



Development of Project-Based Learning Model to Improve Students' Social Skills and Citizenship Awareness

Raharjo Raharjo¹, Etin Solihatin¹, Yasnita Yasnita¹, Yuyus Kardiman¹

Universitas Negeri Jakarta, Jakarta 13220, Indonesia

Raharjo@unj.ac.id

Abstract. Citizenship education in higher education plays a pivotal role in not only imparting knowledge but also fostering civic awareness and social skills among students. This study aims to enhance students' social skills and civic awareness through the development of a Project-Based Learning (PBL) model in the Civic Education course at Universitas Negeri Jakarta. Employing a research and development (R&D) methodology, the study was conducted from April to September and involved students enrolled in the mandatory Citizenship Education course. Data were collected through observations, interviews, and assessments. The PBL model development process encompassed planning, design, material preparation, trials, and feasibility analysis. The study resulted in a comprehensive PBL model tailored to the Civic Education course, which demonstrated significant improvements in students' social skills and civic awareness. Key findings indicate enhanced interpersonal and collaboration skills, including heightened emotional sensitivity, provision of emotional support, and improved teamwork abilities. Communication skills and critical thinking also advanced, evidenced by increased confidence in articulating opinions, engaging in discussions, and organizing ideas coherently. Furthermore, the understanding and application of Pancasila values improved, reflected in students' tolerance, respect for unity, and commitment to practicing social justice in daily interactions. These outcomes underline the effectiveness of the PBL model in cultivating positive character traits, fostering social awareness, and encouraging active civic participation among students.

Keywords: *Learning model, project-based learning, citizenship.*

1. Introduction

Citizenship Education has undergone significant transformation in recent decades, shifting from conventional theoretical approaches to more interactive and experiential methods. In the context of globalization and changing social dynamics, citizenship education no longer only functions as a medium for transferring knowledge, but also to develop critical thinking skills, and the ability to interact, and act as responsible citizens. Kerr [5] emphasized the importance of education on a global scale, by reviewing various approaches applied in various countries and showing the need for learning models that are more relevant and adaptive to the challenges of the times.

The approach to citizenship education is often considered conventionally less effective in building social skills and civic awareness. Social skills and civic awareness are important aspects of citizenship education. Putnam [6] argued that social skills such as communication, cooperation, and empathy are essential for building strong social networks and healthy communities. In the context of citizenship education, this means fostering awareness and the ability to participate effectively in social and political life.

The conventional approach tends to be passive and less actively involves students in the learning process, which can hinder the development of these important skills. Alternatively, project-based learning (PjBL) is considered promising. Thomas, et.al [8], stated that PjBL offers a framework that allows students to be actively involved in the learning process, solve real problems, and integrate theoretical knowledge with real practices in society. This approach not only improves the understanding of citizenship concepts, but also develops citizenship skills such as empathy, collaboration, and active participation of students.

The decline in social and political involvement, as stated by Putnam [6] provides insight into the importance of developing community awareness. This reinforces the urgency of the need for a more interactive and application oriented learning approach in

Civic Education. Bell [2] suggests how project-based learning can be an effective solution to prepare students for the challenges of the 21st century, by improving social skills and civic awareness.

In the context of higher education, Zimmerman [9] discusses the application of PjBL and its impact, showing that project-based learning can be adapted and applied to meet specific needs in civic education in higher education. The rapid development of technology today can further enrich the application of PjBL. Digital tools and collaborative platforms provide new opportunities for more interactive learning, allowing students to collaborate in teams, have virtual discussions, and access diverse resources.

Zimmerman [9] highlights how the integration of technology in PjBL can increase student engagement and participation, strengthening the practical dimension of citizenship education. Through PjBL, collaborative elements can be involved, where students work in teams to achieve a common goal. This not only strengthens social skills but also promotes an understanding of diversity and inclusion. Putnam [6] emphasizes the importance of social interaction in the formation of awareness. In addition, PjBL often involves multidisciplinary elements, combining social sciences, politics, and technology, thus reflecting the complexity of real-world citizenship issues.

