



Increasing Social Care Through Civic Education in Higher Education

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ABSTRACT

This study aims to build students' social care through an engagement-based Civic Education curriculum at Universitas Negeri Yogyakarta, whose students have diverse backgrounds. This study was developed based on the qualitative approach through 1) a focus group discussion to analyze the efficacy of the engagement learning model in the Civic Education curriculum, 2) a workshop focused on the development of engagement learning models, 3) expert validation using the engagement learning model instrument, 4) implementation of the engagement learning model, and 5) reflections on the engagement learning model implementation. The results of this study show that the Engagement Learning Model can enhance social care by fostering mutual respect for diversity, promoting social cohesion, cultivating empathy towards others, and encouraging volunteerism. The researcher used the social value theory to analyze students' social care. This engagement learning model can develop a social collaboration promoting each student's unique characteristics. Students were trained to be critical and socially sensitive through the engagement project consisting of social activities in the community in Civic Education learning. It shows that increasing students' care from Civic Education may positively influence students' knowledge, attitudes, and social relations when working within their groups. It affected their respect and acceptance of diversity, social cohesion that forms cooperation, sympathy for others that includes social solidarity, and a sense of volunteerism that makes students solve social problems with other groups.

Keywords: caring attitude, civic education, social involvement

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INTRODUCTION

Promoting social care is beneficial as it fosters coherence in life, cultivates a sense of togetherness, addresses ethical deterioration, and promotes a sense of unity among others. Regarding social life, Taber (2011) states that social care plays an important role in promoting effective social ethics. White et al. (2016) point out that good social practices can support social care. Based on these ideas, reinforcing social care is fundamental for increasing the effectiveness of coaching good social-moral values that apply in lives.

Social care can be developed through education, especially in higher education. Based on Indonesian Law No. 12/2012, higher education generates individuals who possess strong religious beliefs, demonstrate noble qualities, maintain good health, possess extensive knowledge, have competencies, display creativity, foster independence, embrace cultural diversity, and contribute to other people and the nation. To achieve this goal, there is one compulsory subject, namely Civic Education, which, in the context of Indonesia, carries out teaching-learning processes based on the preamble of the 1945 Constitution of the Republic of Indonesia to educate the nation's generation. This concept is articulated in Act No. 20/2003 on the National Education System,

which emphasizes that education aims to cultivate students' capabilities which will later be needed by the community, the nation, and the state.

In the context of implementing engagement learning in the civic education course, the term "social care" pertains to a form of social sensitivity and responsibility exhibited by individuals or groups towards the social problems in their surroundings. In the context of engagement learning in the civic education course in higher education, social care is one of the essential aspects to be instilled in students. Through engagement learning, students are expected to gain direct experience in facing and solving various social problems in the community.

In order to enhance students' social care, it is necessary to introduce and comprehend the diverse social issues that exist in our surroundings. Therefore, engagement learning enables students to gain firsthand experience in facing these social issues. By employing this approach, students can acquire the ability to understand, appreciate, and respond to social problems within their community.

Moreover, engagement learning facilitates students' comprehension of the importance of social cooperation and solidarity in addressing the diverse social issues. Students are instructed to collaborate in solving social problems and provide mutual assistance during this learning process. Through social cooperation and solidarity, students can learn to understand and appreciate diversity and build good relationships with others.

Furthermore, engagement learning can additionally help students gain experience in providing practical expertise to various social problems. In this learning process, students are expected to identify social problems, analyze their underlying origins, and design appropriate solutions to address them. By following this approach, students can develop and attain valuable skills and information that will enable them to effectively address social problems in the future.

The objective of Civic Education is commendable. In the book *Citizenship Education for Higher Education* issued by the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology, and Higher Education of the Republic of Indonesia (2016), it is stated that the purpose of Civic Education for Higher Education is to cultivate graduates with a deep understanding of the state and to foster a strong sense of patriotism and pride as Indonesian citizens who will be in the future leaders of the nation. Therefore, one of the steps to share and teach knowledge, attitudes, and behavior is to achieve the indicators of the objectives of Civic Education in Higher Education.

In order to effectively and efficiently deliver Civic Education materials in universities, especially in terms of promoting social care, efforts are needed to internalize the values of social care. According to Webb (2008), participating in discussion alone is insufficient to promote social care. Therefore, students should be actively engaged in the discussion. In terms of social relationships, Macdonald et al. (2018) argue that social care prioritizes the improvement of better human relations practices. Thus, Civic Education in Higher Education be able to understand the substance, learning methods, and learning models that might enhance the effectiveness of Civic Education in Higher Education.

In the future, social care will be highly needed (Dutrénit, 2005). Social care is a practical response to the inherent human need for maintaining individual relationships (Rand, 2022). Moreover, social health promotes cooperation (Evans & Forbes, 2009). Therefore, a harmonious and equitable partnership is needed so that Civic Education learning in Higher Education can improve students' social care.

