



IMPLEMENTATION OF CITIZENSHIP PROJECT-BASED LEARNING MODEL TO STRENGTHENING STUDENT RESPONSIBILITY CHARACTER IN PANCASILA COURSES

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ABSTRACT

Universities must adapt to 21st-century skills, emphasizing character education to foster holistic student development. This study aimed to enhance students' character of responsibility in the Pancasila course through the Citizenship Project-Based Learning (CPBL) model. Employing the Classroom Action Research (CAR) method, the study involved planning, action, observation, and reflection stages, with data collected via observations and questionnaires and analyzed descriptively. The CPBL model significantly improved students' ability to take responsibility for individual and group tasks, solve problems, provide solutions, and deliver effective project presentations. Students showcased enhanced critical thinking, teamwork, accountability in task completion, and creative problem-solving, as reflected in group portfolios and video presentations. The learning process fostered higher engagement, collaboration, and the development of a responsible character aligned with Pancasila values. This study highlights the CPBL model's potential as a practical framework for integrating character education into higher education. It strengthens critical thinking and collaboration and equips students with the competencies necessary for societal contribution and national development. The model offers a replicable approach to embedding Pancasila values in educational practices, making it a valuable tool for fostering responsibility and holistic character development in university students.

Keywords: citizenship project, Pancasila, responsible character

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INTRODUCTION

Education in Indonesia always continues developing to ensure quality and equity in achieving quality National Education (Agung Pambudi et al., 2024; Soeharto et al., 2024; Yasdin et al., 2023). Education quality is produced through a good learning process, one of which is through higher education. Higher Education Institutions are also known as maturation because they are directly related to society and have the principle of independent learning (Apandie & Rahmelia, 2022; Dwiyantri et al., 2023; Fahrurrozi et al., 2022; Subayil, 2020).

To support these improvements, there is a need for linear efforts; this is in line with the Ministry of Education, Culture, and Technology, which is making efforts by presenting the Independent Curriculum program (Abd El Wahed et al., 2013; Aqib & Amrullah, 2018; AUFA, 2024). This is strengthened by the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia Number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Context of Learning Recovery, which explains that the Independent Curriculum Structure for primary and secondary education is divided into two main activities, namely intracurricular learning activities and the Pancasila student profile strengthening project.

21st-century skills, known as the 4Cs, are the skills that are intended to be targeted in Curriculum 13; as for the 4C abilities, according to Anies Baswedan: a. Communication is a form of

success in education because good communication can support the quality of education. b. Collaboration is collaborating and synergizing with various parties to achieve the expected goals. c. Critical thinking is the ability to reason, express, analyze, and solve problems. This ability is also used to assess from various points of view (Bidin et al., 2022; Handoko, 2019; Kahfi, 2022a, 2022b; Mery et al., 2022; Nikmah, 2019).

The importance of character education is inversely proportional to the reality that has occurred recently in Indonesia; it seems that a deviant social phenomenon shows uncharacteristic behavior (Birhan et al., 2021; Janapati & Vijayalakshmi, 2024; Qin et al., 2024; Sakti et al., 2024). As well as, there are still frequent brawls and promiscuity (Natalia et al., 2021). Strengthening students' character is also expected by Law Number 14 of 2005, namely the character of responsibility. The character of responsibility is a person's behavior in completing his duties and obligations towards himself, society, the environment (natural, social, cultural), the state, and God Almighty (Mezi & Dewantara, 2020; Prasetyo, 2023; Satianingsih et al., 2020).

Character can be interpreted as a disposition or ethics that applies the value of goodness in the form of actions or behaviors. Have a character or a personality. Character is a relatively stable personal trait in an individual that is the basis for the appearance of behavior with a relatively high relative of values and norms. The character of student responsibility can be improved through a learning model whose implementation is integrated at the time of lectures. Teachers have a critical reessentialir students' developme and progress to achieve the expected teaching goals. As a multidimensional character education, "citizenship education" carries the vision and mission of developing "civic competencies" (Winataputra, 2014). These abilities contain development goals: "civic knowledge, civic dispositions, civic skills, civic competence, civic confidence, civic commitment," which boils down to the integrative ability of "well-informed and reasoned decision making."

