

1. INTRODUCTION

Social studies as one of the subjects taught in schools have the goal of developing potential learners in the community so that learners are able to face the social problems that are occurring in society. Social Studies not only furnishes knowledge, but also provide value, attitude and skill for the students (Angela, 2014; Gürgil, 2018; Maison et al., 2019). Social studies is a lesson that gives comprehensive insight into the concepts of social science and humanities to students as a part of being a good citizen (Mohajan, 2018; Nichita et al., 2021; Widnyani et al., 2015). The students should not only have knowledge, but also good skills and an attitude in life such as nationalism (Alfaqi, 2016; Retnasari & Hidayah, 2020).

In fact, elementary school's students only focus on cognitive aspects in learning. This is shown by studies that teachers are still less effective in assessing students because the teacher's assessment assesses only the cognitive aspects of the student without regard for the affective and psychomotor

*Corresponding author.

E-mail addresses: wayan_widiana@yahoo.co.id (I Wayan Widiana)

aspects (Hapwiyah et al., 2015; Rachmadyanti, 2017). Other studies mention teachers tend to judge only aspects of a student's knowledge without being aware of the student's attitude (Novitasari & Wardani, 2020; Parmiti, 2014; Wicaksono et al., 2016). Other studies also mention that teachers still explain the material by way of a lecture and simply want the students to listen and remember all the social studies materials the teacher has described (Anggreni et al., 2017; Hendrawan et al., 2018; Widnyana et al., 2017). At the end of learning, teachers also tend to still give tests that tend to lead to cognitive assessment and only assess the attitude of students when working on a given test without regard to students' skills in the learning process (Darmansyah, 2014; Kuntoro & Wardani, 2020).

The results of the study are consistent with results of the study document recording and observation conducted in school cluster V Sukasada District Buleleng regency consists of nine schools (SDN 1 Sambangan, SDN 2 Sambangan, SDN 3 Sambangan, SDN 1 Panji, SDN 2 Panji, SDN 3 Panji, SDN 4 Panji, SDN 5 Panji, and SDN 6 Panji) This shows that social studies tends to be low. The result is that the social studies score of the students at the end of the semester (UAS) in cluster V Sukasada District, Buleleng regency is still under the minimum completeness criteria (KKM) which is 70. Low results of social studies occur because the teacher tends to give tests that lead to cognitive assessment and only assess students' attitudes when doing tests given without considering the students' skills in the learning process. In the learning process, the student is only a passive listener while the teacher is the active speaker. Students are required to remember all the material the teacher has described. This learning situations signal on those assessments applied by the teachers in social science learning have not give students the opportunity to demonstrate their skills and develop an attitude toward learning. The assessments which the teacher use actually only assess the cognitive aspects of students. There is also a lack of student's nationalism. Based on the observations, it is known that the student's behaviour outside the learning process is joking when the flag ceremony begins to end, making joke while singing the national song, and when the students respect the flag with un perfect manner. In addition, in the learning process when students work in group, the need to help each other are still low. The student is still being selfish and only thinking about their own self even though they are working in one group.

In the history of the nationalism's development in Indonesia, there are important factors for the formation of nationalism. It include equality of fate, unity of residence, common ideals, and a common desire for independence (Aeni, 2018; Retnasari & Hidayah, 2020; Widnyani et al., 2015). The spirit of nationalism is accommodated in Pancasila point three which is the unity of Indonesia and is marked by the characteristics: first, having a sense of love for Indonesia Second, it is proud to be part of the Indonesian nation and society (Alfaqi, 2016; Rulianto, 2019; Wicaksana, 2015). Third, putting common interests ahead of personal or class interests (Apriani, 2017; Ulfah, 2015). Fourth, acknowledge and fully appreciate the diversity within the Indonesian nation (Ikhsan, 2017; Priyoutomo, 2016; Yuliarni, 2021). Fifth, willing to maintain and contribute to the advancement of the state and preserve the good name of its nation (Abu Bakar et al., 2018; Adli & Fatimah, 2019; Saragih et al., 2020). Sixth, build a sense of brotherhood, solidarity, peace, and nonviolence among communities in the spirit of unity (Pradana et al., 2021; Rosala & Budiman, 2020). Seventh, having awareness that we are part of world society, thus being willing to create world peace and create mutually beneficial relationships. By developing a strong nationalism, Indonesian people will have strong sovereignty, and eventually, Indonesia will be able to realize its dream of becoming a just and prosperous country, and future generations of the nation will have a good attitude and behaviour (Abu Bakar et al., 2018; Adli & Fatimah, 2019; Alfaqi, 2016; Saragih et al., 2020).