In teaching social care in civic education, lecturers are required to have the ability to plan, implement, and evaluate learning that cannot only enhance students' interests but also promote social care. According to London-Willis et al. (2012), the lack of comprehension of the components of personalization highlights the concerns about the future of social care. Conversely, Emery et al. (2002) argue that the growing population effectively improves social care and information services. Thus, it is imperative for younger generation degradation to acquire knowledge in order to identify and adopt attitudes and behaviors guided by principles of social care, in response to the diverse social issues that lead to moral degradation.

Some learning models to improve the quality of the implementation of Civic Education in universities have been developed. Learning models designed to enhance students' involvement

should contain the following principles: 1) Civic Education in Higher Education is associated with the need for critical thinking development, but in practice, divergent learning strategies are not implemented (Wahab, 2008); 2) Issues related to the teaching-learning process include a too large number of students in a class, teachers' irrelevant academic backgrounds, unplanned teacher recruitment process, the lack of learning facilities and infrastructure, monotonous learning model implemented, and learning evaluation that is not able to measure students' competencies (Winarno, 2013); 3) Civic Education courses should achieve learning objectives following the classification of subjects and student competencies (Hidayah, 2020)

Social care is an important value that encompasses honesty, compassion, humility, friendliness, and kindness. Sudarma (2014) pointed out that social care has a range of interpretation, so it involves the aspects of tasks, roles, and relations. Jones et al. (2022) stated that if the communication shows the quality of ethical principles, a formula is needed to preserve the social care values within the social interactions in the Civic Education course.

Universitas Negeri Yogyakarta is a public university located in the Special Region of Yogyakarta. The campus is located on Jl. Colombo Yogyakarta No.1, Karang Malang, Caturtunggal, Kec. Depok, Sleman Regency, Special Region of Yogyakarta. The university focuses on the aspects of excellence, creativity, and sustainable innovation. Its vision is to become a superior, creative, and innovative educational university based on purity, independence, and scholarly. Universitas Negeri Yogyakarta is one of the highly renowned universities in Indonesia with students whose backgrounds are varied. This university also has reputable institutional accreditation.

The students of Universitas Negeri Yogyakarta come from diverse backgrounds, various regions in Indonesia, and even foreign countries. They have different educational and cultural backgrounds, with a wide range of interests and motivations in pursuing higher education. These may include formal educational backgrounds such as their previous schools, levels of education, and academic achievements, as well as non-formal backgrounds such as work experience, social activities, or extracurricular activities they have participated in before.

The President of the Republic of Indonesia, Joko Widodo, has designated Universitas Negeri Yogyakarta as a State-Owned Legal Entity (*PTN-BH*) University. This decision is stated in Government Regulation No. 35 of 2022 concerning Yogyakarta State University as a State-Owned Legal Entity University. The President announced this on Thursday (20/10) in Jakarta. This is a piece of joyous news and the result of the synergy and hard work of various parties. After the readiness documents were proposed three years ago, the collective performance of the UNY academic community, involving two Rectors, paid off. The change in status from *PTN-BLU* to *PTN-BH* makes UNY more authoritative and independent in terms of managerial assets, finances, and human resources.

In the future, it is expected that Universitas Negeri Yogyakarta is committed to furthering and improving the advancement of its education and research, enhancing its reputation both nationally and globally, and making a significant contribution to society and national development. The university can also aim to broaden its collaborative network with educational and industrial institutions, both nationally and internationally.

Previous studies in the field of social care focus on health support and social relations (Davis et al., 2022), social ethics in relation to core values and ethos (Koskinen, et al., 2020), social awareness (West et al., 2020), socio-emotional learning (Bond et al., 2021), and social work activities (Fairtlough et al., 2014). Therefore, this research focuses on activities that can revive social relationships, while excluding an examination of social care.

Following the background of the study, the researcher tried to examine and analyze the level of students' social care among students in Civic Education learning based on involvement values at Universitas Negeri Yogyakarta, taking into account the different backgrounds. The problems of study are formulated as follows: 1) How is the engagement learning model implemented in Civic Education at UNY? 2) How is student social care promoted through the engagement learning model in the civic education course at UNY?

The learning model of engagement developed by the researchers refers to the service-learning model. The engagement model involves students applying the acquired knowledge to

contribute to the local community for their own advantage (Hidayah, 2020). In the preparation of engagement learning, careful consideration is made to aligning with the steps prepared by students and lecturers through the course plan design. The engagement learning model is a pedagogical approach that emphasizes the active and constructive participation of students in the learning process. This model emphasizes active student participation in developing understanding and skills that are expected through challenging learning processes and providing opportunities for students to take an active role in learning. This engagement learning model is applicable across various fields and learning contexts, including the subject of Civic Education in higher education.

The development of the engagement learning model comprises: 1) identifying learning objectives, 2) selecting service-learning projects, 3) designing learning activities, 4) creating assessment methods, 5) implementing the learning process, and 6) reflecting on and evaluating the learning outcomes. Developing the engagement learning model aims to increase active student participation in the learning process, develop social and leadership skills, and build awareness of social and environmental concerns in their surroundings. In addition, the goal of developing the engagement learning model is also to improve students' problem-solving aptitude and critical thinking abilities so that they can better face real-world challenges.

