

Project-Based Learning Model As An Effort To Strengthen Students' Civic Responsibility In Learning Pancasila Education

Ziadatul Khoeriyah^{1*}, Triyanto², Dewi Gunawati³

^{1,2,3}Sebelas Maret University, Indonesia

*) Corresponding author: ziadatulkhoeriyah11@student.uns.ac.id

Abstract

This study was conducted to explain the use of the Project-Based Learning (PjBL) model as a step to strengthen students' civic responsibility in the Pancasila Education subject. The method used is a descriptive qualitative approach. The subjects were the Pancasila Education subject teacher and 32 eighth-grade students at MTs Assalafiyah. Data collection was carried out through observation, documentation, and interviews. The data were analyzed using the Miles and Huberman model, including data condensation, data presentation, and formulation of conclusions. To ensure its validity, source triangulation and technical triangulation were carried out. The findings show that the use of the Project-Based Learning model can strengthen students' civic responsibility by strengthening attitudes of responsibility, cooperation, social awareness, active participation, and discipline throughout the learning activities. The highest percentage achieved was the cooperation indicator, namely 91%. In addition, the implementation of PjBL created a more lively, collaborative, and student-centered learning atmosphere (student-centered learning). Based on this, the Project-Based Learning model is worthy of being positioned as an effective learning model choice to strengthen students' civic responsibility in Pancasila Education learning.

Keywords: Project-Based Learning, civic responsibility, Pancasila Education, student character

Introduction

Pancasila Education plays a crucial role in shaping the character of students so they grow into responsible citizens who care about their social environment and are able to embody Pancasila values in their daily lives. Through the Independent Curriculum, this subject is not solely directed at mastering material, but also focuses on strengthening students' character and social skills through lively, contextual, and valuable learning activities. Among the characters that need to be cultivated is civic responsibility. Conceptually, civic responsibility is defined as the awareness, stance, and actions of a person as a citizen to fulfill their rights and obligations responsibly, actively participate in social life, submit to existing regulations, respect the rights of others, and contribute to solving problems in society based on the values of Pancasila and the principles of democracy. In the realm of

Pancasila Education learning, this is evident through disciplined behavior, commitment to assignments, cooperation, social awareness, deliberation skills, and active involvement in various learning activities and daily school life. Civic responsibility is reflected in discipline, responsibility, cooperation, social awareness, and active participation in society and the nation. These values align with the dimensions of the Pancasila Student Profile, particularly mutual cooperation, critical thinking, and global diversity (Mustika, 2025).

Unfortunately, the practice of Pancasila Education in the field still leaves a variety of problems. Generally, learning activities are dominated by lectures and teacher-centered, resulting in students tending to remain silent throughout class hours. This situation results in minimal involvement in discussions, group work, or activities that foster social responsibility and active participation. Initial observations by researchers at schools revealed

that a number of students lacked enthusiasm when working in groups, failed to complete assigned tasks, and failed to demonstrate concern for their peers during the learning process. Some even delegated group work to specific colleagues without fully contributing. This indicates that their civic responsibility values have not yet developed optimally.

Based on initial observations conducted by researchers in the classroom during the Pancasila Education lesson, it was noted that 16 of 28 students (57%) remained silent during group discussions. It was also noted that 12 students (43%) had not completed group assignments in accordance with the division of responsibilities, while others simply relied on one or two more active colleagues. Researchers also found that only a handful of students took the initiative to express ideas, help colleagues who were having difficulties, or participate in formulating group decisions. When the results of the discussions were presented, most of them were reluctant to provide responses or questions to other groups. This fact shows that aspects of responsibility, cooperation, social awareness, and active participation as indicators of civic responsibility still require improvement.

This issue aligns with the findings of Akyun, Rahmat, and Halimi (2023), who revealed that students' lack of enthusiasm for learning and a weak sense of responsibility in Pancasila Education subjects led to their lack of engagement throughout the learning process. Anggraeni, Hidayati, and Handayani (2025) also explained that the one-way nature of Pancasila Education learning resulted in the character of mutual cooperation not being optimally developed due to the lack of collaborative activities. A study by Paramita, Ananda, Khairunnisa, Wati, and Salfadila (2025) also revealed that the weak spirit of mutual cooperation was triggered by learning that minimally involved students in collaborative activities and joint projects.

This situation suggests that Pancasila Education requires reforms that can foster student engagement while providing authentic and valuable learning experiences. This is crucial because 21st-century education requires students to master critical reasoning, communication, collaboration, creativity, and problem-solving skills. Mashudi (2021) explains that 21st-century skills are

fundamental competencies that students must master to cope with the ever-changing pace of change and social shifts. Therefore, Pancasila Education must be designed not only to emphasize the cognitive domain but also to shape students' social character and civic responsibility.