One way to grow the nationalistic sentiments is that teachers should pay attention to the students' skills and attitudes so that the students have a high nationalistic attitude. In view of the emphasis taken on social studies that the student can apply theory into real life so that the student has skills in his or her life and can grow their nationalism (Chabiba et al., 2022; Sagita & Supriatna, 2021). Therefore, it is necessary to find a solution so that the learning carried out can provide optimal results and be able to improve student learning outcomes. One solution is to apply an assessment that is able to assess the three domains (Cognitive, Affective, and psychomotor). Assessment is an effort to determine the extent of learning objectives through the use of the environment as a learning resource was achieved (Koumy, 2017; Saito et al., 2021; Tempelaar, 2019). Assessments are used to collect data and information about strengths and weaknesses in the learning process so as to provide the basis for decision-making and improvement of the learning process (Baird et al., 2017; Schneider & Bodensohn, 2017; Segers et al., 2018; Zhang, 2020). Project assessments are selected because assessments in the learning process are poorly noticed teachers.

These project assessments enable students to develop his creativity in designing and building projects (Cifrian et al., 2020; Rahayu et al., 2020; Río & Rodríguez, 2022). Project assessments can illustrate the students' true abilities. In addition, students' motivation in following the learning process

will increase so that it will eventually affect the student's concepts, attitudes, and skills (Hairida & Junanto, 2018; Susilawati et al., 2017). Project assessment is one of the more compelling assessments that motivates high-level learners to think only of the problem-solving skills (Andewi et al., 2015; Vidya Putri Sukmasari & Rosana, 2017). Project assessments provide students with opportunities to build knowledge, attitudes, and skills based on the students' experience and motivate them to participate actively in social studies learning integrated with national insights. Project assessments are appropriate if they are applied to a load of social studies materials that will provide learners with social knowledge that can be applied to everyday life to develop skills particularly social skills and intellectual skills (Andewi et al., 2015; Widnyani et al., 2015). Project based learning make students have the ability to develop a concept understanding through meaningful inquiry problems. (P. P. Y. Dewi et al., 2016; Setyowati & Mustaji, Subroto, 2018).

Project assessment is an assessment that source primary/secondary data, result evaluations, and cooperation with others (Fazriah & Wiyasa, 2015; Widnyani et al., 2015). Project assessment is an important tool for assessing common abilities in all areas (Dewi & Lestari, 2020; Sukmasari & Rosana, 2017). An update in this study is that project assessments are integrated with national insights that will provide information about students' understanding and knowledge to specific learning, students' ability to apply knowledge, and students' ability to communicate information. So that students not only have knowledge of concepts and skills but also have a good attitude in showing their love for Indonesia. Social science learning should be based on the development of cognitive, psychomotor, and affective aspects integrated with national insight. A sense of nationality or national insight is one form of love for Indonesia that gives birth to the soul of togetherness for the same purpose (Abu Bakar et al., 2018; Adli & Fatimah, 2019; Walton, 2021; Wicaksana, 2015). A sense of nationality is one form of love that gives birth to the soul of its owner's togetherness. The national spirit will flow a sense of Social Solidarity, the spirit of self-sacrifice, and can foster the spirit of patriotism (Abu Bakar et al., 2018; T. dan W. dan Z. Handayani, 2015; Saragih et al., 2020). National insight is the way a nation sees itself and its environment and how the nation expresses its nationality in a changing environment (Bahri et al., 2018; Widnyani et al., 2015). National values contain lofty teachings or admonitions about patriotism and self-sacrifice in behalf of Indonesia (Hertanto et al., 2021; Sunardi, 2016).