METHOD

This study employed the qualitative approach that was done through Focus Group Discussion, Workshop, Expert Validation, and Implementation of the Engagement Learning Model in Civic Education courses. The researchers used ethical approval in this study by asking for research permission following what has been applied at Universitas Negeri Yogyakarta. Additionally, the researchers adhered to the principles of respect for person and beneficence.

The dataset was obtained by using primary data collection in the form of a questionnaire through the digital survey platform Google Form consisting of indicators such as knowledge, understanding, social relations, appreciation, and acceptance of diversity, improving social cohesion, empathy, and problem-solving for social issues. based on these indicators, questions, and statements were derived and given to civic education students. The students who participated in filling out the questionnaire were both female and male, aged 17 to 19, 20 to 21, 22 to 24, or over 24. The study included a total of 100 participants.

Each group consisted of 10 males and 10 females that were interviewed. In addition, the study included the participation of one learning expert, two learning model experts, and two civic education experts. In this study, the researcher applies non-maleficence and fairness by ensuring that participation is free and deserving of respect. The ethics committee that approved this research was from the Universitas Negeri Yogyakarta and the researcher has confirmed that consent was obtained from all participants in filling out the questionnaire given by the researcher. The methods used in this research are presented in more detail as follows.

A Focus Group Discussion was conducted to examine and analyze the implementation of the engagement learning model in civic education learning that had been implemented at Universitas Negeri Yogyakarta. The discussion focused on the implementation of the engagement learning model, which prioritizes the values of social care in the areas of attitudes, behavior, and knowledge. The integration of research development with Civic Education learning was anticipated. The research subjects include the lecturers of civic education and the head of the Civic Education study program teaching at UNY. The following steps were taken during the FGD. First, Civic Education lecturers participated in the workshop on the learning model development. This workshop aimed to examine, explore, and confirm the design of the learning model that was applied in the field. The workshop also focused on the issues related to Civic Education learning at UNY. Second, expert validation was done to assess the learning model developed based on social care values. The model includes learning materials, media, and learning evaluation instruments. Third, the learning model may increase students' social care. Last, the qualitative data analysis involved data reduction, data presentation, conclusion drawing, and verification.

In this study, the researcher employed a range of methods, including 1) a focus group discussion to examine the engagement learning model in the Civic Education curriculum, 2) a

workshop on the development of engagement learning models, 3) expert validation using the engagement learning model instrument, 4) implementation of the engagement learning model, and 5) reflections on the implementation of the engagement learning model.

The instructors implemented an engagement learning model throughout the research process to determine how it could enhance social care. The engagement learning model in this study was aimed to cultivate social care by integrating elements of engagement in learning, such as providing opportunities for students to actively participate in the learning process, creating situations that encourage students to interact with the community and environment, and allowing students to apply the knowledge and skills they have learned in the engagement projects. During the engagement learning model, students were encouraged to establish positive social relationships with their community and strived to understand the social needs and issues in their environment. This can foster empathy and cultivate a sense of concern among students for social issues and encourage them to contribute to solving these problems. In the long term, the engagement model can help cultivate social care among students, transforming them into individuals who are aware and responsive in addressing the problems of the community and environment.

The validation of the learning model and qualitative data analysis by experts was conducted to ensure that the resulting learning model aligned accurately with the defined learning goals and objectives, and that the qualitative data analysis was valid and reliable. The method of verifying the learning model and qualitative data analysis involves the following steps: 1) consulting the experts in the fields of learning and research to obtain input and advice on the learning model and data analysis techniques used, 2) conducting a trial of the learning model with a cohort of students or learners to obtain feedback on the effectiveness and efficiency of the learning model used, 3) collecting qualitative data from several informants through interviews, observations, and documentation for analysis using specific qualitative data analysis techniques, 4) conducting qualitative data analysis using established techniques, such as content analysis, discourse analysis, or thematic analysis, 5) testing the validity of the results of qualitative data analysis using triangulation techniques, comparing the results of qualitative data analysis from multiple sources and perspectives, and 6) interpreting the results of qualitative data analysis and make conclusions or recommendations regarding the learning model tested and the data analysis techniques used.

By conducting the validation of the learning model and qualitative data analysis by experts, it can be ensured that the learning model used is effective and efficient, and the resulting qualitative data analysis is valid and trustworthy.

FINDING AND DISCUSSION

Finding

The findings in this study were obtained through a triangulation process involving documentary data and interviews with research subjects, including students and the instructor. The interviews were conducted through Focus Group Discussions, Workshops, Expert Validation, and the Application of the Engagement Learning Model in the Citizenship Education course. This section will explain the role of directed group interviews and surveys contributed to the results.