One learning design deemed appropriate for addressing this issue is Project-Based Learning (PjBL). This design positions students as the center of learning through collaborative and contextual project work. Sumilat et al. (2023) suggest that PjBL can boost student engagement through challenging and valuable learning activities. Anggraeni, Hidayati, and Handayani (2025) also explain that the Project-Based Learning model can motivate students to collaborate, help each other, and assume responsibility when completing group projects. Through project work, they are trained to work together, take on group tasks, establish good communication, and solve problems collectively. Therefore, the implementation of PjBL is considered capable of strengthening students' civic responsibility in Pancasila Education learning.

Several previous studies have shown that the PjBL model has a positive impact on Pancasila Education and PPKn learning. Akyun, Rahmat, and Halimi (2023) found that PjBL is effective in boosting students' sense of responsibility in Pancasila Education. Paramita et al. (2025) revealed that the application of PjBL in PPKn learning can increase the value of mutual cooperation through collaborative project work and teamwork-based learning. Anggraeni, Hidayati, and Handayani (2025) also explained that PjBL can foster the character of mutual cooperation through contextual and participatory learning. Marbun, Zakiah, and Sakmal (2025) found that PjBL can boost students' creativity, critical reasoning, communication, and cooperation in PPKn learning at the elementary school level.

However, previous studies have focused more on the impact of PjBL on creativity, mutual cooperation, tolerance, learning outcomes, and critical reasoning skills. Paramita et al. (2025) focused on increasing students' mutual cooperation values in PPKn learning, while Akyun et al. (2023) only reviewed the strengthening of a sense of responsibility in Pancasila Education.

Anggraeni et al. (2025) focused more on the formation of a mutual cooperation character through group projects. Based on these studies, there are still few studies that specifically examine the use of Project-Based Learning as an effort to strengthen students' civic responsibility in Pancasila Education learning. In fact, civic responsibility is not only about responsibility, but also encompasses active participation, social awareness, collaborative skills, and students' awareness as citizens in society.

Based on that, this study presents novelty in the focus of the study, which is based on strengthening students' civic responsibility through the use of the Project-Based Learning model in Pancasila Education subjects. This study does not merely highlight learning outcomes, but also examines the ongoing formation of civic responsibility through collaborative projects that are contextual and linked to students' daily lives. This study also attempts to integrate aspects of social responsibility, active participation, environmental concern, and cooperation as the main indicators of strengthening civic responsibility in Pancasila Education learning. Thus, this study is expected to contribute something new to the development of innovative learning models that are not only based on the cognitive domain, but also on the formation of students' civic character more comprehensively.

Based on this explanation, the objectives of this study are: to explain the use of the Project-Based Learning model in Pancasila Education subjects; and to examine the strengthening of students' civic responsibility through the use of the Project-Based Learning model.

This study is expected to contribute benefits, both theoretically and practically. Theoretically, the results are expected to enrich the body of research on the use of innovative learning models in Pancasila Education, particularly those related to strengthening civic responsibility. Practically, the findings are expected to serve as a reference for educators in presenting Pancasila Education lessons that are more lively, collaborative, and contextual, while also maximizing students' civic responsibility.

Method

This study employed a descriptive qualitative approach. This approach was chosen because it aimed to describe and examine the use of the Project-Based Learning model as an effort to strengthen students' civic responsibility in Pancasila Education. Through a qualitative approach, researchers were able to delve deeply into learning phenomena based on actual conditions in the field.

The research took place at MTs Assalafiyah Luwungragi in the odd semester of the 2025/2026 academic year. The subjects were the Pancasila Education instructor and eighth-grade students. Prior to implementing the Project-Based Learning (PjBL) model, researchers conducted initial observations to collect baseline data on their civic responsibility. These observations revealed that 16 of the 28 students (57%) remained silent during group discussions. Twelve students (43%) also failed to demonstrate maximum responsibility when completing group assignments, such as failing to complete their part, relying on more active colleagues, or minimal involvement in formulating group decisions. This initial data served as a benchmark to assess the shift in students' civic responsibility after the PjBL model was implemented.

Data collection was conducted through observation, documentation, and interviews. Observations took place in two stages: initial observation (pre-PjBL) to gather baseline data on students' civic responsibility, and observation throughout the PjBL implementation to identify shifts in their behavior based on indicators of responsibility for tasks, active participation, cooperation, social awareness, and compliance with regulations. Interviews were conducted with instructors and several students to gather information about the learning process and the strengthening of civic responsibility throughout the project. Documentation was used to supplement the data in the form of photos of learning activities, teaching materials, student project work, and other supporting files.

