Citizenship Project as a Collaborative-Participatory Learning Model in the Learning of Civics Education Courses in Higher Education

Hanafi[1], Alfian Fawaidil Wafa[2], Zulfikar Waliyuddin Fattah[3]
[1,2,3] Pancasila and Citizenship Education Study Program, Department of Law and Citizenship, Faculty of Social Sciences, Universitas Negeri Malang
Corresponding Author: hanafi@um.ac.id, alfianwafa.fis@um.ac.id, zulfikarfattah.fis@um.ac.id

ABSTRACT

This study aims to provide an overview of the syntax (learning stages) and explore the advantages of the citizenship project learning model as a means to enhance students' collaborative spirit and participation in implementing the theoretical substance of learning in Civic Education courses at universities. This learning model prioritizes students to be able to apply their knowledge, attitudes, and skills in real life through direct involvement in community, national, and state life. The benefits of this research can be used as a learning tool that can prioritize and hone critical thinking skills, find alternative solutions, so that it is hoped that they can solve problems in a collaborative-participatory manner in the context of citizenship. This research is a qualitative study using descriptive research. Data collection techniques were carried out through observation, interview, and documentation. The data analysis technique used refers to the qualitative data analysis approach of Miles and Huberman model which includes data reduction, data presentation, as well as drawing conclusions and verification. The results of the study indicate that the collaborative-participatory learning model through the implementation of citizenship projects in learning civics courses in higher education is very relevant for students who are able to increase the spirit of collaboration and participation through direct involvement of students in real situations and are able to accommodate students' knowledge, understanding, attitudes and skills to be more useful for social, national and state life in the context of citizenship

INTRODUCTION

Government policy through the Ministry of Education and Culture of the Republic of Indonesia in the form of Permendikbud Number 3 of 2020 concerning National Standards for Higher Education (SNDikti) which requires universities to design and implement innovative learning that is oriented towards achieving aspects of student attitudes, knowledge and skills is the main background why research on citizenship projects as a collaborative-participatory learning model in Learning Civics Education courses in higher education is very important to be carried out. In addition, the standard clause for graduate competencies contained in SNDikti mandates that student achievement after graduating from university must be able to apply, develop and find knowledge that is truly felt to be beneficial to the wider community is also a reinforcing value why this research must be carried out. In fact, the citizenship project is a further development or innovation of the team-based project learning model.

Learning model team-based project is an approach in learning that prioritizes the integration of teamwork points supported by aspects of collaboration, participation, and innovation of learning groups through direct involvement in problem-based project completion (Rahmadi et al., 2022). In connection with the adjustment of the implementation of the learning model team-based project which will be affiliated with the Citizenship Education course, the innovation of this learning model is called the

citizenship project. The citizenship project is a mini community service program carried out by students in the implementation of the assignment of the Citizenship Education course which is the basis of general courses (MKU) which requires students to apply their knowledge, understanding, attitudes, and skills in solving citizenship problems in society.

Students as agent of change who also bear the subject as a citizen has an obligation to transform himself, both individually and in groups in improving the capabilities of citizenship that is manifested in civic intelligence, civic responsibility dan civic participation in an integrated and continuous manner (Rochmadi, 2019). Higher education as the highest educational institution should be obliged to implement a mindset and attitude-based pattern critical thingking which is able to be a barometer in the context of educational institutions that are able to provide alternative solutions to increasingly complex civic problems (Abih Gumelar et al., 2023). The dynamics of society, nation and state life that are increasingly developing, on the one hand, also have an impact on citizenship problems. This is what then the campus or university as one of the pioneers in producing innovative ideas must be able to answer the challenges that exist in society.

Civic education is one of the important courses that equips students with knowledge and skills to know, know, and understand all national problems experienced by this country. Students are no longer enough to gain knowledge and understanding of theory only through learning activities in the classroom. Therefore, from here, innovation is needed in the learning process activities. Through a learning model called the citizenship project which is actually a development of a team-based project, students are expected to be able to be actively involved in implementing their knowledge. Students can directly identify, design, and implement real activities in their social environment, through the process of cooperation and team participation in their learning practices. Thus, students not only go through their theoretical learning activities, but also transform their knowledge into the affective and psychomotor realms.

