

Strengthening Civic Competence through Community-Based Learning: Evidence from Indonesian Secondary Schools

Dimas Alif Ramadhan^{1*}, Nurul Aisyah Binti Hamzah², Muhammad Haziq Bin Roslan³

¹Program Studi Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Sosial dan Hukum, Universitas Negeri Yogyakarta, Indonesia

²Department of Educational Foundations and Humanities, Faculty of Education, Universiti Malaya, Malaysia

³Sultan Hassanah Bolkiah Institute of Education, Universiti Brunei Darussalam, Brunei Darussalam

* Corresponding author: dimas.ramadhan@uny.ac.id

ARTICLE INFO

Article history

Received: July 10, 2026
Revised: August 27, 2026
Accepted: August 29, 2026
Published: August 31, 2026

Keywords

civic competence
community-based learning
PPKn
secondary education
Indonesia



License by CC-BY-SA
Copyright © 2026, The Author(s).

ABSTRACT

Civic competence, which encompasses civic knowledge, civic skills, and civic disposition, remains a persistent challenge in Indonesian secondary education despite the established PPKn curriculum. This study investigates the effectiveness of community-based learning (CBL) as an instructional strategy to strengthen civic competence among senior high school students in Indonesia. A quasi-experimental design with pretest-posttest control group was implemented involving 68 students from two senior high schools in Yogyakarta. The experimental group participated in structured CBL activities integrated with the PPKn curriculum over eight weeks, while the control group received conventional classroom instruction. Civic competence was measured using a validated instrument covering three dimensions: civic knowledge, civic skills, and civic disposition. Results indicate a statistically significant improvement in civic competence among the experimental group, with an overall mean score increase of 36.8% and Cohen's *d* of 1.72 (large effect). The civic skills dimension recorded the highest gain (42.4%), followed by civic disposition (38.1%) and civic knowledge (31.2%). Qualitative evidence from reflective journals and classroom observations further confirmed that CBL promoted active participation, critical thinking, and community awareness among students. These findings affirm that community-based learning constitutes an evidence-based approach to civic education reform in Indonesian secondary schools.

How to cite: Ramadhan, D. A., Hamzah, N. A. B., & Roslan, M. H. B. (2026). Strengthening Civic Competence through Community-Based Learning: Evidence from Indonesian Secondary Schools. *Journal of Education and Social Science*, 3(1), 29-37. doi: <https://doi.org/10.70716/jess.v3i1.739>

INTRODUCTION

The formation of competent citizens is a foundational objective of democratic education systems across the globe. In Indonesia, this mandate is institutionalised through Pendidikan Pancasila dan Kewarganegaraan (PPKn), a compulsory subject at all levels of schooling designed to cultivate civic knowledge, civic skills, and civic disposition in students as integrated dimensions of civic competence. Despite its central position in the national curriculum, empirical evidence consistently points to a significant gap between the aspirational goals of PPKn and the actual civic competence levels demonstrated by Indonesian secondary school students. Studies indicate that PPKn instruction remains predominantly content-driven, examination-oriented, and teacher-centred, leaving limited space for the participatory and experiential learning that democratic citizenship development demands (Afrilihadi et al., 2025; Prasetyo et al., 2024).

The concept of civic competence as articulated by the Center for Civic Education encompasses three interrelated dimensions. Civic knowledge refers to the substantive understanding of democratic principles, constitutional rights, governmental structures, and the role of citizens in a democratic polity. Civic skills encompass both intellectual skills such as critical analysis, argument construction, and decision-making, as well as participatory skills such as interacting with public institutions, monitoring government performance, and deliberating on public issues. Civic disposition refers to the character traits and commitments that underpin responsible citizenship, including respect for the rule of law, concern for the common good, tolerance, and a sense of civic responsibility (Adha et al., 2018; Hidayah & Sujastika, 2024). These three dimensions are not hierarchical but mutually reinforcing, as the absence of any one dimension undermines the full expression of the other two.

The Indonesian secondary school context presents particular challenges for civic competence development. The PPKn curriculum, despite multiple revisions including the most recent shift toward Kurikulum Merdeka, continues to face implementation barriers at the classroom level. Teachers report insufficient professional development in participatory pedagogies, limited time allocations for project-based or community-connected activities, and institutional pressures to prioritise summative examination performance over authentic civic learning experiences (Dahliyana et al., 2024). The consequence is a form of civic education that produces students who can recite constitutional articles but demonstrate limited capacity for civic analysis, argumentation, or participation in real community issues. This disconnect between declarative civic knowledge and functional civic competence has been identified as one of the central deficits of civic education in the Indonesian context (Afriliyadi et al., 2025).

