



IMPLEMENTATION OF PROJECT-BASED LEARNING STRATEGIES IN CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

Effective education aims not only to improve students' cognitive abilities but also to hone their creativity. Creativity is the ability to think critically, innovatively, and creatively which is an important provision to face future challenges. The project-based learning model is one of the most effective strategies to improve students' creativity. By providing active, meaningful, and relevant learning experiences, PjBL helps students develop critical, innovative, and creative thinking skills that are essential for future success. For teachers, this model also offers the opportunity to become facilitators who support holistic learning. Stages in PjBL Determination of the Main Question or Problem Teachers and students formulate the problem that will be the focus of the project. Project Planning Students design steps to complete the project, including dividing tasks within the team. Investigation and Exploration Students collect data, conduct research, interviews, or observations to support project completion. Product or Solution Creation Students produce real products, such as reports, posters, videos, or simulations. Based on research conducted: Project-based learning is effective in improving elementary school students' understanding, involvement, and civic values. Challenges such as limited time, facilities, and inequality of student involvement need to be addressed to optimize results.

Keywords : Learning, elementary school students, PKN

Introduction

Effective education aims not only to improve students' cognitive abilities but also to hone their creativity. Creativity is the ability to think critically, innovatively, and creatively which is an important provision to face future challenges. The importance of creativity in education and the role of project-based learning models (Project-Based Learning, PjBL) as a strategy to improve it. Project-based learning model is one of the most effective strategies to enhance students' creativity. By providing active, meaningful, and relevant learning experiences, PjBL helps students develop critical thinking, innovation, and creativity skills that are essential for future success. For teachers, this model also offers an opportunity to become facilitators who support holistic learning. Through innovative policies and programs, the Ministry of Education, Culture, Research, and Technology is committed to creating education that is more relevant to the needs of the times. By encouraging student-centered learning, the government hopes to improve students' skills in critical thinking, innovation, and adaptation. Teachers play a key role in the successful implementation of this policy by changing the way of teaching from instructional to collaborative and participatory. Education plays a key role in building individuals who are able to develop optimally, not only for themselves but also for society. More than just a transfer of knowledge, education becomes a place for exploring the potential, skills, and personal characteristics of students, both those that are already visible and those that are still hidden. Effective education is education that not only teaches knowledge, but also explores the creative potential that exists in each individual. Creativity is not a gift possessed by a few people, but a universal ability that can be developed with the right learning.

With an approach that supports exploration, innovation, and freedom of thought, education can be a solid foundation for the development of creative individuals and beneficial to the environment. In this study, the author wants to find out how the implementation of project-based learning strategies in elementary school students' civic education. This study aims to evaluate the implementation of the project-based learning model (Project-Based Learning/PjBL) in Civic Education (PKn) subjects for elementary school students. The author took samples from several students and used data from observations, interviews, and literature reviews from journals and previous studies as the basis for conclusions. PjBL (Project-Based Learning) is a project-based learning model designed to engage students in learning activities centered on completing a specific project. This learning process emphasizes exploration, problem solving, collaboration, and the creation of real products as the end result of learning activities. Main Characteristics of PjBL Based on Real Problems Projects carried out are related to real issues or problems that are relevant to students' lives. Process and Result Oriented Students not only learn theory, but also practice concepts through activities that produce products, reports, or solutions.

Collaboration Involves cooperation between students in teams to complete the project. Student-Centered The teacher acts as a facilitator or mentor, while students are active in planning, implementing, and evaluating the project. Subject Integration PjBL often combines various fields of science, such as science, art, technology, and literacy. Stages in PjBL Determination of Main Questions or Problems Teachers and students formulate the problem that will be the focus of the project. Project Planning Students design steps to complete the project, including dividing tasks within the team. Investigation and Exploration Students collect data, conduct research, interviews, or observations to support project completion. Product or Solution Creation Students produce real products, such as reports, posters, videos, or simulations. Project Result Presentation Students' work results are presented to teachers, friends, or related parties. Reflection and Evaluation Teachers and students together evaluate the process and results of the project for further learning. Benefits of PjBL Improving Critical and Creative Thinking Skills Students are invited to solve problems and find innovative solutions. Practicing Collaboration Skills The process of working together in a team helps students develop communication and teamwork skills. Relevance to Real Life Makes learning more contextual and meaningful. Increases Learning Motivation Interesting projects make students more enthusiastic about learning.

Research Methodology

Using the literature review method to analyze the results of observations and interviews. Simple quantitative data, such as the number of active students and the quality of the projects produced, are used to support the findings. The research sample consisted of grade IV and V students in several elementary schools selected purposively based on: (1) Heterogeneous abilities: Assessing the application of PjBL across different levels of student ability (2) Availability of facilities: Involving schools with different facilities to see the impact of the learning environment. Observation Data Collection Technique is to directly observe the implementation of PjBL in PKn class.