Previous studies that raised the importance of innovation in civic education using the team-based project learning model were only limited to increasing students' critical thinking on social issues, forming attitudes of tolerance and social concern as well as learning outcomes, not to the level of elaborating collaborative and participatory aspects as the main paradigm in contextual civic education learning. For example, the research conducted by (Fusnika, 2024) only focuses on the formation of students' national character, which has not reached the elaboration of collaborative and participatory aspects in more depth. Another research conducted by (Dabukke, 2021) only raises the concept of team-based projects to be used to measure learning outcomes. Another research conducted (Apandie, 2022) only emphasizes the ability to improve students' critical thinking through team-based projects. Other research by (Gumilar, 2025) only focuses on efforts to increase civic engagement and civic character. Previous studies are still conceptually technical in terms of learning, not all of them touch on the aspects of collaboration and student participation to concrete implementation in solving community problems in the field.

The novelty in this study is the placement of citizenship projects as a learning model that emphasizes and prioritizes the integrity of meaning of student-centered learning. A student is actually a learner, while the task of a lecturer is to teach students,

International Journal of Business, Law, and Education
Publisher: IJBLE Scientific Publications Community Inc.

Volume 6, Number 2, 2025
https://ijble.com/index.php/journal/index

not limited to teaching students or transferring knowledge. This research leads students not only to make an internal demonstration project, a pseudo-digital campaign, and other projects that are simultaneous. This research raises the real practice of students in solving real community problems, uniting with the community, collaborating with the community, and participating concretely with the community to solve problems together. This research not only provides a perspective on how the citizenship project is implemented, but also pays attention to the urgency of how students' interactions, reflections, and experiences in the field are felt. Qualitatively, this study also conveys a moral message that the paradigm in civic education learning is no longer carried out in a doctrinal form, but is carried out through social praxis activities or mini service that is full of meaning and long-term benefits.

In this case, the citizenship project chosen as a learning model option that prioritizes a collaborative and participatory spirit is expected to be able to equip students to have a spirit of collaboration and participation, which at that time they are also required to hold a mini community service program in the context of fulfilling learning achievements in the Civic Education course. In addition to learning in the classroom, students are also required to learn to apply their knowledge, attitudes and skills by directly involving learning groups through project activities in solving citizenship problems based on lecture contracts. After students are equipped with their capabilities as students and citizens, it is hoped that after graduating from college, at least they already have experience in solving real problems in the field through civic project activities that are full of the spirit of collaboration and participation that are very beneficial for the next life in the wider community.

METHOD
The method used in this study is a descriptive method using a qualitative approach. The qualitative approach is a search to find and interpret objective data findings that do not come from statistical measures (Waruwu, 2023). Qualitative research can also be interpreted as formulation based on the search for a concrete phenomenon to explore a phenomenon based on understanding and exploration of the central phenomenon (Waruwu, 2024). This research aims to get an in-depth picture of the implementation of citizenship projects as a collaborative-participatory learning model in Civics Education courses in universities. The research subjects consist of lecturers teaching courses and students participating in classes who apply a project-based learning model. This research was carried out at the State University of Malang in the general course (MKU) of Civic Education across study programs, especially students of the Class of 2024.

Data collection was carried out by means of observation, interviews and documentation. The researcher conducts direct research observations in the field, precisely during the implementation of the Civic Education course learning activities. In addition, the researcher also conducted direct interviews with the target of the research subject, both lecturers and students. The researcher also collected data through documentation in the field. The data analysis technique used refers to Miles and Huberman, namely interactive data analysis. The interactive data analysis technique is an analysis that is carried out continuously so that the final rejection until the data is found that is completely complete. This data analysis starts from stages 1)

International Journal of Business, Law, and Education
Publisher: IJBLE Scientific Publications Community Inc.

Volume 6, Number 2, 2025
https://ijble.com/index.php/journal/index

data collection, 2) data reduction, 3) data presentation, 4) conclusion draw/verification (Zulfirman, 2022).