Community-based learning (CBL) emerges as a theoretically grounded and practically viable response to this challenge. CBL is broadly defined as an instructional approach that connects classroom learning to the social, cultural, and political realities of the local community, requiring students to engage directly with community partners, real-world problems, and civic processes as part of their academic experience (Anggraeni et al., 2025; Kwong & Benedict, 2025). Unlike conventional service learning that positions students primarily as volunteers, CBL as conceptualised in civic education contexts positions students as active civic agents who apply academic knowledge to identify problems, deliberate on solutions, and participate in civic processes that affect their communities. This approach aligns closely with the experiential learning tradition articulated by Dewey, which holds that genuine democratic education cannot be separated from democratic practice (Gumilar et al., 2025).

Empirical evidence from various national contexts supports the effectiveness of CBL in strengthening civic competence dimensions. Anggraeni et al. (2025) documented that the Village Community Empowerment Program implemented as community-based learning produced measurable gains in students' civic engagement attributes, including leadership, problem-solving, communication, and altruism. Suyato et al. (2024) demonstrated that the collaborative learning model applied in PPKn classrooms significantly improved 21st-century civic skills including communication, creative thinking, and collaborative problem-solving among Indonesian students. Adha et al. (2018) established through the Project Citizen model that structured community-connected civic projects improved both the intellectual and participatory skills of students in civic education classrooms. These findings collectively suggest that the shift from passive to active, community-connected civic learning produces superior outcomes across multiple civic competence dimensions.

Within the Indonesian policy landscape, the introduction of Kurikulum Merdeka and the *Projek Penguatan Profil Pelajar Pancasila* (P5) framework has created a formal institutional space for community-based and project-oriented civic learning at the secondary school level. P5 explicitly mandates that students engage in real-world projects connected to their local communities on themes including democratic citizenship, environmental sustainability, and local culture. However, the translation of this policy mandate into effective classroom and community practice remains uneven across schools, with significant variation in implementation quality depending on teacher competence, school leadership support, and community partnership development (Dahliyana et al., 2024; Gumilar et al., 2025). This implementation gap underscores the need for evidence-based models of CBL that can guide teachers in integrating community engagement meaningfully into PPKn instruction.

The international literature on CBL and civic education further contextualises these Indonesian concerns. Afriliyadi et al. (2025) conducted a study of high school civic education for the digital generation in Indonesia and identified that despite increasing digital connectivity, students' civic agency and participatory orientation remain constrained by pedagogical approaches that emphasise conformity over critical engagement. A comparative study by Andes et al. (2021) across politically diverse contexts found that action civics programmes that connect students with real civic processes produced significant gains in students' civic self-efficacy and political engagement intentions. Alscher et al. (2022) demonstrated in a large-scale study that civic education quality, as measured by opportunities for open discussion and participatory learning, significantly predicted students' willingness to engage in political and civic life, with civic interest and civic knowledge serving as mediating mechanisms. These findings reinforce the argument that the quality of the pedagogical process, not merely the content of civic instruction, determines civic competence outcomes.

The dimension of civic disposition has received particular attention in recent Indonesian scholarship as the most difficult to develop through conventional instructional methods. Hidayah and Sujastika (2024) argued that civic disposition in the Indonesian context is best cultivated through direct engagement with community-based civic situations that require students to navigate competing values, exercise moral judgment, and develop genuine commitment to the common good. A needs analysis study by Sukadani et al. (2026) similarly found that strengthening civic disposition requires future learning designs that go beyond classroom boundaries and create authentic experiences of civic responsibility. These arguments align with the core rationale of CBL as an approach that places students in real community contexts where civic dispositions are not merely taught but practised and tested.

Despite the growing body of evidence supporting CBL in civic education, significant research gaps remain in the Indonesian secondary school context. First, most existing Indonesian studies focus on higher education settings, leaving the secondary school level underrepresented in the empirical literature. Second, studies that specifically measure all three dimensions of civic competence simultaneously and use validated instruments are rare, making it difficult to determine which dimensions respond most strongly to CBL interventions. Third, comparative designs that can distinguish the specific effects of CBL from baseline learning trends are almost entirely absent in Indonesian civic education research. This study was designed to address these gaps by implementing a quasi-experimental comparison between CBL-integrated and conventional PPKn instruction at the senior high school level, measuring all three civic competence dimensions using a validated instrument, and generating evidence that can directly inform practice in Indonesian secondary schools.