Social care values

Promoting students' social awareness through Civics Education can be enhanced while delivering several topics, such as social integration, awareness of citizens' rights and responsibilities, and insights into the archipelago. Based on the results of a directed group interview with students from three different groups: group A, B, and C in the Application of the Engagement Learning Model in Citizenship Education, it was found that the learning model emphasized social awareness. Based on the researcher's findings from Class A informants, namely LS (17), KF (21), and RA (19), promoting students' social awareness through Civics Education with an engagement learning approach involves providing knowledge, setting an example of good

attitudes, creating situations that encourage students to establish social relationships within and outside of their group, and encouraging students to appreciate and accept diversity.

Additional data from group B, AAC (20), and F (19); group C, namely F (19) and RU (23), revealed that after studying Civics with the engagement learning model, social cohesion can be enhanced. Social cohesion includes cooperation, increased empathy towards others, forming social solidarity, and encouraging students to provide solutions to social problems. From the interview results, it can be generalized that teaching Civics with the engagement learning model can promote students' social care. This learning model allows students to acquire knowledge about social integration, citizenship rights and obligations, and national insight. Moreover, this learning model also encourages students to develop positive attitudes such as valuing diversity and establishing good social relationships within and outside the group.

The interview results revealed by the participants from group A, B, and C indicate that the engagement learning model can improve social cohesion among students. This is reflected in cooperation, empathy towards others, social solidarity, and the ability to solve social problems. Therefore, teaching Civics with the engagement learning model can be an effective alternative to promote students' social care.

In the social project, which is the third activity in the engagement learning model, students obtained numerous advantages related to fostering social care. During the implementation of the engagement project, students visited different places to conduct the project, such as orphanages, local places of worship, markets, and riverbanks. According to the results of the survey conducted as a part of social project, students gained many benefits related to increasing social care. Of the 100 respondents interviewed, 85% reported that they benefited from the increase in social care brought about by the social project they had participated in. 90% of respondents said that they had a better understanding of social problems in society after being involved in the colonial project. More than 70% of respondents admitted that the social project they participated in provided an opportunity to meet and interact with people from different backgrounds, thus expanding their social insights and experiences. 60% of respondents said that the social project provided opportunities to develop social skills such as communication, cooperation, and empathy with others. More than 80% of respondents considered that the social project could positively impact society, especially in improving the quality of life and welfare.

Additionally, certain respondents expressed that the social project might provide a valuable experience and motivate them to persist in their efforts to make a positive impact on society, either individually or with friends. Based on the survey results, it can be concluded that the social project can provide significant benefits for students, especially in increasing social care, understanding social problems, developing social skills, and gaining valuable experiences. Moreover, the social project is also considered to positively impact society and motivate individuals to contribute more to society. Therefore, the social project should be an integral part of the college curriculum to develop students who are more caring and responsible towards society.

The primary objective of Civic Education is to build the students' social character and integration. Lickona (2012) identified that there are three elements to consider in the character education process: moral knowledge, moral feelings, and moral actions. Based on these aspects, building character and social integration requires the adjustment of different elements to become one unit through acts of kindness.

Delivering the values of social care can be done through the engagement learning model implemented in the Civic Education course that underlines the values of social care. In addition to including in the course material in the form of social integration, awareness of the rights and obligations of citizens, and insight into the archipelago, the researcher used PowerPoint and video media during learning. The researcher delivered some questions about social care during the class. The students' answers to the question are presented in Figure 1.

Based on Figure 1, students' answers are categorized into High, Moderate, Low, and No categories. It was found that 50% of the students belong to the Moderate category, 45% are in the High category, and 5% belong to the Low category. This result shows that various factors influence the lack and narrow understanding of social care. Therefore, many aspects can promote social care but have not been implemented yet. Social care is related to both the personal and

emotional needs of others, and it eliminates individualistic attitudes. Regarding to this aspect, social care is represented in someone's attention and affection that come up because of conscience and shared interests.

Creating active information services can provide social guidance Meyer (2018). Social orientation focuses on high-quality social health (Kallio et al., 2022). The concept of social care promoted through the engagement learning model is focused on shared interests and culture. Curtis et al. (2018) stated that complexity theory helps strategies for planning in the social healthcare sector. The implementation of the engagement learning model in the Civic Education course is in the form of a strategic planning unit to achieve the indicator of students' social care.