RESULTS AND DISCUSSION

1. Citizenship Project-Based Collaborative-Participatory Learning Model

Type Collaborative and participatory learning is one of the learning models that emphasizes the incorporation of aspects of collaboration and student participation in the learning process. The approach taken is not only limited to *transfer knowledge* between lecturers and students, but emphasizing how to equip and involve students to work together, complement each other and participate in the learning process (Lestari et al., 2024). The main goal of this learning model is to create a more dynamic learning environment, which is not only limited to being done in the classroom, but students also need to be directly involved in the field or the community by prioritizing the principles of collaboration and participation (Amania & Achmadi, 2019).

Citizenship projects are learning activities that use projects as a means to apply knowledge and skills in solving problems in the learning process. The purpose of learning with this model is to achieve aspects of student competencies, attitudes and skills in an integrated and sustainable manner (Rochmadi, 2019). The citizenship project can also be referred to as a learner-oriented learning model *(student centered learning)* and oriented to equip students with skills in their transformation into a modern society (Abih Gumelar et al., 2023). The citizenship project is a mini community service program carried out by students in groups with the aim of actualizing MKWK lecture materials (Compulsory Curriculum Courses) through direct involvement in efforts to solve citizenship problems in the community (Mawarti, 2020).

The principles in the implementation of this citizenship project learning model are cheap, easy, but quality by prioritizing optimism in having a significant impact on the target community. The citizenship project is carried out using collaboration between lecturers, students, stakeholders, and the community who are the targets of the citizenship project activities (Suntari et al., 2024). Departing from this clause, in the implementation of civic project-based learning activities, the meaning of collaboration in the form of instruction and guidance by supervisors to students must be upheld in synergy with the parties *stakeholder* and communities that are targeted by citizenship project activities. After the principle of collaboration has been implemented properly, then the participatory principle will be realized in the process of solving citizenship problems that are being addressed by the community that is the target of citizenship project activities. This is what then becomes part of the positive contribution of students in the life of society, nation, and state.

In designing civic project activities, students can choose one of 1 (one) of 17 (seventeen) general topics of the sustainable development program or commonly referred to as *the Sustainable Development Goals (SDGs),* including: 1) poverty eradication, 2) hunger eradication, 3) health and welfare, 4) quality education, 5) gender equality, 6) clean water and sanitation, 7) clean and affordable energy, 8) economic growth and decent jobs, 9) Resilient infrastructure, inclusive and innovative industries, 10) Gap reduction, 11) inclusive and sustainable cities, 12) sustainable consumption and production, 13) climate change and disaster risk reduction, 14) sustainable preservation and utilization of marine ecosystems, 15) preservation and sustainable utilization of terrestrial ecosystems, 16) solid peace, justice and

International Journal of Business, Law, and Education
Publisher: IJBLE Scientific Publications Community Inc.

Volume 6, Number 2, 2025
https://ijble.com/index.php/journal/index

institutions, and 17) partnerships for all development goals. Students who are members of the national security project group are allowed to take topics, adapted to the scientific background they are pursuing. Considering that the Civic Education course is an MKWK (Compulsory Curriculum Course) which is presented for all levels of study programs in universities. This course is mandatory for all students who are taking lectures. This is also the process of implementing differentiated learning at the university level, so that the learning process meets the principles of relevance and fairness.

The discussion of the learning model is never separated from the core of the learning model itself, which is in the form of syntax or what is commonly referred to as learning steps or stages of the learning process. The syntax of the citizenship project learning model is as follows: (Mawarti, 2020)

Table 1. Guidelines for the implementation of citizenship project activities in the Citizenship Education course