The researcher acted as the primary instrument, supported by an observation guide, interview guide, and documentation. The

researcher's involvement was direct throughout the data collection, analysis, and interpretation. The observation guide was designed based on pre-formulated civic responsibility indicators, enabling the researcher to systematically assess the students' initial situation and their post-PjBL implementation.

The data analysis used the Miles and Huberman model, which includes three stages: data condensation, data presentation, and conclusion formulation. Condensation was achieved by filtering and summarizing data related to the focus of the study. The presentation was presented in narrative form to make the data easier to digest. Throughout the analysis, initial observation data was compared with data during and after the PjBL implementation to identify shifts in each civic responsibility indicator. Next, conclusions were formulated based on the interpretation of the data collected throughout the study.

Data validity in this study was achieved through source triangulation and technical triangulation. Source triangulation was carried out by comparing observational, documentary, and interview data, while technical triangulation was carried out by examining the data using different collection methods to ensure greater validity and reliability.

Research Results and Discussion

This study aims to explain the use of the Project-Based Learning (PjBL) model as an effort to strengthen students' civic responsibility in Pancasila Education. The study involved 32 eighth-grade students at MTs Assalafiyah. Data were collected through observation, documentation, and interviews throughout the learning process.

The Project-Based Learning model is implemented through several stages: determining the project theme, developing the design, working on the project in groups, presenting the results, and reflecting on the learning. In this study, students received a project titled "Implementing Responsibility and Mutual Cooperation in the School Environment." They were grouped and tasked with designing a poster and explaining how responsibility and cooperation are manifested

in everyday life, both at school and in the community.

Throughout the learning activities, students appeared more engaged in discussions and group work. They began to demonstrate a commitment to their respective responsibilities, actively contributing ideas, and helping each other complete group projects. Observations showed that the majority of students showed progress on civic responsibility indicators.

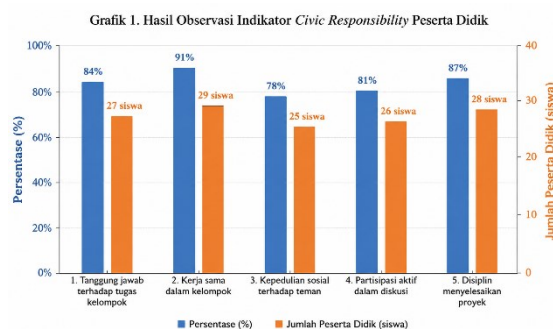


Table 1. Observation Results of Students' Civic Responsibility Indicators

Civic No	Responsibility Indicator	Number of Students	Percentage
1	Responsibility for group assignments	27 students	84%
2	Cooperation in groups	29 students	91%
3	Social concern for friends	25 students	78%
4	Active participation in discussions	26 students	81%
5	Discipline to complete projects	28 students	87%

Referring to the table, the most prominent indicator of development was group collaboration, with a score of 91%. Students appeared to be actively discussing, dividing work equally, and helping each other when completing projects. The discipline indicator also showed good progress, with a score of 87%. This was reflected in the students' ability to complete projects within the agreed deadlines.

In contrast, the social concern indicator achieved the lowest percentage compared to

other indicators, at 78%. Despite this, the majority of students have begun to show concern for peers who experience challenges throughout the learning process.

Excerpts from interviews with Pancasila Education teachers show that the use of the Project-Based Learning model has a positive impact on the activeness and character of students throughout the learning process.

This is illustrated in the interview excerpt below:

"After implementing the Project-Based Learning model, students became more enthusiastic during group discussions and more committed to the tasks assigned to them. Those who had previously been quiet began to express their ideas boldly."
(W-Guru-01/12-05-2026)

Teachers also said that project-based learning makes it easier for students to digest the material because they are directly involved throughout the process.

"The learning atmosphere feels more lively because students gain hands-on experience through projects. They don't just listen to the instructor's presentation, but also participate in group activities."
(W-Guru-02/12-05-2026)

In addition to gathering information from teachers, researchers also interviewed several students. According to the interview excerpts, they felt happier and more motivated to participate in learning using the Project-Based Learning model.

"Learning feels more fun because you can work on assignments in a group and exchange ideas with friends."
(W-Student-03/14-05-2026)

"My confidence has increased when presenting because I'm used to discussing in groups."
(W-Student-05/14-05-2026)

Based on the documentation review, it also appears that students were more enthusiastic throughout the learning activities. This was evident in their involvement in group discussions, project presentations, and collaboration among members throughout the completion of learning projects.

To ensure data validity, researchers employed both technical and source triangulation. Technical triangulation was conducted by comparing observations,

documentation, and interviews, while source triangulation was conducted by comparing statements from both teachers and students. Based on the results, the collected data demonstrates that the use of the Project-Based Learning model can strengthen students' civic responsibility in Pancasila Education.