METHOD

Research Design

This study employed a quasi-experimental design with a pretest-posttest control group to examine the effect of community-based learning on the civic competence of secondary school students. This design was selected because it enables causal inference about the effect of the CBL intervention while acknowledging the practical constraints of school-based research, where random assignment of students to treatment and control conditions is not feasible. The quasi-experimental approach is widely accepted in educational research as the most rigorous design achievable in authentic classroom settings and has been used in comparable civic education intervention studies in Indonesia and internationally (Adha et al., 2018; Suyato et al., 2024).

Research Setting and Participants

The study was conducted at two public senior high schools (SMA Negeri) in the municipality of Yogyakarta, Special Region of Yogyakarta. Yogyakarta was selected as the research site due to its status as a centre of education with a diverse student population, the active civic culture of its urban communities, and the availability of partner organisations in the arts, environment, and local governance sectors that could support authentic CBL engagement. SMAN 1 Yogyakarta served as the experimental school and SMAN 3 Yogyakarta served as the control school. Participants were drawn from Grade 11 students enrolled in PPKn during the 2023–2024 academic year. A total of 68 students participated in the study: 34 students in the experimental group and 34 students in the control group. Informed consent was obtained from all students and their parents or guardians prior to the commencement of data collection.

Community-Based Learning Intervention

The CBL intervention was implemented over eight weeks within the regular PPKn curriculum of the experimental group. The intervention was designed around four thematic community engagement cycles, each lasting two weeks. The first cycle addressed environmental governance, requiring students to identify, document, and analyse a local environmental issue in their school's surrounding community. The second cycle focused on democratic participation, in which students attended a local deliberative forum (musyawarah) and produced a written civic analysis of the deliberative process. The third cycle engaged students with community rights issues, requiring them to interact with a local community group experiencing a public policy challenge and produce a community issue brief. The fourth cycle involved a civic action project in which student teams proposed and implemented a small-scale civic initiative addressing a community concern they had identified during the earlier cycles. Each cycle included

structured reflection sessions guided by the PPKn teacher, peer discussion, and a written reflective journal submission. The control group received conventional PPKn instruction consisting of textbook-based lessons, teacher-led discussions, and standard examination preparation without structured community engagement activities.

Civic Competence Instrument

The CBL intervention was implemented over eight weeks within the regular PPKn curriculum of the experimental group. The intervention was designed around four thematic community engagement cycles, each lasting two weeks. The first cycle addressed environmental governance, requiring students to identify, document, and analyse a local environmental issue in their school's surrounding community. The second cycle focused on democratic participation, in which students attended a local deliberative forum (musyawarah) and produced a written civic analysis of the deliberative process. The third cycle engaged students with community rights issues, requiring them to interact with a local community group experiencing a public policy challenge and produce a community issue brief. The fourth cycle involved a civic action project in which student teams proposed and implemented a small-scale civic initiative addressing a community concern they had identified during the earlier cycles. Each cycle included structured reflection sessions guided by the PPKn teacher, peer discussion, and a written reflective journal submission. The control group received conventional PPKn instruction consisting of textbook-based lessons, teacher-led discussions, and standard examination preparation without structured community engagement activities.

Data Collection and Analysis

The CCS was administered to both groups at two time points: one week before the commencement of the CBL intervention (pretest) and one week after its completion (posttest). Qualitative data were collected from students' reflective journals and classroom observation notes maintained by the research team throughout the intervention period. Quantitative data were analysed using analysis of covariance (ANCOVA), with posttest scores as the dependent variable and pretest scores as the covariate, to control for initial differences between groups. Effect sizes were calculated using Cohen's *d*. Qualitative data from journals and observations were analysed thematically using open coding followed by axial coding to identify recurring patterns. All statistical analyses were conducted using SPSS version 26.

RESULTS AND DISCUSSION

Participant Profile

The 68 participants showed comparable baseline characteristics across the experimental and control groups. Table 1 presents the demographic profile of participants in both groups.