Step	Syntax (Steps or Stages of the Citizenship Project
1	The lecturer provides an explanation of the concept, technical flow, and assessment items of the citizenship project
2	Students jointly divide groups and topics on citizenship projects
3	Students define target communities and identify social problems
4	Students determine the nodes or roots of social problems faced by the target community
5	Students identify various alternatives to solutions to social problems that will be raised as civic project activities
6	Students Prepare prototypes of civic project activities and discuss with lecturers to get suggestions for improvement
7	Students improve prototype citizenship project activities
8	Students coordinate with the target community to prepare for citizenship project activities
9	Students carry out citizenship project activities
10	Students Compile reports on citizenship project activities in the form of videos/podcasts/ scientific articles/ news articles
11	Students present the results of the implementation of the citizenship project and conduct peer assessments
12	Students convey reflections on citizenship project activities and collect evidence of citizenship project activity reports

Source: processed by researcher, 2025

2. Aspects of Collaboration and Participation in the Implementation of Citizenship Projects as a Learning Model in Civics Education Courses in Higher Education

Collaborative learning is an approach to learning that emphasizes the principles of complementing, helping, and discussing in the learning process to achieve the same learning goals (Amania & Achmadi, 2019). Basically, collaborative learning is different from cooperative learning. Collaborative learning emphasizes working together to achieve the expected learning objectives, the success of the learning objectives lies in the contribution of each group member. In other words, the difference lies in group work, collaborative learning emphasizes learning together to improve and develop the understanding of each individual in the group, while cooperative learning emphasizes more unified learning. (Lestari et al., 2024).

Some aspects of collaboration that are manifested in the implementation of civic project activities as a learning model in the Civic Education course are as follows:

a. Contribution to Mutually Development, namely Citizenship projects will succeed well, if each individual in the group builds each other's contributions, starting from determining the target of the project location to solving solutions to the citizenship problems that are being faced by the group.

b. Consensus Deliberation, namely the Citizenship Project, also teaches and equips each individual in the group to appreciate the importance of polls in consensus deliberation in order to achieve the same goal in this mini-community service activity.

c. The Priority of the Common Interest, namely the citizenship project, also teaches the importance of upholding the interests of groups over individual interests. Students can also learn how to manage conflicts if they arise among individuals in a group. The collaboration of each individual will be tested in the process of citizenship project activities

d. Tolerance Praxis, through this citizenship project, students will also be trained or learn from each other to provide opportunities to fill in and share knowledge, understanding, experience, and skills in an effort to solve citizenship problems that are being faced by the group.

Participatory learning is a learning approach that emphasizes the aspect of active participation of each individual in a series of learning activities (Alisalman, 2022). Each individual must have the highest awareness to participate in each other in searching, finding, and reaching an agreement in taking the best solution to be used in solving citizenship problems in citizenship project activities. Some of the participatory aspects that are manifested in the implementation of citizenship project activities as a learning model in the Citizenship Education course are as follows:

a. Awareness of Individual Participation in initiation, namely Citizenship Projects require each individual to have an awareness of initiative that is manifested in activeness, which is then shown by each individual in each stage of project activities. This is important because it will determine the success of the civic project activities.

b. Equality in the Learning Process, namely the citizenship project requires an equal role between individual learners and teachers (lecturers), where the learning context is not only the transfer of *knowledge* from lecturers to students, but both must complement each other, a lecturer plays the role of a facilitator in learning project activities.

c. Solution Contribution Space, that is, Each individual must have a contribution of solution thinking to the problems that are being faced by the group in civic project activities. Each individual must work with each other and exchange ideas in the process of solving problems from citizenship project activities.

d. Blending Together with the Community is that in this citizenship project activity, all individuals in the group must be actively involved by blending together with the community to solve the citizenship problems that are being faced by the community.

International Journal of Business, Law, and Education
Publisher: IJBLE Scientific Publications Community Inc.