Eye Lecture Civic Education is a compulsory course for students in higher education (Fauzan et al., 2021; Santoso, 2021). Citizenship education must also be taken in elementary schools (SD), junior high schools (SMP), and high schools (SMA). Citizenship Education aims to shape students into human beings with a sense of nationality and love for the homeland (André & Maarek, 2023; Ayane & Mihiretie, 2024; Guzmán et al., 2024; Knowles & Castro, 2019).

The Higher Education of Citizenship aims to guide the development and implementation of study programs to strengthen students' personalities holistically, as per the Decree of the Director General of Higher Education Number 43/Dikti/Kep/2006. However, due to inappropriate teaching methods, Civic Education is often perceived as monotonous and unengaging (Harmawati et al., 2024; Mondesir, 2023; Saud, 2020; Sopianingsih, 2016). Innovative teaching approaches, such as the Citizenship Project-based Learning Model (Project Citizen), are proposed to address this issue, aligning with Law Number 22 of 2000.

Project Citizen, introduced in California in 1992 and developed into a national program by the Center for Civic Education (CCE) and the National Conference of State Legislators in 1995, employs problem-based instructional methods to enhance democratic knowledge, skills, and character. This approach aligns with Permendikbud No. 58 on the Junior High School Curriculum (2014:237), emphasizing projects as a medium for learning. Studies demonstrate that this model fosters critical thinking, collaboration, creativity, and innovation among students (Fadillah & Putri, 2021).

Project Citizen, developed in 1992 and later expanded into a national program by the Center for Civic Education and the National Conference of State Legislators, has demonstrated efficacy in

fostering democratic knowledge, skills, and responsibility among students. Recent studies further emphasize the model's adaptability to modern educational contexts. For instance, Mery et al. (2022) highlighted its success in enhancing collaborative skills in digital learning environments, while Pratama et al. (2020) illustrated its potential to integrate sustainability education with civic engagement. These findings align with recent global shifts toward hybrid and blended learning approaches, emphasizing student-centered methods (Sopianingsih, 2016). Moreover, the model's application in Indonesian classrooms has gained renewed attention, as evidenced by initiatives to incorporate it into the 2022 Independent Curriculum framework Subayil (2020).

The phenomenon of developing citizen projects in various countries is a development of a critical or reflective thinking approach as pioneered by John Dewey, with the paradigm of "How We Think" or the "Reflective Inquiry" model, which is how every citizen can actively participate in the formulation of policies that the government has issued.

Practice Learn Project Citizen is a learning innovation designed to help students understand citizenship theory through practical-empirical learning experiences. PKN learning with this model is intended to build creativity and social criticality and enable students to solve social problems (Sopianingsih, 2016). Project Citizen is a learning model based on class or group projects that aims to hone students' critical skills and enable them to see problems from various perspectives of the parties involved in the project.

Students design related phenomena in the field and then observe problems using critical thinking. Furthermore, students will provide solutions to problems found, which will then be presented and result in a project, which can be a portfolio, madding, video, etc. This research is a student-centered learning pattern for honed critical thinking, responsible spirit, and sensitivity to the problems around them so that they can apply Pancasila values to revive the Indonesian nation. The method used is a Citizenship Project-based Learning Model for Strengthening the Character of Student Responsibility in the Pancasila Course.

This study aims to enhance students' responsible character in the Pancasila course by implementing the Citizenship Project-Based Learning model. This research is urgent due to the evident decline in students' responsibility and engagement in collaborative activities, as observed in previous Pancasila course sessions. With the increasing demand for educational models that promote character development in the 21st century, this study addresses the gap by introducing an innovative approach tailored to build responsibility, critical thinking, and social awareness. The novelty of this research lies in integrating project-based learning contextualized explicitly to the values and principles of Pancasila, combining theoretical instruction with practical, real-world problem-solving. By addressing a core educational need—character building—this research aims to contribute a replicable framework for higher education curricula, fostering academic growth and social and civic responsibility.