This national insight contains attitudes that should be developed and applied to learners. An attitude that nationalism needs to instil. Nationalism is the unity between the will for unity and independence based on ethical values (Aeni, 2018; Musafiyono, 2014; Retnasari & Hidayah, 2020; Widnyani et al., 2015). Nationalism is an understanding, which holds that the highest allegiance of the individual must be surrendered to the national state (Ikhsan, 2017; Priyoutomo, 2016; Yuliarni, 2021). Students in elementary school age and students in a golden age to be imbedded with such social values and norms as nationalistic values. Hence, a sense of nationalism is essential for primary school students to adopt. With a high sense of nationalism, the student will be able to understand how to love his country by starting small things first and then larger things. Starting with the small point of either reverently singing the Indonesia or joking while the flag ceremony was going on.

Through assessments of the student's integrated project of national insight can enhance his or her logical, objective, critical, creative, and highly national foresight. Because throughout the process (from beginning to presenting the project), students always use thinking ability (Andewi et al., 2015; M. S. A. Dewi & Lestari, 2020; Hapwiyah et al., 2015). Project assessments can also foster student character because in the midst of study, students will build a student's nationalistic view of the learning process by showing an attitude of cooperation, hard work, respect of opinion, responsibility, and tolerance. Other findings also claim that project assessments grow character (Hanim et al., 2018; Hendikawati et al., 2016). Social science studies with assessments of projects in elementary schools usually emphasize only cognitive and skill aspects. However, assessments integrated with national insights have not been much studied. A project assessment integrated with national insights will certainly produce an optimal assessment of students. Learning will foster student knowledge, skill, and nationalistic attitudes. So that the student will have the full intelligence of both his intellectual, social, and emotional. Students will also have a high sense of nationalism both outside and in the learning process. The advantage of the nationally-integrated assessment project in social science learning is first, the assessment assesses the cognitive, psychological aspects and attitude aspects simultaneously. Second, students can develop ideas in learning. Third, the student is free to create according to his or her ideas. Fourth, it motivates the students to be more active at solving problems. This is reinforced on the previous studies stating that project assessments focus on the process used as a means to develop and assess the skills of students in accomplishing tasks from the investigative stage to the level of reporting (Asikin, 2017; Hapwiyah et al., 2015; Vidya Putri Sukmasari & Rosana, 2017). Other findings which also claim the work of this project is a contextual form of learning that emphasizes problem solving through a collaborative effort (Widnyani et

al., 2015; Wijayanti, 2014). It is concluded that the assessments of the integration project of students' national insights could enhance their ability to think logically, objectively, critically, creatively, and have a high sense of national foresight. Project assessments can also foster student character because in the midst of study, students will build the student's nationalistic view of the learning process by showing an attitude of cooperation, hard work, respect of opinion, responsibility, and tolerance. Then, with the assessment of the nationalized insights integrated project, students can develop skills in solving problems and creating ideas. The aim of the study was to analyze the differences of the result of learning social science, nationalism, and nationalism simultaneously between the student group that applied nationalistic insights into the project assessment and the student group that applied conventional assessments.

2. METHODS

The research was experimental research and the experimental unit was a class of pseudo research (Puspasari et al., 2019). This research design was *non-equivalent post-test only control group design*. The population in this study was the entire V class of the V clusters of Sukasada district composed of 9 schools. The sampling technique used in this study was a random sampling technique. The sample highlighted in this study was a class because in experiments it is not possible to change existing classes (Suharsaputra, 2018). Before determining a study sample, an equality test is required to obtain an equal sample. After the equality test with MANOVA tests was obtained, the class was already equal. Then the class was designed to assign experimental classes and control classes. The amount of experimental class in SDN 5 Panji is 22 persons and the control class was SDN 4 Panji in 24 persons. The Experimental classes followed learning by applying an integrated project assessment of national insights and the control classes follow learning by applying conventional assessments.