E-ISSN : 2747-1580

Volume 6, Number 2, 2025
https://ijble.com/index.php/journal/index

3. **The Advantages of the Citizenship Project as a Collaborative-Participatory Learning Model in Civic Education Courses in Higher Education**

Some of the advantages of the citizenship project if implemented in the Citizenship Education lecture are as follows:

a. Increasing students' awareness of the importance of collaboration and participation in daily life, especially in the implementation of learning activities through civic project activities. Basically, the citizenship project is a group-based learning activity, so this is not possible if it is done in person. Collaboration and participation are very important aspects for the realization of the maximum purpose of citizenship project activities.

b. Improving students' critical thinking skills towards real problems in society in the process of finding solutions that are solvative to problems that are being faced by the target community of civic project activities.

c. Encouraging the realization of *the Sustainable Development Goals (SDGs)* that are being pursued by the government so that this also provides space for students to contribute positively in encouraging the achievement of the process of sustainable development goals.

d. Providing provisions and real space for students to blend in with the community in solving problems that are being faced by the community as a form of student contribution in defending the country as mandated by the constitution of the Republic of Indonesia.

4. **Challenges and Potential Improvements in the Implementation of Citizenship Projects as a Collaborative-Participatory Learning Model in Civics Education Courses in Higher Education**

The dynamics of the implementation of the Citizenship Project as an alternative learning model that prioritizes or emphasizes the spirit or principles of collaborative and participatory in students will definitely encounter several challenges, considering that nothing is perfect. Some of the challenges that arise in the process of implementing civic project activities found in previous studies include the following:

a. The existence of an unequal ability of students makes citizenship project activities dominated by students who have above-average abilities (Abih Gumelar et al., 2023)

b. Civic education is a group of MKWK (Compulsory Curriculum Courses) or what is often referred to as general courses, so that most students in the class have *baground* Different Sciences (Across Study Programs). This often leads to difficulty in managing time allocation when carrying out civic project activities (Rochmadi, 2019)

c. There is a limited time for lecturers to monitor the activities of the citizenship project which aims to ensure that every student must have an equal contribution in achieving the goals of the citizenship project activities. It is often found that not all members of the group have a balanced contribution (Rochmadi, 2019)

d. The implementation of evaluation of learning activities through civic project activities is not an easy thing. This requires an evaluation aspect starting from the preparation of the citizenship project agenda, the process of implementing the citizenship project, to the externalities produced in the citizenship project activities. The process of evaluating learning through citizenship project

International Journal of Business, Law, and Education
Publisher: IJBLE Scientific Publications Community Inc.

Volume 6, Number 2, 2025
https://ijble.com/index.php/journal/index

activities will be more complex, which must include individual and group assessments (Sutrisno et al., 2021)

Looking at some of the challenges found in the implementation of learning activities through civic education projects in the Civic Education course, there are several keys that must be done, including the *first* is strengthening in monitoring project activities carried out by lecturers in the civic education course to project groups. Lecturers in charge of courses and students in project groups must provide time outside lectures to monitor both offline and online with the aim of monitoring the progress of project activities. Second, the lecturer who teaches the course must really motivate and empower the project group so that the civic project activities can run by prioritizing the principles of collaborative and participatory justice that are fair. The purpose of this is so that the evaluation process of citizenship project activities can run optimally, where all students must be actively involved in the implementation of citizenship projects so that the evaluation process of this project activity can run optimally in accordance with the learning objectives to be achieved.

CONCLUSION

The citizenship project is very relevant if used as a learning model in civics education courses because it has a substantial correlation in the context of citizenship issues. The citizenship project is a community service initiative that can teach, learn, and equip students to not only have academic skills, but to be able to equip and shape students to have a collaborative and participatory spirit or principles to be more sensitive and useful in contributing to the interests of the life of society, the nation, and the state. The citizenship project is able to make a positive contribution to the learning quality of citizenship education that is more transformative and contextual. Through a collaborative and participatory process; AM Citizen Project activities students can be trained to fill roles and exchange ideas, prepare real action plans and reflect, so that learning practices become more lively and meaningful.

As a suggestion, the learning model using this citizenship project activity is important to be used as a role model in the development of learning activities that have the substance of learning students through a collaborative and participatory process. It is time for today's learning portrait not to be limited to lectured learning-based science transfer, but must be able to integrate learning models that favor collaborative and participatory processes such as the citizenship project learning model. In addition, there is also a need for training and mentoring for lecturers to be able to design and facilitate this citizenship project activities and maintain the dignity of learning outcomes while still considering student involvement in the meaningful learning process. In addition, in an effort to support the development of this learning model, further research is needed while still considering the orientation of long-term impacts with various considerations of the influence of modern challenges.

