

## Project citizen model to develop student's pro-social awareness

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### ABSTRACT

Students' learning activities cannot be separated from various factors. The purpose of this study was to determine how project citizen model developed students' pro-social awareness. This study was motivated by diminishing pro-social awareness among students. This study was conducted qualitatively by using case study. The results showed that through project citizen model, students' pro-social awareness could develop. Besides, project citizen model could help students think critically about social reality. This study recommended to maximize the use of project citizen as a learning model that could develop various potencies of students.

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## Introduction

Students are part of resources that have an important role in the development of a nation. Students have new enthusiasm and hope for change. [Brown and Murdolo \(2016\)](#) confirm that student is a person who has been registered in the university. [Hidayah et al. \(2020b\)](#) emphasize that students are the intellectual generations in higher education. It is not surprising that students have a strategic position in the future of their nation and country.

Considering various potencies and assets inherent in a student, students need to have various competencies that can be beneficial for their future lives at a macro level in a nation's life. [Budimansyah and Suryadi \(2008\)](#) state that students still need a guide to become smart and good citizenship. [Matthews \(2018\)](#) states that students demonstrate complexity of influences and factors that shape success. Therefore, to prepare smart and good citizenship, students' attention needs to be further reflected. The position of student is different according to his purpose. In this case, [Borden and Holthaus \(2018\)](#) describe that in student's position, it needs to be reflected differently according to the goals, interests, and other stakeholders.

The Indonesian is known as a wealthy nation and has a variety of wealth. Indonesia is a sizeable archipelagic country with various cultural artifacts, such as traditional ceremonies, weapons of war, traditional clothing, various arts, and culinary delights. Historical records show that Indonesia has experienced a development process that continues to lead to improvement. However, [Pratama \(2015\)](#) argues that since Indonesia's independence and implementing the trilogy's development concept by using the trickle-down effect theory, it turns out that it has created disparities in economic growth. [Hidayah et al., \(2020\)](#) explain that youth relationships should be highly closed in developing a nation.

Reasonably, to sustain national development, it is necessary to provide provision for the younger generation to make Indonesia better in the future. Malihah (2015) states that youth who can contribute to development are somewhat Indonesia needs in the future. Indonesia's quality of development can be started by improving education quality. Hidayah et al., (2020a) clarify that one of the improvements in quality is to raise Civic Literacy in Indonesia. In line with this, Edison and Singla (2019) admit that what contributes to the nation's growth is primarily through private investment in the service sector. Therefore, to prepare smart and good citizenship, various Higher Education learning patterns need to be developed.

Granados (2018) states that education and its goals are originally to create a perfect citizen. Besides, Aboutorabi (2015) explains that because every country has its own history, culture, and wills, universities and schools need to assert themselves about what they want. In a broader context, students have a central role in any change. Clycq (2016) strengthens that the education system is an important social and cultural tool. However, in student's learning process at Higher Education, various challenges can lead them to forget the national identity as Indonesian.

Reaching crisis identity, it is necessary to affirm and re-think pro-social attitudes in society which can have positive consequences in the life nations. Anker et al. (2010) state that positive attitudes can be identified across the pro-social domain. The attitude that can positively impact a nation's life is about the development of the socialist ideal of personality and desire to make significant social contributions (Chen, 2019). Then, Black (2021) argues that the best future way to turn back in time is at the state's founding fathers' ideals in the nation's early years. Therefore, the negative phenomenon that appears in pro-social attitudes is a problem that deserves any attention.

The following are various phenomena regarding pro-social issues and the problems. A study on the effect of social empathy on behavior among 126 students at the university in Indonesia with an average of 18-25 years old showed that there was a significant influence between social empathy and social behavior (Umayah et al., 2017). The study results on content mastery with symbolic techniques against pro-social behavior of 25 students at UNNES had a positive effect on students' pro-social behavior (Anggitasari & Awalya, 2017).