METHOD

This research uses a method in the form of Classroom Action Research (CAR), where research by teachers/lecturers in the place where they teach puts pressure on improving or improving learning processes and practices (Aqib & Amrullah, 2018). Class action was carried out for 6 (six) meetings, using the subject of Fashion Engineering students at Yogyakarta State University for the 2023/2024 academic year. The data used is in the form of observation, and data analysis techniques are formed that state indicators of success in handling the basic actions carried out (de Souza et al.,

2024). On the observation sheet, you will see the problems found by students in the surrounding environment, and this observation is carried out through groups that have previously been formed. Then, the results of this observation will later become a reference related to the citizenship project they will be working on.

Furthermore, the data will be processed using a descriptive method with a qualitative approach. The descriptive method is a problem-solving procedure that investigates by describing the state of the subject/object based on visible and tangible facts. Classroom Action Research (PTK) is research in which the teaching lecturer is a researcher.

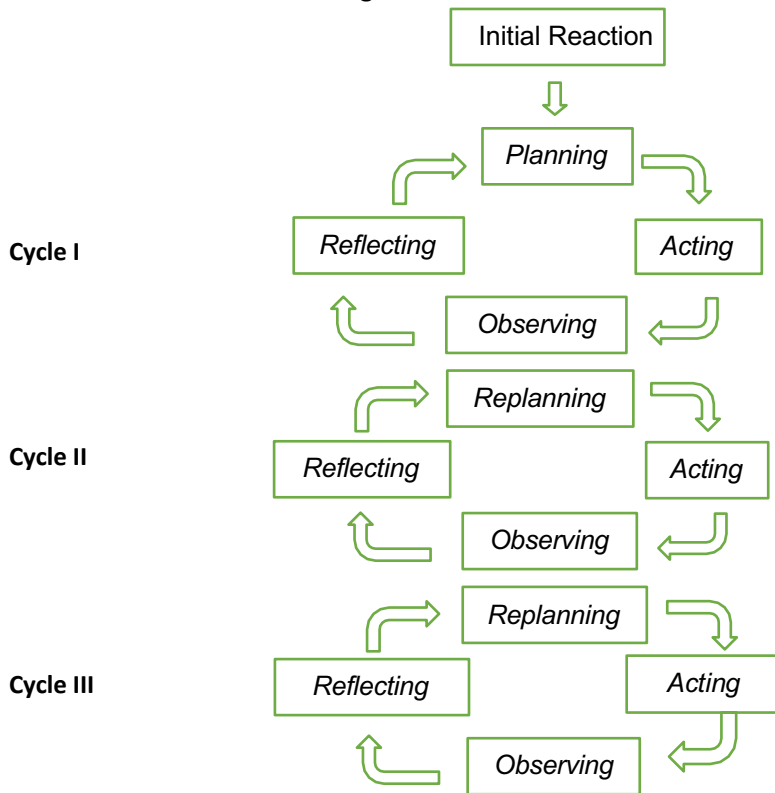


Figure 1. Classroom Action Research Cycle (Kemmis and Mc Taggart Model)

Kemmis and Taggart proposed this learning model, which is a further development of the Kurt Lewin model. This application refers to the PTK model, which includes a number of cycles: planning, action, observation, and reflection. This stage is a spiral system of self-reflection that lasts repeatedly until the research objectives are achieved.

By using this method, the following indicators will be created:

- 1) do the task well;
- 2) responsible for every division of duties;
- 3) working on group assignments together, and
- 4) Complete tasks according to the predetermined schedule.

The research, which applies the citizenship project-based learning model, aims to improve the character of student responsibility in Pancasila courses.

RESULTS AND DISCUSSION

The citizenship project model that has been applied to the Pancasila course at Yogyakarta State University in 3 (three) cycles has improved the character of student responsibility. Students can identify problems in the surrounding environment, both the campus and the community. Students can also find information from various trusted sources and develop alternative policies based on the problems found. Through the citizenship project, students display an attitude of responsibility in the group to agree on the central issues raised; students can express opinions and elaborate on various information collected in front of lecturers and other students.