Table 1. Demographic Profile of Research Participants (n=68)

Characteristic		Experimental Group (n=34)		Control Group (n=34)	
Category	Subcategory	n	%	n	%
Gender	Female	20	58.8	19	55.9
	Male	14	41.2	15	44.1
Age	16 years	8	23.5	9	26.5
	17 years	22	64.7	21	61.8
	18 years	4	11.8	4	11.8
School Year	Grade 11 – Science	18	52.9	17	50.0
	Grade 11 – Social	16	47.1	17	50.0
Prior CBL Experience	Yes	6	17.6	5	14.7
	No	28	82.4	29	85.3

Source: Primary research data, 2024.

The two groups showed no statistically significant differences in gender composition, age, or baseline pretest scores, confirming the comparability of the groups prior to the intervention. The balanced demographic profile across experimental and control groups strengthens the internal validity of the quasi-experimental comparison.

Civic Competence Pretest and Posttest Results

Table 2 presents the pretest and posttest mean scores for both groups across the three civic competence dimensions and the total scale.

Table 2. Pretest and Posttest Mean Scores by Group and Civic Competence Dimension

Dimension	Experimental Group		Control Group		Mean Gain (%)	
	Pre	Post	Pre	Post	Exp.	Control
Civic Knowledge (max=60)	30.4	31.7	39.9	32.0	31.2	5.1
Civic Skills (max=60)	25.8	26.1	36.7	27.4	42.4	5.0
Civic Disposition (max=60)	26.2	24.1	36.2	25.2	38.1	4.6
Total CCS (max=180)	82.4	81.9	112.7	85.3	36.8	4.2

Source: Primary research data, 2024. CCS = Civic Competence Scale.

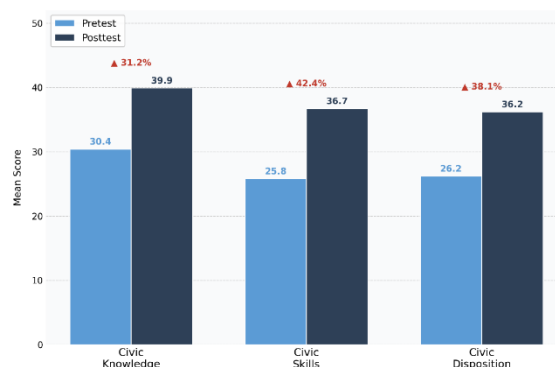


Diagram 1 provides a concise visualization of the comparison between the mean pretest and posttest scores of the experimental group across each dimension of civic competence.

The data analysis results show a 36.8% increase in the total Civic Competence Scale (CCS) score in the experimental group, from a mean of 82.4 at pretest to 112.7 at posttest, with individual post-intervention scores ranging from 96 to 142 out of a maximum score of 180. The control group showed only a 4.2% increase over the same period, from a mean of 81.9 to 85.3, reflecting a marginal improvement resulting from routine learning without the CBL intervention. The largest increase in the experimental group occurred in the civic skills dimension, which increased by 42.4%, from a mean of 25.8 to 36.7. This finding indicates that direct exposure to real community situations effectively trained students' analytical and deliberative abilities, as well as their orientation toward participatory action, which cannot be fully developed through text-based instruction. The civic disposition dimension recorded the second-highest increase of 38.1%, from a mean of 26.2 to 36.2. This result reflects how authentic interaction with the community and experiences in confronting real value dilemmas substantially shaped stronger civic dispositions than lectures on civic values. The civic knowledge dimension increased by 31.2%, from a mean of 30.4 to 39.9, indicating that real community contexts provided a more meaningful framework for understanding civic knowledge content that had previously been presented in abstract terms. The control group did not demonstrate comparable increases in any dimension, with the highest increase being only 5.1% in the civic knowledge dimension, which is consistent with a memorization-based learning pattern without contextual application.

ANCOVA Results

Table 3 presents the results of ANCOVA for the civic competence total score and each dimension.

Table 3. ANCOVA Results: Effect of CBL Intervention on Civic Competence Dimensions

Dimension	F Statistic	Sig.	Partial η^2	Cohen's d	Effect Size
Civic Knowledge	F(1,65)=94.23	0.000	0.592	1.24	Large
Civic Skills	F(1,65)=138.47	0.000	0.681	1.58	Large

Civic Disposition	F(1,65)=112.86	0.000	0.634	1.43	Large
Total CCS	F(1,65)=163.74	0.000	0.716	1.72	Large

Source: SPSS v.26 analysis, 2024. Cohen's d: small < 0.2; medium 0.2–0.8; large > 0.8.