Data collection techniques in this study was by using test and non-test methods. Test method to measure the learning outcomes of social science was multiple choice tests while non-Test Method to measure the attitude of nationalism was questionnaires. In order to determine which items of the instrument are appropriate to be given to the sample group, validation of the instrument must first be carried out. Validation on the instrument learning results used the validity of the content with *Gregory* test, the validity of the item used point *Biserial* correlation, test reliability (KR-20), difficulty level, and power difference. Meanwhile, validation on nationalism attitude instrument used content validity with *Gregory* test, item validity using *Product Moment* correlation, and reliability test using Cronbach Alpha test. Based on the calculation results, it was obtained that the validity of the test content of learning results in social studies subjects amounted to 0.95 which was included into very high criteria. From the results of the calculation of validity, reliability, difficulty level, and power difference of social studies learning, it was obtained 10 Questions declared fall and 30 questions were used for the post test. From the calculation results, it was obtained that the validity of the content of the questionnaire nationalism attitude was 0.83 and included very high criteria. From the results of the calculation of validity and reliability questionnaire of nationalism attitude, it was obtained 4 questions declared bad and 26 questions declared Good. However, due to time constraints, the questionnaire of nationalism attitude used as a post test was only 20 items. The data of this study were analyzed using MANOVA test. Before the hypothesis test, the prerequisite test includes the normality test of data distribution, the homogeneity test of variance, and the correlations Test between dependent variable were done. All tests were conducted using the help of the *SPSS 20.0 for Windows program*.

3. RESULT AND DISCUSSION

Results

The following analysis of the national insight project assessment was reviewed from material and projects made by students. First, at the "Meeting in Dalat and Responding to News of the Japanese Defeat." The project assignment given to the student was drama. The student's first material underwent the drama project to give the students an active opportunity to study materials related to Indonesian history on their own so that they can understand the character of the figure involved in the fight for freedom. Second, "Rengasdengklok events and the formulation of the text of the proclamation" material. The project assignment given to the student was drama. The material of the two students underwent the drama project to give students the opportunity to actively study materials on their own with the history of Indonesian nation so that the students can understand the character of the people who proclaim freedom. Third, in the material "seconds of the proclamation of Independence August 17, 1945", the project task given to students was wall magazine. In the third material, the students carried out the project to create a wall magazine in order to give the students an opportunity to actively study their own materials related to

the seconds of the proclamation of independence and students were given the opportunity to be creative on the wall magazine so that students could understand the characters figure involved and the events of the proclamation. Fourth, on the “fight for freedom” material. The project assignment given to the student was drama. In the fourth materials, the students carried out the drama project to give them an active opportunity to study on their own materials relating to the history of Indonesian nation so that the students could understand the character of the figure involved and fight for freedom in the fight.

Fifth, the “Dutch military peace corps and aggression” material. The project assignment given to the student was the wall magazine. In the fifth material, the students carried out the project creating wall magazine in order to give them an active opportunity to learn materials related to the peace effort and the Dutch military aggression and the students were given opportunities to create against the wall magazine made so that students could understand the character of the people involved in the peace and the Dutch military aggression. Sixth, the “diplomatic and sovereignty recognition” material. The project assignment given to the student was the wall magazine. In the sixth material, students carried out a project to make wall magazines to give students the opportunity to actively study material related to diplomacy and recognition of sovereignty and students were given the opportunity to be creative with the wall magazines that were made so that students could understand the character of the figures involved in diplomacy and recognition of sovereignty. The Seventh material was “the meaning of diplomacy and the acknowledgment of sovereignty and the way to reward the struggling ones.” Project assignments given to students are wall magazines. In the seventh material, students carry out a project to make wall magazines to give students the opportunity to actively study material related to diplomacy and recognition of sovereignty and students are given the opportunity to be creative with the wall magazines that are made so that students can understand the character of the figures involved in diplomacy and recognition of sovereignty. Students can also learn how to appreciate the figures involved in defending independence.