This ability shows that students have better than ever changes in personality, responsibility, and care in the group. Students' responsibilities are not solely for social life but are responsible for themselves (Sari & Nurmala, 2019). Sopianingsih also conducted research using the citizenship project model, and his research proved that students experienced a tendency to strengthen their character after participating in the citizenship project ((Sopianingsih, 2016).

Strengthening character, primarily responsibility, also refers to one of the research results from Wiwik O. Susilawati, where the attitude of responsibility is in a suitable category (75.5%). The item answered the most correctly was item 3, with the question, "Responsibility is carrying out the duties and obligations that he should do to himself, society, and God Almighty" (Izza et al., 2020).

In addition, research conducted by Sarwana in class XI Science of Muhammadiyah 1 High School UnisMuh Makassar shows that Application The citizenship project provides quite optimal results and is based on the desired results. So, the citizenship project can improve the character of student responsibility. The results of the classroom action research by implementing a citizenship project to strengthen the character of student responsibility are carried out through three cycles as follows:

Cycle I

The application of citizenship project-based learning to strengthen the character of responsibility of Pancasila course students in cycle I includes three stages: 1) planning, 2) actions and observations, and 3) reflection. Cycle I is carried out for one meeting with a time allocation of 2 credits, namely 2 x 50 minutes face-to-face.

a. Planning

Planning activities in cycle one are based on the results of observations in the preliminary stage. The activities carried out at this stage are 1) plan learning activities that have previously been outlined in the RPS of 2022/2023 Even Semester Pancasila Course by the supporting lecturer; 2) develop work plans and provisions in citizenship project-based learning; 3) Prepare an example of a portfolio that students must work on, namely in the form of videos that must be uploaded on their social media such as YouTube, Tiktok, and Instagram. Then, a report on the results of the citizenship project will be presented in the form of a PPT. The work plan and provisions are outlined in a soft file, and researchers or practical lecturers have prepared a citizenship project guide.

b. Actions and Observations

The action stage with the implementation of citizenship project-based learning is to identify and choose problems as the group's main issues. At this stage, students are divided into 8 (eight) groups to identify problems that occur in the campus environment, schools, the environment around the place of residence, and the community environment in general in the city of Yogyakarta. Before

students identify problems, practical lecturers provide five themes. The theme is taken from the five precepts of Pancasila. Pancasila Students embody Indonesian students as lifelong learners with global competence and behave according to Pancasila values, with six main characteristics: faith, fear of God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. This stage will strengthen the character of responsibility and will grow Pancasila students, who will become the profile of the Indonesian nation in the national and international realms (Kahfi, 2022a). To strengthen the profile of Pancasila students, practical lecturers build an interactive dialogue by asking questions about the problems raised by the group. The problems that the group chooses are:

- 1) Implementation of the first precept of Pancasila in PTBB student lecture activities
- 2) Application of Manners of Students of the Faculty of Engineering, University Negeri Yogyakarta
- 3) Immigrant adaptation to new cultures in favor of unity
- 4) The meaning and deviation of the value of the fourth precept of Pancasila in religious organizations at Yogyakarta State University
- 5) Socio-economic inequality in Yogyakarta
- 6) Applying the first precept of Pancasila related to tolerance between religious people during Ramadan.
- 7) The importance of practicing the second precept of Pancasila
- 8) Self-adjustment to a new culture to create unity and unity

Through the dialogue, students revealed why they took the problem but were unable to elaborate on its relationship with the precepts of Pancasila. Students still need clarification about whether the problems they took are by the precepts obtained in the group. In addition, the reasons are still personal and have not been supported by accountable data or facts.

c. Reflection

Reflection is carried out by confirming to students the problems raised so that they can be directed to the basic concept of Pancasila values, including the role of students in actualizing Pancasila in the middle community, how students can take a role in overcoming the problems raised according to the theme. Then, the practical lecturer conveyed the next stage of the citizenship project, namely, making observations. Observations are made by collecting information related to the main issues chosen by the group; then, at the next meeting, the results of the information excavation that has been carried out will be discussed and presented in videos and reports on the results of the citizenship project.