Advances in project-based citizenship education indicate a shift towards more interactive, technology-based learning models that focus on holistic assessment. This approach not only enhances theoretical understanding but also develops practical skills and social awareness that are essential for students as global citizens. Thus, PjBL offers an opportunity to redesign the learning model in citizenship education to be more relevant to the needs of modern society.

2. Methods

The research utilized a Research and Development (R&D) approach, a method designed to create and evaluate the effectiveness of a specific product [7]. The study participants comprised students enrolled in the Citizenship Education course at Universitas Negeri Jakarta. Data were collected through surveys and interviews involving students, subject matter experts, and instructional design experts. This data informed the development of a project-based learning model tailored to the Citizenship Education course, following the systematic steps of R&D. The development process adhered to the framework proposed by [3], encompassing the following stages that showed on figure

1.

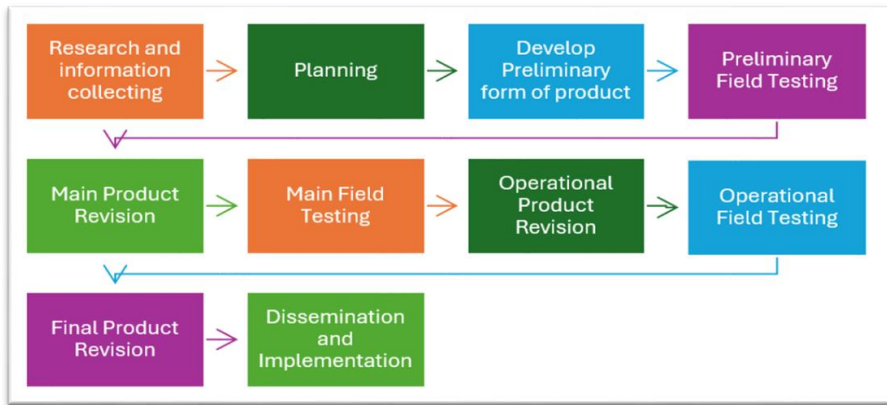


Figure 1. Research Flow Diagram

This systematic development process ensured that the resulting model was both effective and suitable for achieving the desired educational outcomes. The next stages of the data analysis process in research are: 1) organizing and preparing data for analysis, 2) reading the data carefully in general, 3) analyzing it sequentially through the coding process, 4) using the coding process to produce descriptions of the findings in categories or themes, 5) presenting descriptions and themes to facilitate the process of data analysis and interpretation, 6) analyzing and interpreting data in an integrated manner [4].

3. Results

3.1 Development Of PjBL in the Citizhensip Education

The results of the study show that the Project-Based Learning (PjBL) learning model in the Citizenship Education course can improve the social skills and citizenship awareness of students at the State University of Jakarta. The model development process involves several stages, including literature studies, needs analysis, initial model design, small-scale trials, revisions, and large-scale trials.

The PjBL Model Development Process carried out is as follows:

1. *Research and Information Collecting.* This initial step aims to obtain initial information and theoretical foundations. Activities carried out include conducting literature studies and exploring theories about Project Based Learning (PjBL), social skills, and citizenship awareness. Including current trends in citizenship education.
2. *Planning.* At this stage, a Project Based Learning model framework is designed for the Citizenship Education course as a General Compulsory course to be developed. The focus includes, among others, formulating the objectives of developing the learning model, compiling the initial design of a specific PjBL model, determining indicators of social skills and citizenship awareness, and compiling supporting devices.
3. *Develop a Preliminary Form of Product.* At this stage, start developing the initial draft of the PjBL model which includes, among others, the structure of the Project Learning model contextualized for Citizenship Education, prepare learning tools such as teaching modules, worksheets, assessment rubrics, and implementation guides.
4. *Preliminary Field Testing.* This stage is carried out to test the initial effectiveness of the product on a small scale. The activities include implementing the PjBL model to a small group of students, collecting qualitative data (observations, interviews) and quantitative data on social skills and citizenship awareness, and analyzing feedback from students and lecturers as users.