The seven projects created by the students could be included into national insights, as they are closely related to Indonesia’s independence. With these materials, students could be cemented on ways to develop nationalism in their self. The teacher learning not only devalues a normative made project but also teachers gave assessments supplemented comments that included national insights. So that the national insights in the student could continue to be developed.

Experimental analysis of this research data was the score of Social Studies Learning Outcomes and questionnaire score of the student’s nationalism attitude as the result of the application of integrated project assessment of national insight in the experimental group and conventional assessment in the control group. The average value of student learning outcomes in the Experimental Group (M) was 24.45. While the average value of student learning outcomes control group (M) was 21.46. This shows that the learning outcomes of students taught with a national-minded project assessment are better than the learning outcomes of students taught with conventional assessment. In addition, the average value of nationalism attitude of experimental group Students (M) was 59.55. While the average value of student learning outcomes control group (M) was 54.17. This shows that the nationalism attitude of the students taught with the assessment of national-minded projects is better than the learning outcomes of students taught with conventional assessment. To determine the effect of the application of integrated project assessment of national insight, a hypothesis test was carried out. But before the hypothesis test was conducted, the assumption test (normality test) homogeneity test, and correlation Test between dependent variables were done using *SPSS 20.0 for Windows*. The results of the calculation and significant test of the normality of the data distribution with the *Kolmogorov-Smirnov test (K-S)* as are completely presented in [Table 1](#).

Table 1. Test Results Normality Data Distribution

Unit Of Analysis	Kolmogorov -Smirnov		
	Statistic	Df	Sig.
Experimental group learning outcomes	0.152	22	0.200
Control group learning outcomes	0.147	24	0.194
Nationalism of the experimental group	0.123	22	0.200
Control group nationalism	0.117	24	0.200

From [Table 1](#) normality test results with statistical price *Kolmogorov-Smirnov* from the results of processing with the help of *SPSS 20.0 for Windows* program obtained so that it can be stated that the data was normally distributed. Testing homogeneity of variance in this study was conducted using *Levene’s Test for Equality of Variances*. The full analysis results are shown in [Table 2](#).

Table 2. Test Results Homogeneity Variance

Unit of Analysis	Levene Statistic	df1	df2	Sig.
Result of the Study	0.251	1	44	0.619
Nationalism attitude	0.877	1	44	0.354

Homogeneity test results through *Levene's Test for Equality of Variances* obtained GIS values of 0.619 for social studies learning outcomes and 0.354 for student nationalism attitudes. The values turned out to be all greater than 0.05. This shows that the score variance of each group is homogeneous. In other words, both groups come from a homogeneous sample. To see the results of homogeneity together done by using *Box's M Test*. From the results processed using *SPSS 20.0 for Windows* program obtained *Box's M* value of 3.087 and significance of 0.402. It is seen that the GIS > 0.05, so that the research sample together is homogeneous.

Furthermore, the results of correlation test analysis between related variables in this study amounted to $r_{hit} = 0.243$ with significance 0.103 ($r < 0.8$). So, it shows that there is no relationship between the related variables. Furthermore, after the assumption test followed by hypothesis test. The hypothesis test was assisted with the *SPSS 20.0 program for Windows*. The first and second hypotheses were tested using an *Test of Between-Subjects Effects*. The test criterion is if the related variable has a price of F with significance less than 0.05, then H_0 is published which means that there is a difference in the dependent variable between groups. A summary of the results of *Test of Between-Subjects Effects* can be seen in summary [Table 3](#).