There is a development from the observation results before the action in class. The previous practical lecturer had made observations in class before taking action. The observations during the learning of Pancasila courses conducted offline found that some students needed a sense of responsibility when doing group assignments. Students seem to stand alone with each other without a sense of togetherness in it. During the group presentation, it was also found that not everyone understood the material, and not all expressed their opinions. This shows that some students need a sense of responsibility in the group because they feel they can study less about the material. Judging from the above problems, the character of responsibility in students needs to be revised.

Meanwhile, one of the abilities in the Pancasila course is to have a comprehensive character based on Pancasila values. This includes the need for responsibility in responding to a societal case or problem. In addition to mastering the basic concepts of Pancasila, such as the importance of Pancasila for Indonesian citizens, the function of Pancasila for life, scientific studies of Pancasila,

historical events and values of nationalism and national culture, Pancasila as a comparison of the ideology of the Indonesian state, Pancasila in the perspective of ideological comparison, Pancasila as an open ideology, the relationship between Pancasila and the 1945 Constitution, the implementation of the 1945 Constitution and its Amendments, Pancasila as a paradigm for nation building. The basic concept is the foundation for fostering an attitude of responsibility and the ability to contribute to society. It can be said that it is essential to master the basic concepts well so that the character of responsibility tends to increase.

In addition to strengthening basic concepts in the Pancasila course's subject matter, it is important to teach students to see and be sensitive to problems in the surrounding environment. This opens up an understanding of the contextualization between the material in the classroom and the reality in the field. This is illustrated in the first cycle when students try to identify the group's main issues.

The ability to be responsible for students is an essential aspect of the formation of skills in the Industrial Revolution era. For fashion engineering students at Yogyakarta State University, the character of responsibility and other skills will be provided in the future for students who grow up in the era of the Industrial Revolution 5.0. This also appeared in the discussion of students in class related to the phenomenon of elementary school children, some of which were included in the main issue chosen by the group.

Cycle II

Applying citizenship project-based learning to strengthen the character of responsibility in Pancasila courses in cycle II includes three stages, namely 1) planning, 2) actions and observations, and 3) reflection. Cycle II is one meeting with a time allocation of 2 x 50 minutes online.

a. Planning

Planning activities in cycle II are based on observation findings directed at cycle I. Student observation on the selected problem lasts for 4 weeks. After making observations, this second cycle was carried out at the fifth meeting, whose activities were confirmation and preparation related to work plans and provisions in learning citizenship projects, especially in preparing results reports and videos.

b. Actions and Observations

In the previous meeting, students were directed to observe by collecting information from various media and interviews with related parties, agencies, and individuals. Students get varied and accurate information and add supporting theories in the report on the results of the citizenship project. Then, for some information whose source could be more precise, the practical lecturer conducted a question-and-answer session with the group to explore the information further. Here, the lecturer practices and also makes observations to students regarding the level of responsibility in the group. It turned out that students became more responsible for the work given and improved it. Students expressed each other's opinions and took each other's roles or actively contributed to the group.

At this stage, students begin to prepare a report on the results of the citizenship project consisting of:

- 1) Part I: Cover (title, group name along with NIM, UNY logo, and description of study programs, departments, faculties, and universities)
- 2) Part II: Introduction (background and formulation of the problem)

- 3) Part III: Results and Discussion (presentation of data obtained during observation, data compared with theory (theoretical framework), solutions implemented to overcome the problem).
- 4) Part IV: Conclusion (conclusion of the citizenship project report).
- 5) Part V: References (all cited library sources must be included in the report).