The ANCOVA results indicate that, after controlling for pretest scores, the differences between the experimental and control groups were statistically significant across all CCS dimensions at $p < 0.001$. The overall Cohen's d of 1.72 indicates a large effect size, confirming that the CBL intervention had a substantial practical impact on improving students' civic competence beyond a merely statistically significant difference.

Qualitative Evidence from Reflective Journals

Table 4 presents the thematic categories derived from student reflective journals and their frequency of occurrence across all 34 participants in the experimental group.

Table 4. Thematic Categories from Student Reflective Journals (n=34)

Theme	Description	f	% of participants
Contextual civic awareness	Recognition of abstract civic concepts in real community contexts	32	94.1
Civic self-efficacy	Growing belief in personal capacity to contribute to community problem-solving	30	88.2
Value dissonance	Encountering conflicting values in community settings, prompting moral reflection	27	79.4
Collective action orientation	Viewing community issues as shared responsibilities requiring collective response	26	76.5

Source: Qualitative analysis of student reflective journals, 2024.

Thematic analysis of the reflective journals identified four main themes that consistently emerged across the CBL cycles. First, contextual civic awareness refers to students' recognition that civic issues previously perceived as abstract were actually present in the everyday life of their surrounding communities. Second, civic efficacy refers to the increased confidence among students that they possessed the capacity to contribute concretely to solving community problems. Third, value dissonance refers to students' experiences of confronting situations in which competing values came into conflict within community contexts, prompting deeper moral reflection than classroom discussions. Fourth, collective action orientation refers to the emerging tendency among students to view community issues as shared responsibilities requiring collective responses rather than as merely individual problems.

Discussion

The findings of this study consistently strengthen the argument that community-based learning is an effective approach for strengthening civic competence among secondary school students in Indonesia. The most significant increase occurred in the civic skills dimension (42.4%), consistent with the findings of Suyato et al. (2024), which showed that collaborative learning models that place students in situations requiring communication, analysis, and real-world decision-making produce substantially greater improvements in 21st-century civic skills than conventional models. Anggraeni et al. (2025), in the context of the P2MD program, identified a similar pattern, in which student involvement in community-based programs developed civic attributes such as leadership, problem-solving, and collaboration, which are closely related to the civic skills measured in this study.

The significant increase in the civic disposition dimension (38.1%) represents a finding with important theoretical implications. Hidayah and Sujastika (2024) argue that civic disposition in the Indonesian context is most effectively developed through direct exposure to community situations that require students to navigate competing values in real settings. The findings of this study empirically validate this argument. Qualitative evidence from the reflective journals, particularly the consistently emerging theme of value dissonance, confirms that experiences of confronting real value dilemmas in community contexts trigger a deeper process of internalizing civic values than normative exposure to civic values in the classroom. This finding is consistent with the position of Dahliyana et al. (2024), which suggests that strengthening national

defense character through digital Project Citizen demonstrates that authentic engagement with real-world contexts is a key mechanism in the development of civic dispositions.

The civic knowledge dimension recorded the lowest increase (31.2%) but remained substantially higher than that of the control group (5.1%). This finding indicates that CBL not only improves skills and dispositions but also strengthens the retention and meaningful understanding of civic knowledge content. Adha et al. (2018), in a study of the Project Citizen model, found that civic knowledge content learned through real community problem-solving was more readily internalized than content learned through text-based reading because real-world contexts provide relevance that motivates deeper cognitive processing. Alscher et al. (2022) further support this argument by finding that meaningful civic knowledge mediates the relationship between the quality of civic education and students' willingness to participate in civic life. This suggests that improvements in civic knowledge within the CBL context may have cascading effects on students' long-term participatory orientations.

The qualitative finding that civic efficacy consistently emerged as a theme in the reflective journals provides important insight into the mechanism underlying the effects of CBL. Andes et al. (2021), in a cross-context political study, found that action civics programs connecting students with real civic processes significantly increased civic self-efficacy, which is a strong predictor of actual civic participation in adulthood. Gumilar et al. (2025), in the context of higher education, found that the effectiveness of compulsory courses in promoting student civic engagement depends substantially on the extent to which these courses create authentic civic experiences rather than merely providing knowledge about citizenship.