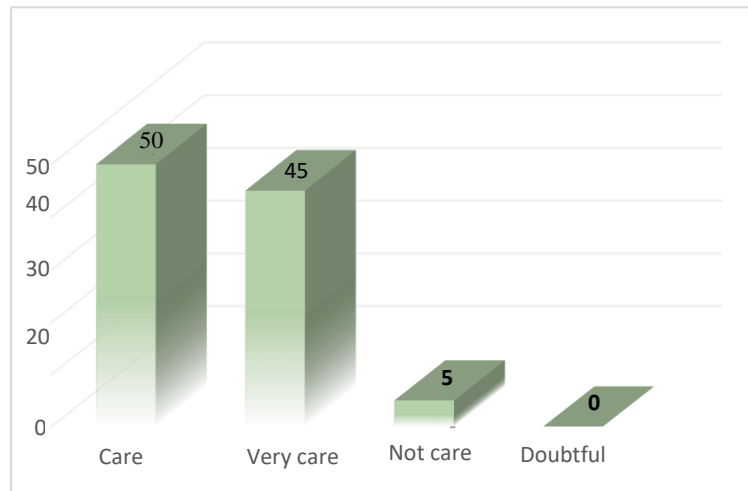


Figure 1. Students' Social Care during the Implementation of the Engagement Learning Model

Pro-social behaviors such as empathy and social responsibility affect prosocial attitudes in terms of the environment, knowledge, and personality (Hidayah et al, 2020). Social skills promote self-defense (Agran & Scott, 2016). The inadequate provision of social care is caused by both a limited comprehension of the concept of social care and the lack of awareness and education on the values of social care. Gülseven et al. (2022) stated that public prosocial behavior is related to prosocial behavior. In terms of social care, it becomes one of the life skills, as said by Luo & Seeberg (2022), that life skills are significant to improve social empowerment abilities.

Different social skills are related to social skills as behavioral attributes (Bartholomeu et al., 2016). Social values and life skills have a high meaning and mediate social values and life skills (Bolat, Y., & Korkmaz, C, 2021). Education that inserts social care values in teaching should be a concern so that the positive values about social care can be built with activities held in universities that aim to be a basic in growing social caring attitudes. As stated by Jackman, L. J et al. (2014) b, group formulation aims to facilitate understanding, reflection, and empathy in behavioral care.

Solution planning in engagement projects

In recent years, awareness of significant changes throughout the economy and public lives (Olsen et al., 2022). However, Wijaya et al. (2020) stated that until now, learning is still focused on the cognitive domain. For this reason, the engagement learning model through civic education invites students to recognize, understand, and practice beneficial collaboration in developing social care attitudes. Guzman et al. (2022) asserted that many strategies and techniques with distinct characteristics are employed in resolving pivotal problems. Planning solutions in the engagement project will facilitate bilateral communication among students, thereby fostering social care and enhancing awareness.

The Focus Group Discussion results were obtained from the engagement learning model introduction phase. The researcher involved 1 learning expert, 2 learning model experts, and 2 civic education experts. The researcher developed the engagement learning model concerning service learning, which was the part of an educational process where learners were directed to not only master course material but also applied it to benefit the surrounding community.

Developing the engagement learning model concerning service learning can be carried out through 6 steps, as depicted in Figure 2. The explanations of each part in developing the engagement learning model are as follows: 1) Determining learning objectives: learning objectives must be clear and appropriate to the teaching context. Learning objectives can be focused on developing social skills, increasing social awareness, or developing academic skills; 2) Determining service-learning projects: service-learning projects must be carefully chosen. The project should have social value and produce significant benefits to the community. The project should also be able to be integrated with the current curriculum being studied. 3) Designing learning activities: learning activities should be designed so students can actively participate in the service-learning project. Learning activities can include skills training, reflection, group discussions, and presentations; 4) Developing assessments: assessments should measure student progress in achieving learning objectives. Assessments can consist of formative and summative assessments. Formative assessments can be done through reflection and group discussion, while summative assessments can be done through assignments and presentations. 5) Implementing learning: service learning can be implemented by involving students in service-learning projects. Students can participate in activities such as tutoring, fundraising, or other social activities; 6) Reflecting and evaluating learning: after learning is completed, students and teachers can reflect and assess the learning that has been done. Reflection and evaluation can provide valuable feedback and be used to improve learning in the future.

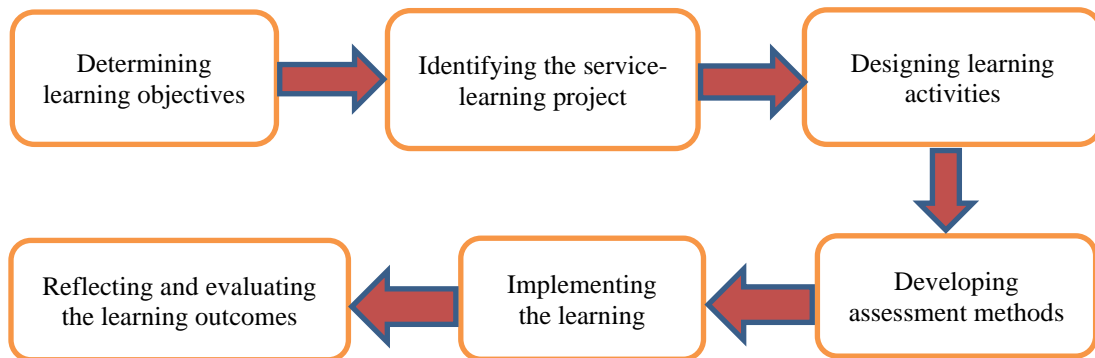


Figure 2. Illustration of the Development of the Engagement Learning Model

In developing a learning engagement model to concerning service learning, it is important to consider factors such as teaching context, service learning projects, learning activities, assessment, and reflection. This will help ensure that service-learning runs smoothly and can provide significant benefits to students and the community.