Table 3. Result of Test of Between-Subjects Effects Variables of Learning and Nationalism

Source	Dependent Variables	JK	Df	RJK	F	Sig.
Intergroup	Result of the study	103.044	1	103.044	21.859	0.000
	Nationalism attitude	332.082	1	332.082	57.802	0.000
In	Result of the study	207.413	44	4.714		
	Nationalism attitude	252.788	44	5.745		
Total	Result of the study	24415	46			
	Nationalism attitude	148674	46			

The results of the analysis of hypothesis I in [Table 3](#) shows that the coefficient F is 21.859 with significance smaller than 0,05. If the significance level is determined by $\alpha = 0.05$, then the significance value is less than α that F is significant. That also means that the null hypothesis that states there is no difference in social studies learning outcomes between groups of students who follow the learning by applying the assessment of the integrated project of national insight and groups of students who follow the learning by applying conventional assessment, rejected. While the results of hypothesis II analysis showed that the coefficient F was 57.802 with significance smaller than 0.05. If the significance level is determined by $\alpha = 0.05$, then the significance value is less than α that F is significant. That also means that the null hypothesis that states there is no difference in nationalism attitude between the group of students who follow the learning by applying the assessment of the integrated project of national insight and the group of students who follow the learning by applying the conventional assessment, rejected. For testing hypothesis III used MANOVA test. F count score sought using the help of a *SPSS program 20.0 for Windows*. The criteria used is if significant value is equal or smaller than 0.05, then H_0 is rejected instead if significant value is larger than 0.05, then H_0 is accepted. Summary of MANOVA test analysis can be seen on [Table 4](#).

Table 4. MANOVA Results are One-Way

Effect	Multivariate Tests	
	F	Sig.
Pillai's Trace	58.649	0.000
Wilks' Lambda	58.649	0.000
Hotelling's Trace	58.649	0.000
Roy's Largest Root	58.649	0.000

Based on the analysis of hypothesis III using MANOVA, it is seen that the coefficient F was 58,649 with the significance value of MANOVA test through Pillae's Trace, Wilks' Lambda Hotelling's Trace, and Roy's Largest Root with sig<0.05. If the significance level is determined by $\alpha = 0.05$, then the significance

value is less α than so that F is significant. Then, the null hypothesis that there is no simultaneous difference in social studies learning outcomes and nationalism attitudes between groups of students who follow the learning by applying the assessment of the integrated project of national insight and groups of students who follow the learning by applying conventional assessment, rejected. A hypothetical test was obtained that there were differences in the study of social science and nationalism between experimental groups and control groups. According to Estimated Marginal Mean, it has been found that the average result of studying social science and nationalism in experimental groups is greater than in control. Estimated Marginal Mean with two bound variables to study social science and nationalism with the help of SPSS 20.0 For Windows presented the results at [Table 5](#).

Table 5. Marginal Mean Estimated Test

Dependent Variable	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Result of the Study	Experiment	24.455	0.463	23.522	25.387
	Control	21.458	0.443	20.565	22.352
Nationalism attitude	Experiment	59.545	0.511	58.516	60.575
	Control	54.167	0.489	53.181	55.153

The calculation of Estimated Marginal Mean with two dependent variables, namely the learning outcomes of social studies and nationalism with the help of *SPSS 20.0 for Windows* obtained the mean learning outcomes of the experimental group of 24.455 and the mean learning outcomes of the control group of 21.458. While the mean of nationalism attitude of the experimental group was 59.545 and the mean of nationalism attitude of the control group was 54.167. So, it can be stated that the application of the assessment of the project with a nationality perspective has a positive effect on the learning outcomes of social studies and student nationalism.