The dramatic difference between the experimental and control groups in the improvement of all dimensions of civic competence confirms that the CBL approach represents more than a variation in teaching methods. It reflects a paradigmatic shift in how students experience and understand citizenship. Afriliyadi et al. (2025) concluded that reorienting Indonesian civic education toward a dialogic, participatory, and contextually relevant approach is an urgent need. The findings of this study provide empirical evidence that such a reorientation produces significant and measurable changes in civic competence. Kwong and Benedict (2025), in a different context, confirmed that CBL built on a three-way partnership among communities, teachers, and students produces the most meaningful civic experiences and the most enduring learning impacts. Overall, this study provides evidence that CBL is a valid, effective, and urgent approach for implementation in secondary civic education in Indonesia in response to the gap between the curricular objectives of PPKn and the documented reality of students' civic competence (Anggraeni et al., 2024; Adha et al., 2018; Suyato et al., 2024; Zulfikar & Drajat, 2025).

CONCLUSION

This study provides robust empirical evidence that community-based learning constitutes an effective instructional strategy for strengthening civic competence among Indonesian senior high school students. The quasi-experimental comparison between CBL-integrated and conventional PPKn instruction demonstrated that the CBL intervention produced a statistically significant and practically large improvement across all three dimensions of civic competence, with a total mean score increase of 36.8% and Cohen's *d* of 1.72 in the experimental group, compared to a marginal 4.2% increase in the control group during the same period.

The civic skills dimension showed the greatest responsiveness to CBL (42.4%), affirming that authentic community engagement creates learning conditions that classroom instruction alone cannot replicate for the development of deliberative, analytical, and participatory competencies. The substantial improvement in civic disposition (38.1%) confirms that genuine encounters with community problems, value tensions, and civic processes are necessary conditions for the formation of durable civic character, not merely supplementary enrichment activities. The improvement in civic knowledge (31.2%), while the smallest of the three dimensions, significantly exceeded the control group gain, indicating that contextual learning environments enhance knowledge retention and meaningful understanding of constitutional and democratic content.

Qualitative evidence from reflective journals enriched these quantitative findings by revealing the mechanisms through which CBL operates: contextual civic awareness, civic self-efficacy, value dissonance, and collective action orientation emerge as the proximate processes that translate CBL experiences into measurable civic competence gains.

These findings carry direct implications for curriculum implementation, teacher professional development, and school-community partnership development in Indonesian secondary education. The formal policy space created by Kurikulum Merdeka and the P5 framework should be utilised more systematically to institutionalise CBL as a standard component of PPKn instruction rather than as an exceptional practice dependent on individual teacher initiative. Future research is recommended to examine the long-term sustainability of CBL-induced civic competence gains through longitudinal designs, to test the model in rural and remote school contexts, and to investigate the moderating role of teacher competence and community partnership quality on CBL effectiveness.