5. *Main Product Revision.* At this stage, revisions are made to the initial product by considering input from students, refining the model, tools, and guides according to field findings, and adjusting the content and instructions to be more effective.
6. *Main Field Testing.* This stage involves trials on a larger scale, with activities including starting to implement the PjBL model comprehensively and collecting broader data related to the effectiveness of the model in improving social skills and citizenship awareness.
7. *Operational Product Revision.* Revisions are made based on findings in the main field, with a focus on refining the model structure and supporting devices based on trial data, compiling products that are more ready for widespread use.
8. *Operational field testing.* Which is a validation test step for the operational model that has been produced
9. *Final Product Revision.* This final stage includes the last revision based on data in the field, activities carried out include compiling the final product of the PjBL model that is ready to be implemented, including implementation guides, learning devices, and tested assessment rubrics, and compiling a complete report of development research.
10. Ninth, Dissemination and implementation, by disseminating and implementing the Project-based learning model with socialization, and distribution through guidebooks, and videos.

3.2 Key Findings

The results of the study showed that PjBL had a significant positive impact on the development of student's social skills and civic awareness. The main findings of the study include:

1. *Interpersonal and Collaborative Skills* Most respondents (98.3%) felt more sensitive to the feelings and needs of their friends and showed an increase in their ability to work together in groups. Collaborative projects encouraged students to help each other, build empathy, and develop solidarity. In addition, 96.7% of participants realized the importance of the role of each group member in achieving common goals.
2. *Critical Thinking and Communication Skills* Respondents reported increased confidence in expressing opinions (96.6%), frequent discussions with friends (94.9%), and being able to convey ideas in a structured manner (94.9%). The group discussion process and project completion provided space to practice critical thinking skills, construct arguments, and communicate effectively.
3. *Understanding and Practicing Pancasila Values* 96.6% of participants reported a better understanding of Pancasila values, such as tolerance, unity, and social justice. Moreover, participants tried to practice these values in their daily lives (100%), indicating the success of the project in instilling national values.
4. *Social Concern and Community Participation* Most students (91.5%) stated that they were more active in social activities related to the public interest. Through the project, students increased their sense of social responsibility and participation in community development.

4. Discussion

The results of this study are consistent with previous literature that emphasizes the advantages of PjBL in civic education. PjBL provides a meaningful learning experience by integrating theory and practice in real contexts. Improving Social Skills This finding is in line with [6], who showed that social interaction in groups can strengthen collaboration and empathy skills. Collaborative projects create an inclusive learning environment, where students can develop interpersonal skills through intensive cooperation. Strengthening Critical Thinking and Communication According to [8], PjBL is effective in improving critical thinking and communication skills because students are directly involved in solving complex problems. The data from this study supports this, with students showing an increase in their ability to formulate ideas and express opinions effectively.

Internalization of Pancasila Values Projects that focus on issues of diversity and social justice allows students to understand and practice Pancasila values in everyday life. [2] emphasized that PjBL can instill national values through direct experience, which is relevant to the results of this study. *Social Concern and Participation* The results of this study also support the findings of [9] which show that PjBL encourages active student involvement in social issues. Community-based projects provide students with direct experiences that stimulate empathy and concern for the surrounding environment.

Overall, this study shows that PjBL is an effective learning model for improving students' social skills and civic awareness. This model offers a holistic approach that focuses not only on academic achievement but also on developing the character and skills of active and responsible citizens.

5. Conclusion

This study generally shows that the Project-Based Learning (PjBL) learning model in the Citizenship Education course can strengthen students' social skills and civic awareness. This is indicated by the increase in communication skills, critical thinking, understanding, and behavior by Pancasila values. Students become more socially aware, actively contribute to society, and show increased social responsibility. Therefore, in learning it is necessary to further optimize PjBL that is relevant to actual issues in society, encourage student involvement in real activities in society, focus on projects that support understanding of diversity and social justice, and strengthen students' communication skills.

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