A database search "child", "pro-social development", and "pro-social behavior" results that in the case of infants. Source of pro-social behavior can use stories and be accompanied by good deeds in them (Mareš, 2017). The results showed that a significant relationship was found between pro-social behavior and adolescent self-concept (Deepty & Geeta, 2015). The study results on the exploration of the antecedents of pro-social behavior among students showed that gender and location were independent factors. In contrast, pro-social behavior as a dependent factor was enormously positive among students. The pro-social culture of students helps students to adapt progressively to society, including universities (Quain et al., 2016).

Furthermore, it appears that pro-social occupies various vital roles in determining a person's attitude tendency. Hidayah and Retnasari (2020) emphasize that Pancasila and Citizenship Education leads to this direction in the discourse of smart and good citizenship. Factually in human relations, especially students, managing and building good relationships is a strength that makes them have a high intellectual and good moral. De Graaf and Paanakker (2014) confirm that validity and transparency are the performance values of others. However, it needs to be pursued and habituated through various learning model schemes in Higher Education.

Budimansyah (2009) argues that project citizen has provided opportunities for students to be able to act as citizen. This study aims to maximize the project citizen model to develop and foster students' pro-social attitudes. This statement is confirmed by Fajri et al. (2018) that the project citizen model can develop students' disposition reflected in the form of responsibility, care, respect for

opinions, participation, commitment to learning, critical thinking, communication, collaboration, and innovation. Additionally, [Medina-Jerez et al. \(2010\)](#) reinforce that schools worldwide use Project Citizen as a curriculum that promotes the acquisition of academic and life skills, such as citizenship, problem-solving, oral and written communication, and research.

This study purposed to find out how the project citizen model developed students' pro-social awareness. In line with the introduction introduced by [Putri et al. \(2017\)](#), Indonesia is considered a pioneer in implementing open data in Southeast Asia. This study was expected to be a reference base for similar future studies. [Kuosa \(2011\)](#) argues that there have been two paradigms in the evolution of future studies, namely (a) the emergence of a new paradigm and (b) two existing paradigms that have many methodological approaches. Besides, this study's practical benefit was to add insight and knowledge on the project citizen model and pro-social attitudes.

## Method

This study was a qualitative case study. The use of qualitative research was to provide an opportunity for researchers to express research findings. [Creswell \(2012\)](#) argue that qualitative research is a kind of research using that used words as data. Meanwhile, a case study was carried out so that researchers can obtain comprehensive information. In this case, [Yin \(2006\)](#) argue that a case study is used to obtain in-depth information.

This study's subjects were 37 students of the Department of Pancasila and Citizenship Education at STKIP Pasundan, Cimahi. The study was focused on conducted on students in the even semester 2019/2020, namely February to March 2020.

The studied subjects were divided into two large groups and given different themes. The studied subjects practiced the project citizen model in six steps, namely 1) identifying the problem; 2) determining the problem; 3) gathering information; 4) creating a portfolio; 5) presenting the portfolio, and 6) reflection. The data were collected through observation, interviews, and documentation. The interview was conducted against eight students who were practicing model project citizens. At the same time, the observation was carried out when the project citizen model occurred. Then, the data analyzed by using the triangulation model.

## Result and Discussion

The implementation of project citizen had provided various learning experiences for students. [Munna \(2020\)](#) explains that current educational practice underlies values, culture, and philosophy, including the concept of education. The interview results with AS regarding the project citizen model showed that the project citizen model could live out a learning atmosphere. "Learning to use project citizen model makes me happy because I can explore learning freely" (US, Feb-2020).

The implementation of project citizens provides a different learning experience for students. [Warren et al. \(2013\)](#) explain that the learning experience is a challenge for educators who want to create interactive media in their classrooms. The project citizen model shows that it can be a single experience for students in their teaching and learning process.