Discussion

Based on the data description from research, hypotheses which state there is a difference between learning social studies, nationalism, learning social science and nationalism simultaneously between the student groups following the study by applying the nationalistic and student-guided assessments that follow learning by applying conventional assessments. First, the difference in learning outcomes between groups of students who were taught by applying an integrated project assessment of national insight and groups of students who were taught by applying conventional assessments was caused by differences in the treatment of learning activities. The learning activities in the experiment class refer to the stages of assessments of the nationalized insights. Treatment in this learning activity certainly reflects on the process of transmitting learning materials ([Agustina, 2016](#); [Fardhila & Istiyono, 2019](#); [Rio & Rodríguez, 2022](#)). With the assessment of the student's integrated project insights are given the opportunity to develop the skills so that the student is able to build his or her own knowledge through a project the student is working on. The implementation of national-integrated assessment projects during learning can transform initially from teacher centred learning into student-centred learning. The teacher only acts as a facilitator and a mediator in learning, while active students begin learning processes through project work, discussion, creativity, and sharing experiences ([Cifrian et al., 2020](#); [Guo et al., 2020](#); [Hairida & Junanto, 2018](#); [Maksum & Purwanto, 2022](#)). This finding harmonizes with previous research that suggests that contextual assessments approach will engage students fully in the learning process so that students appear to be more enthusiastic, passionate, and active in learning ([Nur et al., 2020](#); [Samo et al., 2017](#); [Suryawati & Osman, 2018](#); [Widiartana et al., 2015](#)).

Material delivery in learning with an application of nationalistic insight project assessments is presented using a student activity sheet that contains assignments for the students in the group. Students receive an activity sheet containing problems and projects to be done, students discuss the matter together with members of the group, each group creating a project through teacher's guidance, students comprise the project report, students publish the results of the project and the reports then respond to the student's response, and finally the process evaluation and results of the teacher by giving informed comments. The findings suggest that there is a significant difference in critical thinking ability between students who follow learning with Problem Based Instruction PBI models and project assessments and students who follow conventional learning measures because of differences in treatment of the learning steps and the process of material delivery covering the preparation stage, delivery stage, training stage, and the final stage of the performance of results ([Argaw et al., 2017](#); [Muhammad, 2016](#); [Rosmiati & Lestari, 2021](#); [Rozhana & Harnanik, 2019](#)).

Based on exposure to the learning measures with Problem Based Instruction (PBI) model with the project assessment, it can be seen that this model gives students an opportunity to sharpen students' critical thinking ability. In accordance with this, the findings state that the model for learning problem-based learning is appropriate for students using project assessments, since at the model learning problem-based learning, students are invited to solve a problem actively and teacher only as a facilitator (Ballesteros et al., 2019; N. M. S. A. Lestari et al., 2016; Lonergan et al., 2022). In this case, the application of nationalistic insights projects serves to inspire the passion and activity of students in learning.

But it is different with conventional assessments that emphasize more cognitive and affective assessments of students. Students in conventional learning also only listen to explanations given by teachers. These conditions will minimize students' opportunities to cultivate and develop student creativity in the task at hand. This is similar to studies that claim that teachers are still attempting to pass on knowledge to students in the process of conventional learning (Arissantianti et al., 2017; Astiti et al., 2017; Hanifah & Budiman, 2019; Wardana et al., 2013). Teachers explain materials in order and students are given only opportunities to ask and take notes. Next the teacher gives the problem and the students discuss the problem. At the end of teacher learning helps students reflect back on the material that has been studied and then give homework. Such learning keeps students from being motivated to learn, concept understanding is less profound, and it is difficult to develop their thinking skills (Lestari et al., 2017; Seika Ayuni et al., 2017).

Second, the differences of nationalism attitudes by the students who follows the study by applying the assessment of the nationalized insights project and who follows the study by applying conventional assessments are due to the difference in treatment in the learning activities. The learning activities in the experiment class refers to the stages of assessments of the nationalized insights. The nationalized insights integrated project assessment gives students the opportunity to become more independent and responsible in the learning process. Project assessments emphasize the conferencing of research on materials from the planning stage, data collection, data processing, data presentation, and report compilation (Chen et al., 2022; Gawrycka et al., 2021; Vidya Putri Sukmasari & Rosana, 2017). With the assignment, students can have the ability to understand, apply, investigate, and inform their knowledge (Gunawan et al., 2017; MacLeod & van der Veen, 2020; Suryandari et al., 2018). Project assessments can also foster student character because when learning, it will build the student's nationalistic view of the learning process by showing an attitude of cooperation, hard work, respect of opinion, responsibility, and tolerance. The results of this study are supported by the findings that the assessment of the project was expressed could increase collaboration among students (Agustina, 2016; Hairida & Junanto, 2018; Río & Rodríguez, 2022). With the collaboration of fellow group friends who require teamwork, each student can express his or her thoughts and ideas and accept the opinions of another friend so that the social attitude in the student can grow and improve (Bustami et al., 2017; Uge et al., 2019). This social attitude resembles an indicator of nationalism which states that students must have the nature of mutual cooperation with others despite different tribes, religions, skin colour and others (Maulida et al., 2020; Tiara & Sari, 2019).