The study's findings demonstrate that the use of the Project-Based Learning model can strengthen students' civic responsibility in Pancasila Education. This strengthening is reflected in the strengthening of attitudes of responsibility, cooperation, social awareness, active participation, and discipline throughout the learning process.

Based on observations, the highest achievement was achieved by the cooperation indicator, at 91%. This figure indicates that the Project-Based Learning model is capable of fostering collaborative learning that encourages student involvement in group activities. Throughout the learning process, students were actively engaged in discussions, dividing up work, and helping group members who encountered obstacles. This indicates that project work can provide a social learning experience that fosters a sense of responsibility and cooperation in concrete ways.

The strengthening of student collaboration occurs because the PjBL model creates space for them to be directly involved throughout the learning process. Students do not simply passively absorb material but participate in problem-solving and collective decision-making. This fosters a sense of shared responsibility for their group's success. This finding aligns with Paramita et al. (2025), who found that the implementation of PjBL can enhance students' sense of mutual cooperation through collaborative projects and teamwork-based learning.

Theoretically, the use of Project-Based Learning aligns with the constructivist view, which emphasizes that knowledge is built through direct learning experiences. In project-based learning, students are given the space to construct understanding through discussion, collaboration, and concrete problem-solving. Student-centered learning encourages students to actively seek information and solve problems, both individually and in groups. Therefore, the use of Project-Based Learning (PjBL) not only enhances understanding of the

material but also fosters students' social character.

In addition to cooperation, the discipline indicator showed a high score of 87%. The majority of students were able to complete the project within the agreed deadline. This indicates that project-based learning can train them to better assume the responsibilities entrusted to them. Working on group projects makes students aware that the group's success depends on the contribution of each member.

The active participation indicator reached 81%. Students began to gain the courage to express ideas, ask questions, and present their project work to the class. This indicates that the use of the Project-Based Learning model can produce more student-centered learning. Learning activities that involve direct involvement make students more confident and engaged throughout the learning process.

The findings of this study indicate that project-based learning provides a more valuable learning experience because students not only absorb material theoretically but also directly engage in activities related to their daily lives. Project work enables students to understand the importance of responsibility, cooperation, and social awareness through concrete experiences throughout the learning process. In this way, civic responsibility is not merely understood as a concept but is directly realized in learning activities.

This finding aligns with a study by Marbun, Zakiah, and Sakmal (2025), which revealed that the PjBL model can boost students' creativity, communication, collaboration, and critical reasoning skills in civics learning. Anggraeni, Hidayati, and Handayani (2025) also explained that the implementation of PjBL can foster a spirit of mutual cooperation through contextual and participatory learning.

However, the social awareness indicator achieved the lowest percentage compared to other indicators, at 78%. This situation arose because some students still tended to work with close friends and were not fully attentive to other group members who were experiencing difficulties. However, as the lesson progressed, they began to show behavioral shifts, such as helping colleagues assemble posters and providing support during group presentations. These findings indicate that developing social

character requires a continuous process and is impossible to achieve in a single session.

Despite its positive impacts, the use of the PjBL model presents several challenges throughout the learning process. These include the relatively long timeframes for project completion and the persistence of student lack of confidence during presentations. However, instructors are working to address these challenges through mentoring students and a balanced division of group assignments to ensure everyone is actively involved in the learning process.

Based on these findings and reviews, it is clear that the use of the Project-Based Learning model can be an effort to strengthen students' civic responsibility by fostering attitudes of responsibility, cooperation, social awareness, discipline, and active participation in Pancasila Education subjects. Therefore, the Project-Based Learning model deserves to be positioned as an effective learning model option for providing lively, collaborative, contextual, and valuable learning activities for MTs students.

Conclusion

Based on the findings of the study, it can be concluded that the use of the model Project-Based Learning (PjBL) strengthened students' civic responsibility in Pancasila Education at eighth-grade MTs Assalafiyah. This strengthening was demonstrated through the strengthening of responsibility, cooperation, social awareness, active participation, and discipline throughout the learning process.

Utilization of models Project-Based Learning provides a student-centered learning experience through collaborative projects connected to everyday life. Through these activities, students not only absorb theoretical material but also practice concretely embodying civic values in the form of cooperation, responsibility, and social awareness.

The study results show that the cooperation indicator is the aspect that shows the most prominent development throughout the PjBL model. This indicates that project-based learning can foster healthy social interactions while simultaneously encouraging

students to be more active throughout the learning process. Therefore, the model

Project-Based Learning is worthy of being positioned as one of the effective learning model choices to strengthen students' civic responsibility in Pancasila Education learning. This study still has limitations because it was conducted in only one class with a limited number of subjects. Therefore, future researchers are expected to expand the study to a wider range of educational levels and subjects to obtain more comprehensive findings.

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