The purpose of developing an engagement model in the Civics Education course in higher education is not only to enhance social care but there are also some pivotal points that it gets. First, it improves students' social skills: one of the objectives of developing an engagement model in the Civics Education course in higher education is to enhance students' social skills. In this model, students will be directly involved in social projects that can help them acquire better social skills, such as the ability to communicate effectively, build good relationships with others, and work collaboratively in teams. Second, it increases students' civic awareness, that is another objective of developing an engagement model in the Civics Education course in higher education is to increase students' civic awareness. In this model, students will be involved in social projects that can help them gain a better understanding of citizens' rights and responsibilities, as well as build a sense of love and pride for their country. Third, it provides benefits to the community. In addition to improving students' social skills and civic awareness, the development of an

engagement model in the Civics Education course in higher education also aims to provide benefits to the community. In this model, students will be directly involved in social projects that can help the community in various areas, such as education, health, and the environment. This will have a significant positive impact on the community and help build better relationships between higher education institutions and the community.

In the context of remote learning or technology, the Project Engagement component can be carried out by utilizing various technological tools and platforms. The relation to remote learning or technology lies in Online Collaboration, where students can collaborate online through various platforms such as Google Drive, Microsoft Teams, or Zoom. This was obtained from interviews with students in classes A, B, and C who stated that they used technology in the process of engaging in projects. They were able to discuss and share ideas to complete the assigned project tasks. Additionally, online research can be conducted by students utilizing search engines or digital databases to find information related to the given project.

Furthermore, in the context of remote learning or technology, Digital Content Creation can be done where students can create digital content such as videos, posters, or blogs as part of their engagement project. Such content can be shared through social media or other digital platforms. In remote learning or technology, engagement projects can be an effective means to enhance student social engagement and provide significant benefits to the community.

Engagement learning is also related to Problem-Based Learning as referred to in the previous literature review. The results from a workshop attended by 110 students and experts in learning, including one learning expert, two learning model experts, and two civic education experts, found that there are similarities and close connections between engagement learning and problem-based learning. Both are learning approaches that emphasize student involvement in the learning process and encourage students to develop problem-solving skills.

In engagement learning, students are allowed to actively participate in the learning process through tasks or projects related to real-life situations. The main goal is to increase social engagement among students and provide significant benefits to society. Meanwhile, in problem-based learning, students are given real-life problems or situations that require complex and integrated solutions. Subsequently, students then employ a range of acquired concepts and skills they have learned to solve the problems. However, both learning approaches have similarities in developing students' critical and creative thinking skills, as well as developing analytical and reflective thinking skills. Both also encourage students to develop good collaboration and communication skills.

In relation to civic education, both can be used to teach students about relevant social issues and provide opportunities for students to engage in projects related to community life. Engagement and problem-based learning can also help students develop the ability to understand and effectively solve social problems. In the implementation of the Engagement Learning Model in the Civic Education course, students can plan solutions for Engagement Projects through interesting ways (Figure 3).

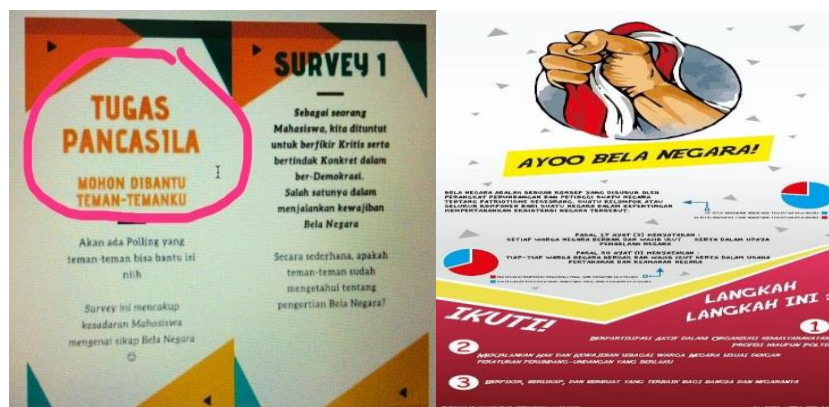


Figure 3. Solution Planning in Engagement Projects

Decision makers explain preferences for each goal (Xiong, Minghui; Xiong, Wei, 2022). The issues regarding environmental, economic, and social sustainability have been considered in solving the problem (Mohamed Saeed Khaled et al, 2022). In planning the problem-solving, it will introduce the unique characteristics of students based on their different backgrounds. Therefore, in this case, the sensing solution is more holistic as stated by Zhang, Guocheng et al. (2022), the sensing on planning problems in addition to considering the obstacle avoidance also pays attention to planning objectives.