An interview with FK had resulted from the project citizen model enabled us to think critically. In [Warren et al. \(2013\)](#), Dwyer states that critical thinking is an important construct in 21<sup>st</sup>-century learning. In the project citizen model, critical thinking becomes a standard contribution in an enrichment carried out by lecturers. Besides, an interview with VC had shown that the project citizen model could increase students' awareness of daily social situations. Besides, students' daily social situations using the project citizen model are mostly additional activities in their daily lives. [Santi \(2019\)](#) explains that situational experience is formed by a situational framework, where a person can

see other people and interpret one another. This study also pointed out that the project citizen model also had shortcomings and required a longer learning time.

Figure 1  
*Students Presenting the Results of a Project Citizen*



Based on the observation results on the project citizen model, students were quite good at implementing project citizens. This evidence could be seen from various learning activities being organized and coordinated. Bahmani (2016) argue that when students connect to current events, they will present a series of analyses. In regular learning activities and in the practice of the project citizen model, students connect theories to the real world. They also had a smooth presentation. Thus, students can obtain and understand how the learning process occurred.

The observation also showed that the project citizen model was sufficient to provide students with awareness of various phenomena in their real lives. Hewege and Perera (2013) argue that to explore the effectiveness and pedagogical implications, students' real-life phenomena can be a pedagogical implication. Then, these results were confirmed with documentary evidence in the form of students' notes on the problem identification process, and students provided a comprehensive and in-depth problem identification.

Figure 1  
*Results of a Project Citizen*



Another idea had shown that students had and applied various pro-social attitudes in implementing project citizen. Hyejin et al. (2021) state that many pro-social attitudes use assertive messages, but ironically assertive messages can cause reactance. As a response to implementing project citizen, students could experience, understand, and shape their pro-social attitudes. Lok

(2015) explains that the implementation of learning that can experience, understand and shape students' attitudes has become a key role in contributing to the uniqueness of learning to help students critically understand the learning model. An interview with PBD showed that students could learn to work together through project citizens and had mutual tolerance.

Another result showed that the project citizen model provided opportunities for students to think critically and creatively. [Wahyudi et al. \(2020\)](#) stated that the learning scheme's completeness determines students' creative thinking ability. Indeed, this is an exciting thing that students could begin to have and experience the learning process through the project citizen model. Through the project citizen model, learning can provide opportunities for critical and creative thinking. A good and complete scheme in the project citizen model will help students produce critical and creative thinking.

### **Student's Pro-social Awareness Develops through Project Citizen Model**

The results showed that the project citizen model had provided an unusual learning experience for students. In this context. The project citizen model provides learning experiences to design, implement, or promote solutions to various problems. [Tessa et al. \(2020\)](#) explain that providing learning experiences can be a source for students' information literacy. Therefore, in the practical aspect of project citizens, students tend to be active and cooperated well.

[Martini et al. \(2018\)](#) state that the 21<sup>st</sup> Century presents various challenges in learning. In this regard, the project citizen model can develop students' pro-social awareness that can answer learning challenges in the 21<sup>st</sup> Century. The project citizen model also responds to the challenges of 21<sup>st</sup> century learning in integrating knowledge, skills, and attitudes. [Tessa et al. \(2019\)](#) state that knowledge, skills, and attitudes provide an introductory overview covering all types of lessons. The project citizen model can also provide opportunities to achieve students' information to manage their learning.

Students' pro-social awareness develops through the project citizen model, and it can be identified through some standards, namely: 1) empathy; 2) caring; 3) participation; 4) cooperation; and 5) solution. [Hidayah et al. \(2020\)](#) state that learning can be effective with a specified strategy. In the project citizen model, students' pro-social development with the enrichment of student's intellectual horizons. [Botha \(2001\)](#) explains that the educational process allows flexibility for factors and practices. Through the project citizen model, students can fully develop to achieve learning objectives. Thus, pro-social appears when students can accept and understand what they are doing.

Furthermore, students' pro-social awareness develops through the project citizen model. It signified that their pro-social knowledge increases from their attitudes in implementing the project citizen model. [Muhammad et al. \(2020\)](#) explain that pro-social behavior has the potency to impact pro-social values in improving student attitudes positively. The results showed that the project citizen model provides students with an opportunity to deepen their knowledge, not merely their cognition.