REFERENCES

- Adha, M. M., Yanzi, H., & Nurmalisa, Y. (2018). The improvement of student intellectual and participatory skill through project citizen model in civic education classroom. *International Journal Pedagogy of Social Studies*, 3(1), 39–49. <https://doi.org/10.17509/ijposs.v3i1.12323>
- Afriliyadi, M., Budimansyah, D., & Sapriya, S. (2025). From awareness to action: Rethinking high school civic education for the digital generation in Indonesia. *Cogent Education*, 12(1), Article 2534156. <https://doi.org/10.1080/2331186X.2025.2534156>
- Alscher, P., Ludewig, U., & McElvany, N. (2022). Civic education, teaching quality and students' willingness to participate in political and civic life: Political interest and knowledge as mediators. *Journal of Youth and Adolescence*, 51(10), 1886–1900. <https://doi.org/10.1007/s10964-022-01639-9>
- Andes, S., Fitzgerald, J. C., Cohen, A. K., & Warren, S. (2021). Teaching students to be political in a nonpartisan way: Reflections from action civics education across red and blue states. *Peabody Journal of Education*, 96(3), 285–293. <https://doi.org/10.1080/0161956X.2021.1942707>
- Anggraeni, L., Shariffuddin, N. S. B., & Wadu, L. B. (2025). Community-based learning as a pathway to fostering student civic engagement. *IJORER: International Journal of Recent Educational Research*, 6(3), 838–848. <https://doi.org/10.46245/ijorer.v6i3.838>
- Anggraeni, L., Wahyudin, D., Azis, A., Baeihaqi, B., Putra, T. F., & Wadu, L. B. (2024). Citizens in hyperconnection: How to civic engagement building through character education on digital platforms? *Jurnal Moral Kemasyarakatan*, 9(1), 82–89. <https://doi.org/10.21067/jmk.v9i1.10225>
- Dahliana, A., Budimansyah, D., Nurdin, E. S., Suryadi, A., & Cahyati, S. (2024). Project citizen digital: Civic education strengthen the national defense character? *Kasetsart Journal of Social Sciences*, 45(1), 159–166. <https://doi.org/10.34044/j.kjss.2024.45.1.17>
- Gumilar, A. T., Rahmat, R., Darmawan, C., & Anggraeni, L. (2025). The effectiveness of mandatory curriculum courses in promoting students' civic engagement in higher education. *Edueksos: Jurnal Pendidikan Sosial & Ekonomi*, 14(1). <https://doi.org/10.24235/edueksos.v14i01.20234>
- Hidayah, Y., & Sujastika, I. (2024). Strengthening civic disposition to build civic engagement and political participation in civic education in Indonesia. *ASANKA: Journal of Social Science and Education*, 5(2), 233–240. <https://doi.org/10.21154/asanka.v5i2.9867>
- Hoskins, B., Saisana, M., & Villalba, C. M. H. (2015). Civic competence of youth in Europe: Measuring cross national variation through the creation of a composite indicator. *Social Indicators Research*, 123(2), 431–457. <https://doi.org/10.1007/s11205-014-0746-z>
- Kwong, K., & Benedict, C. (2025). Integrating community-based learning into the classroom: Students become long-term care resident advocates. *Innovation in Aging*, 9(Suppl. 2), igaf122.1590. <https://doi.org/10.1093/geroni/igaf122.1590>
- Mainde, D., Mpolomoka, D. L., & Mwansa, M. (2022). Localizing integrative approaches in civic education: Towards development of moral and civic competencies of secondary school learners. *International Journal of Research and Innovation in Social Science*, 6(1), 588–596.
- Prasetyo, W. H., Sumardjoko, B., Muhibbin, A., Naidu, N. B. M., & Muthali'in, A. (2023). Promoting digital citizenship among student-teachers: The role of project-based learning in improving appropriate online behaviors. *Participatory Educational Research*, 10(1), 389–407. <https://doi.org/10.17275/per.23.21.10.1>
- Situmeang, T. L., & Dharma, S. (2025). Pengaruh pembelajaran team based project terhadap civic participation siswa di SMP N 29 Medan. *Jurnal Pendidikan Kewarganegaraan*, 9(1), 84–93. <https://doi.org/10.31571/jpkn.v9i1.8036>

- Sukadani, Y. A., Sanjaya, D. B., & Suastika, I. N. (2026). Needs analysis of strengthening civic disposition through future learning design to enhance students' citizenship character. *Paedagogia: Jurnal Penelitian Pendidikan*, 29(2), 268–280. <https://doi.org/10.20961/paedagogia.v29i2.119682>
- Suyato, Hidayah, Y., Septiningrum, L., & Arpannudin, I. (2024). Application of the collaborative learning model to improve 21st-century civic skills. *Journal of Education and E-Learning Research*, 11(3), 456–463. <https://doi.org/10.20448/jeelr.v11i3.5753>
- Trisiana, A., Jutmini, S., Haryati, S., & Hidayatullah, F. (2015). The development strategy of citizenship education in civic education using project citizen model in Indonesia. *Journal of Psychology and Educational Research*, 23(2), 111–124.
- White, G., Dong, D., Campbell, D. E., & Lee, C. D. (2023). The future of civic education: Implications for research, policy, and practice. *The ANNALS of the American Academy of Political and Social Science*, 705(1), 249–257. <https://doi.org/10.1177/00027162231193538>
- Widodo, S. T., Renggani, R., & Sukarjo, S. (2018). Pengembangan model pembelajaran project citizen berorientasi civic knowledge, civic disposition, dan civic skill sebagai inovasi dalam mata kuliah pendidikan PKn SD. *PKn Progresif: Jurnal Pemikiran dan Penelitian Kewarganegaraan*, 13(1), 23–36. <https://doi.org/10.20961/pknp.v13i1.23262>
- Zulfikar, T., & Darajat, Z. (2025). A comparative study of community service integration in high school education: Insights from Malaysian and Indonesian teachers' practices. *Cogent Education*, 12(1), Article 2567734. <https://doi.org/10.1080/2331186X.2025.2567734>