With the rapid advancement of the Internet, new e-social community groups have emerged (Song, Wei; Yuan, et al., 2022). Based on these social realities, planning serves as a unit for students to develop their abilities through co-curricular activities, and engagement project as a part of the Civic education process. Lee, Jungwoo; Choi, Youngho; Suh, Jinho. (2022) stated that in a multi-agent system, multi-job assignment is an optimization problem that seeks to minimize resources. The background of the engagement learning model is to enhance students' knowledge or insight about social care so that they not only gain knowledge in class but also receive education from activities outside the classroom.

Problems in different sectors raise many strategic, tactical, and operational planning questions (Leithäuser et al., 2022). The problem of achieving propositional goals in planning is entirely under the explicit assumption of justice (Rodriguez, Ivan D. et al., 2022). The development of social care carried out cooperatively helps students understand the problems and leads them to patterns of peaceful resolution. Abolhassan (2022) has stated that increasing levels of uncertainty further complicate the planning and operation of planning at various stages. Through solution planning to problems, it is expected to be an instrument in employing social phenomena into learning to improve students' social care.

Engagement project

The engagement project is carried out in various departments and faculties at UNY. The engagement project is intended to help students understand and implement the values of social care, as stated by Melton, T. (2007), who stated that a successful project is the basis for successful development. The engagement project is based on social care values because it begins with recognizing and analyzing cases. In identifying cases, students were given the following references: 1) Is the case a social problem? 2) Has it been happening for a long time? 3) Is it detrimental to many parties? 4) What is the background of the problem? 5) What are the values of social care that can be applied to this problem?

Constant learning at a distance must be completed with synchronous instruction (Barber, Chelsey, 2007). Regarding student motivation, two kinds of student motivation are intrinsic and extrinsic (Botejara-Antúnez et al., 2022). The engagement project in the learning model through Civic Education is part of internalizing social care values and attitudes. This is in line with the opinion of Umar & Ko (2022) that project-based learning enhances the effect on student learning engagement. Therefore, the goal is not only to possess social care but also to implement the values.

Students' attitudes towards technology engineering have increased significantly (Yang et al., 2022). Meanwhile, in social projects, it is said that general problem projects promise collaborative problem-solving as a pedagogical approach and practitioners in the future (Liszka James et al., 2022). In the engagement project, specifically studying the values and attitudes of social care, use the problem-solving and Problem-Solving method approaches where students can gather and have discussions. The project is continuously implemented based on the Tridharma of higher education, namely, teaching, research, and community service, as exemplified in one of the figures below, as shown in Figure 4.

By conducting an environmental conservation campaign in the backyard of the Yogyakarta Palace, students had the opportunity to raise awareness of the importance of preserving the environment. The Yogyakarta Palace is renowned as one of the attractive tourist destinations in Jogja, boasting a multitude of interesting potentials. Therefore, it is expected that this activity can increase the awareness of students to maintain the cleanliness of the environment and at the same time benefit the wider community.

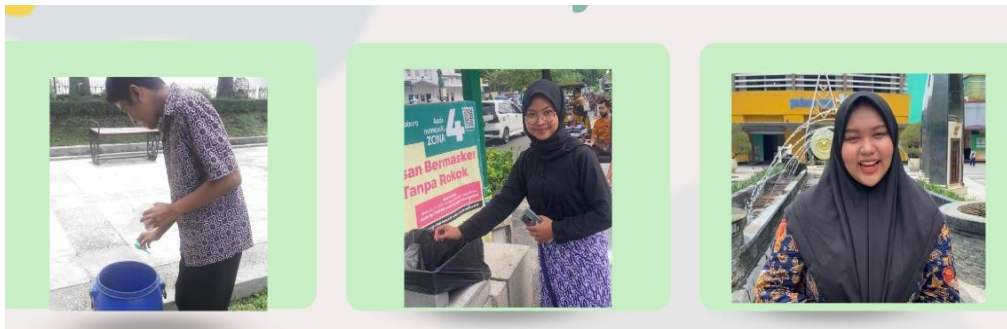


Figure 4. Students Taking Environmental Action

Based on the interview findings with Class A who had an environmental care project in the Yogyakarta Palace yard, namely YH (17), F (21), and IA (19), they stated that the project can cultivate social care or social concern. Within this framework, social care can be interpreted as concern and attention towards social and environmental issues that encompasses our surroundings. The environmental care project enables the students to understand and realize the importance of preserving the environment by helping the surrounding community to maintain their environment. In addition, this project fosters the acquisition students' collaborative abilities and the development of their social skills such as communication, cooperation, and leadership. This can help students understand the importance of collaboration and making constructive contribution to society. Overall, the environmental care project can be an effective way to increase students' social concern and teach them about their responsibility as citizens to preserve the environment and the community around them.

To develop a sustainable society, it is advisable to utilize technology and innovation, with a particular emphasis on the active participation of students (Khandakar et al., 2022). Technology-based learning expands the scope of education to meet global challenges (Ming- Ni, Chan; Nagatomo, Daisuke, 2022). In the engagement project, students also use technology as a means of disseminating their activities in videos and photos. Students' awareness of attitudes at UNY is quite good because all participants have given positive responses to the program.