[Morgan \(2019\)](#) argue that someone trying to have a good intention is a person who can properly admit, deserve, and support his mistakes. In line with this study, through the project citizen model, there is a development of attitudes and tendencies resulting from their role in the project citizen model. Thus, a good intention can arise when it occurs; or in another way, there is support from the environment that can support this good intention's growth. It is in line with [Suyatno et al. \(2019\)](#) opinion that factors that appear in the classroom atmosphere are factors that have a significant effect on students' attitudes.

Students' pro-social awareness through the project citizen model had improved along with learning activities through the project citizen model. In this context, [Sukma and Evitriana \(2019\)](#) approve that learning media is a media for training to improve students' abilities. In this case, learning

media can improve the skills of students. [Lei et al. \(2020\)](#) explain that the significant positive relationship among attitudes positively affects attitudes and intentions. Pro-social awareness through the project citizen model provides a balance in increasing students' pro-social awareness.

The existence of differences in students' pro-social awareness shown through the project citizen model indicates that students sometimes prefer to show their pro-social attitudes because they are in project citizen learning. In line with this, [Papanikitas \(2017\)](#) argues that professionalism is a key component of good general practice, while self-awareness is a key component of professionalism. [Wong & Ng \(2021\)](#) explained that an education system could only be successful as long as it can develop students in order that they are ready to face the future. Therefore, to achieve pro-social awareness, students experience a reflection process that can bring them closer to pro-social awareness.

### **Students Think Critically through Project Citizen Model**

This study also showed that the project citizen model had also provided a space for students to think critically. They can present various solutions to their problems. [Gonzalez et al.,\(2020\)](#) explain that there is an innovative evidence-based skills intervention in critical thinking. Therefore, in critical thinking, the project citizen model can help students develop their critical thinking.

The intelligence of citizens accumulates awareness of their rights and obligations as citizens ([Hidayah et al., 2020](#)). Through the project citizen model, students seem to have their awareness as citizens when they face a question, "What can I do for this problem?". [Lovegreen \(2020\)](#) explains that critical thinking helps to input project-based learning and maintain the learning component's quality. Through the project citizen model, students' critical thinking is directed to deliberate opinions and concepts.

[Endsley \(2015\)](#) argue that situational awareness has become a widely used construct in the human factors community and has been the focus of research over the past 25 years so that critical thinking for students through the project citizen model has set them in a solution situation because they set in a situation awareness. [Lisa et al. \(2009\)](#) state that awareness is a structural process that integrates critical thinking aspects in students' situations. Through the project citizen model, students are directed not only to think substantively but also on benefits.

Younger generation needs to be equipped with a set of abilities to be a smart nation in the industrial revolution. That encourages the development of students critical thinking will be an effort to manifest smart and good citizenship. Besides, students' critical thinking can reflect a pattern to classify a problem. [Zandvakili et al., \(2019\)](#) argues that critical thinking is what, when, where, how, who, and why questions taken from Aristotle's work "Nicomachean Ethics". Through the project citizen model, students' competency collaboration occurs and can deliver them to critical thinking.

The conceptualization of students' critical thinking through the project citizen model is connected to their reflection based on their problems. [Shaw \(2014\)](#) argue that education has recently begun to condense with critical thinking as a skill in the 21<sup>st</sup> Century. [Howlett et al. \(2016\)](#) clarify that substantive changes are needed in both curriculum and pedagogical practice to challenge epistemology and dominant discourse about the environment. In line with this, through the project citizen reasoning model, critical thinking can be well trained.

### **Conclusion**

Referring to the activities being carried out, the project citizen model can develop the potency of students. Related to this, students can develop their pro-social awareness and critical thinking through the project citizen model because it becomes a learning model that can deliver students to the realization of smart and good citizenship. This study implies that the implementation of the

project citizen model should be maximized as a learning model that can be implemented in other educational institutes. Besides, another possible study on the project citizen model is expected to progress for improvement.

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