1. Interviews: Conducted with teachers, students, and parents to understand their experiences and perceptions of PjBL.
2. Documentation: Includes student work, project reports, and learning notes.
3. Literature Review: Using journal references and previous research to compare findings with existing theories.

Result & Discussion

Civic Education (PKn) in elementary schools plays an important role in shaping students' character as responsible citizens, who have legal awareness, and care about the nation and state. To achieve these goals, the application of project-based learning models (Project-Based Learning or PjBL) is one effective strategy. Relevance of Project-Based Learning in Civics Project-based learning (PBL) enables students to learn actively through managing projects that are relevant to real life. In the context of Civics, this model can help students to: (a) Understanding Civic Values: Such as tolerance, responsibility, justice, and democracy through direct experience (b) Developing Social Skills: Such as cooperation, communication, and problem solving (c) Increasing Social Environmental Awareness: Students can engage in local issues relevant to civics learning. The implementation of project-based learning in civics classes involves several stages:

- a) Project Determination Teachers and students together determine the topic or theme of the project that is in accordance with the objectives of civics learning, for example: (1) Campaign on the importance of maintaining environmental cleanliness (2) Local culture introduction project (3) Simulation of class president election as a miniature democracy.

- b) Project Planning
 1. The teacher assists students in designing steps to complete the project
 2. Students are divided into groups to divide tasks based on their respective abilities.
- c) Project Implementation
 1. Students work collaboratively to complete projects, such as gathering information, creating posters, or conducting interviews with community members
 2. The teacher acts as a facilitator who provides direction and support.
- d) Presentation of Project Results

Students present their project results, either in the form of a report, video, or exhibition of work. This process trains students' communication skills and self-confidence.
- e) Reflection and Evaluation

Teachers provide constructive feedback on the process and results of students' work. Students reflect on their experiences, including obstacles and lessons learned.
- f) Examples of Projects in Civics Learning
 1. Theme: Environmental Cleanliness Project: "Clean and Green School Campaign." Activities: Making educational posters about cleanliness, planting trees, or making compost from organic waste.
 2. Theme: Democracy and Election Project: "Mini Election Simulation." Activities: Forming a party, creating a vision and mission, conducting voting, and announcing the election results.
 3. Theme: Rights and Obligations Project: "Classroom Duty Schedule." Activity: Students create a fair duty schedule, arrange the division of tasks, and observe the implementation of the tasks.

The results of the study show that the implementation of PjBL in civics learning provides benefits and positive impacts on students, although there are several challenges including:

1. Benefits of PjBL in Civics Learning
 - a. Improve Conceptual Understanding: Students not only memorize theories, but also apply them in real situations.
 - b. Developing Positive Character: Values such as cooperation, responsibility, and tolerance are instilled through direct experience
 - c. Practicing 21st Century Skills: Such as critical, creative, and collaborative thinking.
 - d. Increasing Learning Motivation: Interesting project activities make students more enthusiastic about participating in learning.
2. Positive impact
 - a. Improved Conceptual Understanding
 - b. Students better understand citizenship values such as responsibility, democracy, and tolerance through active involvement in projects.
 - c. Developing Creativity and Critical Thinking Skills Projects such as environmental cleanliness campaigns and election simulations encourage students to think critically in solving problems.
 - d. Increased Student Engagement As many as 85% of students showed active engagement, such as group discussions, decision making, and presentation of project results.
 - e. Strengthening Character The values of cooperation, honesty, and sense of responsibility were seen to increase during the implementation of the project.

Just as there are benefits and positive impacts of PJBL, there are also challenges in its implementation, including:

3. Challenge
 - a. Implementation Time, Teachers find it difficult to complete the project within the specified time due to the dense curriculum.
 - b. Inequality, Student Engagement Some students are passive in groups, while others take over most of the work.
 - c. Limited Time: Projects take longer than conventional learning methods.
 - d. Limited Resources: Not all schools have adequate facilities.
 - e. Diversity of Student Abilities: There are students who are more active, while others are passive in group work.
 - f. Limited Facilities and Resources Schools with minimal facilities have difficulty in providing materials and tools to support projects.

The implementation of project-based learning in Civic Education in elementary schools is a strategic step to form students who have knowledge, skills, and character as good citizens. By involving students in real activities, PjBL not only improves the understanding of PKn concepts but also helps internalize civic values in a practical and meaningful way.

Conclusion

Based on research conducted Project-based learning is effective in improving elementary school students' understanding, involvement, and civic values. Challenges such as limited time, facilities, and inequality of student involvement need to be addressed to optimize results.

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