In preparing the report, the practical lecturer directs students to be able to pour accurate information and explain all the problems that have been studied into the report on the results of the citizenship project. At this stage, the practical lecturer also conducts a dialogue with the groups, discussing whether the theory included is relevant enough. In addition to the report on the results of the citizenship project, students are also asked to make videos and PPTs. The video shows the entire process of the citizenship project, from observation to implementation of solutions to problems. The video is at least 3 minutes long and uploaded on Instagram with the hashtag (#unyberPancasila). The video was uploaded before the implementation of the citizenship project presentation.

c. Reflection

In preparing the report on the results of the citizenship project, there are still areas for improvement; namely, the theory compared to the problems found is minimal. For this reason, students are asked to complete the citizenship project before the presentation. Students who are making videos are also still in the editing phase. The problems found by students then developed through the citizenship results report can also develop student character, namely responsibility, independence, discipline, and the ability to work together (Dharma & Siregar, 2014).

Cycle III

The application of citizenship project-based learning to strengthen the character of student responsibility in cycle III includes three stages, namely 1) planning, 2) actions and observations, and 3) reflection. Cycle III was carried out for two face-to-face meetings.

a. Planning

The results of observations in cycle II are used to plan activities in cycle III. The practical lecturer checks the completeness of the citizenship project's final report in terms of the data and theory included in the report. An assessment framework for presenting the citizenship project, consisting of the following indicators, was also prepared.

Clar at this stage of delivery at every point in the broadcast material (PPT)

- 1) Students' ability to answer
- 2) Ability to convince the proposed idea
- 3) Videos are original and contain educational value
- 4) The citizenship project results report meets the points according to the initial guidelines.
- 5) Group responsibilities

At this stage, students display the results of their group work as a PPT presented in front of the class. In one group, students took turns presenting the results of the citizenship project, starting with the project theme, problem identification, theories related to the problem, and solutions offered. After the group presented the results of the citizenship project, a question and answer session was held. Other groups responded in the form of questions and suggestions. After the question and answer session, the lecturer gave feedback about the results of the group's work to conduct an assessment. This stage is related to the ability of students to communicate the results of

their work in front of the audience. All work results in the report on the results of the citizenship project must be submitted so that problems and solutions are adequately conveyed.

b. Reflection

At this stage, students are enthusiastic about conveying the results of their group work. Likewise, the audience was excited to listen to the performances of each group. The persistence and effort shown during the beginning of the citizenship project to the delivery of results are considered quite successful in strengthening the character of responsibility. This can be seen during the preparation of the presentation, and students take the initiative to prepare presentation tools before the practical lecturer comes so that it is a good use of time to prepare a presentation. In addition, during the change of groups, students move quickly without waiting for each other as if they have complete responsibility for the results that have been obtained. Even though before doing the citizenship project, this attitude was not shown by students, students tended to want to avoid advancing when appointed to deliver the results and waited for each other, so it took much time. The strengthening of responsibility can also be seen when each group explains the results of the citizenship project. Each student can explain well, and all explain according to the portion and group division that has been agreed upon so that no one rides on the name but works according to the division to achieve a common goal. The average results of group work have shown good criteria based on the assessment of practical lecturers.

CONCLUSION

The classroom action research conducted in Pancasila courses at the Department of Fashion Engineering, Yogyakarta State University, demonstrated the effectiveness of a citizenship project-based learning model in strengthening students' sense of responsibility. This approach involved three key stages: planning, action and observation, and reflection, following a model developed by the supporting lecturer. The second cycle revealed significant improvements in student learning activities, indicating the model's impact. Lecturers as researchers developed assessment criteria for students, including creating video portfolios and presentations on citizenship projects. Students also completed comprehensive group reports comprising problem identification, alternative policy reviews, class policy proposals, and action plans that included practical solutions to identified issues. Through this process, students showcased responsibility individually and collectively by addressing environmental problems, generating solutions, preparing reports, creating prototypes, and presenting their work as citizenship projects. The portfolio preparation process enhanced collaboration and accountability among group members, fostering a cooperative learning environment. This led to notable changes in student behavior, such as improved self-assessment of abilities, heightened responsibility for assigned tasks, peer support, timely completion of assignments, and the delivery of high-quality group project results. Overall, the citizenship project-based learning model not only cultivated a responsible character but also developed critical skills in problem-solving, teamwork, and accountability, reinforcing its efficacy as an educational tool.

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