Acknowledgment

Reference

Abih Gumelar, Maftuh, B., Hakam, K. A., & Budimansyah, D. (2023). Application of Civic Education-Based Learning Project Citizen for Strengthening the Character of Mutual Cooperation. Journal of Social Morality, 8(1), 37–45.

https://doi.org/10.21067/jmk.v8i1.8318

Alisalman, M. (2022). Participatory Learning as a Method in Improving Student Learning Outcomes. Diklus: Journal of Out-of-School Education, 6(1), 66–77. https://doi.org/10.21831/diklus.v6i1.48572

Amania, I., & Achmadi, H. R. (2019). The application of collaborative learning using a discussion learning model on physics learning outcomes. 08(02), 672-676

Apandie, C., & Rahmelia, S. (2022). Project Citizen Citizenship Course to Improve Students' Critical Thinking Skills at the State Christian Institute of Palangkaraya.Journal of Civic Law, 7(2), 148-163

Dabukke, B. E., Limbong W.S., & Nainggolan, M, F. (2021). Socialization of the Project Based Learning Model on the Learning Outcomes of PKn Pancasila Precepts of Grade V Students of SDN 060951 Medan Labuhan. Journal of Abdimas Mutiara, 2(1), 518-525

Fusnika., Mardawani., Hartini, A. (2024). Implementation of MKWK Learning Based on Collaborative Projects to Foster National Character at STIKIP Persada Khatulistiwa Sintang. Journal of Civics Law, 9(2), 231-239

Gumilar, T, G., Rahmat., Darmawan, C., & Anggraeni, L. (2025). Revitalization of Project-Based Curriculum Compulsory Courses: Efforts to Increase Civic Engagement and Civic Character. Journal of Social Morality, 10(2), 884-898

Lestari, Y. B., Yusra, K., Susanti, N. W. M., & Muhaimi, L. (2024). Collaborative and participatory learning training in English learning for teachers in the Man Environment of West Lombok. Sec. 4(2).

Mawarti, R. A. (2020). Guidelines for the Implementation of Citizenship Project Activities in Civic Education Courses. State University of Malang

Rahmadi, M. T., Ali Nurman, Eni Yuniastuti, Mbina Pinem, Nurmala Berutu, M Taufik Rahmadi, Tria Maulia, M Rizky Pratama Ginting, & Dilvia Saqina. (2022). Analysis of the Application of Case Method and Team Based Project in Department Policies at Medan State University. Publikauma : Journal of Public Administration of the University of Medan Area, 10(2), 137–143. https://doi.org/10.31289/publika.v10i2.8348

Rochmadi, N. W. (2019). Project-based citizenship learning practice. Proceedings of the National Seminar on Citizenship of Ahmad Dahlan University Yogyakarta

Suntari, S., Rianto, S., & Setriani, L. (2024). Application of Project Based Learning Model in Increasing Geography Learning Creativity Phase F at SMAN 7 Tebo Regency. Indonesian Research Journal on Education, 4(3), 79-86 https://doi.org/10.31004/irje.v4i3.701

Sutrisno, S., Sapriya, S., Komalasari, K., & Rahmad, R. (2021). Implementation of the Global Citizen Project Learning Model in Civic Education Learning. Scientific Journal of Pancasila Education and Citizenship, 6(1), 155-164. https://doi.org/10.17977/um019v6i1p155-164

Waruwu, M. (2023). Educational Research Approach: Qualitative Research Methods, Quantitative Research Methods and Combination Research Methods. 7(1), 2896-2910

Waruwu, M. (2024). Research and Development (R&D) Methods: Concepts, Types, Stages and Advantages. Scientific Journal of the Education Profession, 9(2), 1220–1230. https://doi.org/10.29303/jipp.v9i2.2141

Zulfirman, R. (2022). Implementation of the Outdoor Learning Method in Improving Student Learning Outcomes in Islamic Religious Education Subjects at MAN 1 Medan. Journal of Research, 3(2), 147-153.