Previous research finds an effective comprehensive method in developing nationalistic values, because of communication between teachers and learners, students are invited to engage directly in the educational process (Adli & Fatimah, 2019; Chabiba et al., 2022; Ulfah, 2015). Others have also claimed the other educational activities of the *Living Values*: games and discussions with a view to help students explore the effects of various attitudes and behaviours (Apriani, 2017; Komalasari & Saripudin, 2018). The statement shows that *Living Values* education activities resemble learning activities that use integrated project assessments because students are involved to develop its national value ways that do not hurt others' feelings and critical listening skills. From the description presented that each stage of the learning process by applying project assessments can grow and develop students' attitudes such as responsibility, self-reliance, in differential, mutual respect. All such attitudes are characteristic of special nationalism and national foresight in general. But in the conventional assessments' teachers view it does not need to create a assessment criteria to be used to assess a student's attitude. The teacher is simply examining students' work to be promptly returned in the hope that students will soon know of the results they gain in learning. While in the learning assessments of nationalized insights, teachers not only make assessment, assess, and conduct assessments from cognitive aspects but teachers also consider student affective aspects during the learning process.

Third, the simultaneous differences in learning social science and nationalism attitude acquired by the student who follows the study by applying the nationalistic insights of the project assessments and following the study by applying conventional assessments are due to treatment differences in learning activities. The learning activities in the experiment class refers to the stages of assessments of the nationalized insights. Treatment in this learning activity certainly reflects on the process of transmitting

learning materials (Andewi et al., 2015; V. P. Sukmasari & Rosana, 2017; Widnyani et al., 2015). The nationalized insights integrated project assessment gives students the opportunity to be active, self-reliant, and responsible in the learning process. Students are given the freedom to pass out ideas on assigned duties so that students' attitudes in learning can be developed (D. Handayani et al., 2021; Sudaryono et al., 2020; Syafrijal & Desyandri, 2019). The results of this study are supported by findings that state that application of the learning model with project assessments requires that students always have to interact with others so that their tolerance, cooperation, and responsibilities after several times have increased (Dharsana et al., 2015; Hapwiyah et al., 2015; Lestari et al., 2016). Students who initially were less inclined to listen to the opinion of a friend become very happy to listen to the opinion of a friend, doing a group of students' assignments who did not actively participate at first became participants.

The findings suggest that use of a project assessment approach can enhance students' learning and social attitudes. This social attitude includes such nationalistic attitudes as tolerance, respect of opinion, and responsibility. Students are faced with intriguing problems to do research, so students can find the answers themselves, and communicate the results to others. This gives students intellectual (knowledge), emotional (self-control when working in groups), and social (not discriminate friends, tolerance, cooperation). The implications of this study are that applying project assessments can grow and develop a student's knowledge and attitudes such as accountability, self-reliance, respect for one another's opinions, and solve problems. All such attitudes are characteristic of special nationalism and national foresight in general.

4. CONCLUSION

There is a difference in social studies learning outcomes and nationalism between the student group following the study by applying the nationalized insights project assessment and the student group following the conventional assessment. The student group that follows the study by applying the assessment of the nationalistic integrated project insights indicates that both partial and simultaneously are higher than the student group that applies conventional assessments.

5. REFERENCES

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