With the rapid development of the world, it is necessary to develop the university (Zhao, Weijie; Liang, Fang, 2022). Identifying student learning activities facilitates program configuration for each lesson (Egea, Gregorio, et al., 2022). By carrying out the Engagement Project, several elements of social care consisting of laws and regulations on attitudes in community relations, mutual respect, respect, and unity strengthening have been achieved. Students' social care attitude has several different indicators consisting of understanding and awareness of mutual love. In more detail, the implementation scheme of the engagement project is shown in Figure 5.

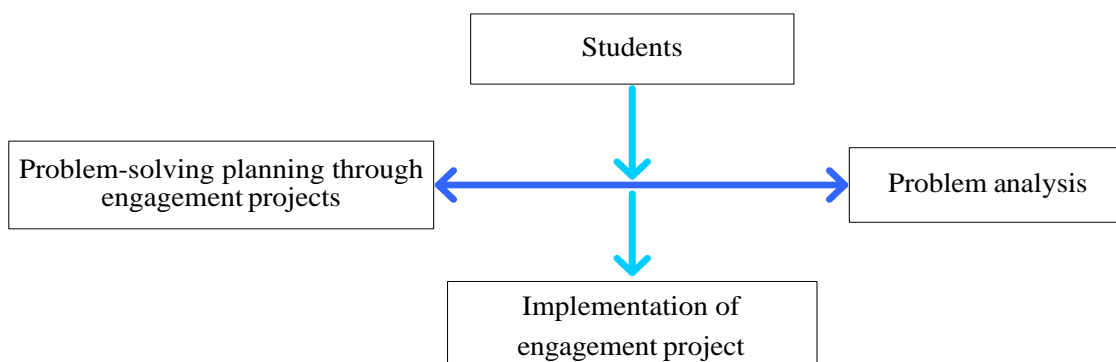


Figure 5. Schematic of Problem Solving in the Implementation of Engagement Project

Based on Figure 5, students undergo through several stages, including problem analysis, planning, and working on an engagement project. In this scheme, static and dynamic awareness reflects students' inner attitudes in growing social care. In this case, Dittmann et al. (2020) stated that fewer problem-solving skills will provide benefits. Then, Nena et al. (2022) stated that efficient and effective inspection is important for the delivery of construction work quality. Therefore, service learning is defined as a teaching and learning method that promises engagement, as stated by Ingman, Benjamin et al. (2022), project-based learning that provides services will become agents of change in their schools and communities because they are trained in their participation through engagement activities.

The real benefit of getting rid of problems is another motivation for making decisions (Melissa D'Costa D'Silva, 2017). Modernizing working conditions and making them more attractive give flexibility to their work (Nerobkova, Nataliya et al., 2022). The implementation of the engagement project has promoted students' social care. This is in line with the statement of Gómez-Redondo, et al. (2022) who stated that the relationship of behavioral categories is related to compliance. Therefore, the implementation of the engagement project accommodates a reflection on achieving the learning objectives of civic education which in general can reinforce the importance of people who have social care, because it aims to make equalized peace and security to realize good citizens in Indonesia.

Reflection of learning model lecture to strengthen social care

In order to conduct a reflection on the learning model to strengthen social care the researchers' distributed questionnaires to students who had joined Civic Education learning using the engagement learning model. Social care has several indicators, namely knowledge, understanding, and social relations, respecting and accepting diversity, increasing social cohesion, sympathy, and thinking for solving social problems. From these indicators, they then derived them from questions and statements given by students who took civic education classes.

The dataset was collected through primary data collection using a digital survey platform called Google Form, consisting of indicators such as knowledge, understanding, social relations, appreciating and accepting diversity, improving social cohesion, empathy, and problem-solving skills. From these indicators, questions, and statements were derived and provided to students taking civic education classes. The students who participated in filling out the questionnaire were both females and males, aged 17-19, 20-21, 22-24, or over 24. The following are the questions included in the questionnaire and the results (see Table 1 & Table 2).

Table 1. The questions on the questionnaire

No	Indicator	Statement
1	Knowledge and understanding	Engagement-based learning can enhance my knowledge of social care and its application in engagement projects.
2	Social relations,	In engagement-based learning can build mutual trust, reduce conflicts, and enhance students' social care towards issues that occur in their surrounding environment.
3	Appreciate and accept diversity	In the context of engagement learning, it can foster greater appreciation and acceptance of diversity
4	Increase social cohesion	Engagement learning can enhance togetherness.
5	Sympathy, and thinking to solve social problems	Engagement learning can cultivate empathy and critical thinking toward solving social issues

Based on Table 1, the reflection table on the implementation of the engagement learning model that can strengthen the students' social care gives answers: strongly agree, agree, fairly agree, disagree, and strongly disagree. Numbers 59, 35, 45, 55, 59, 35, 45, 60, and 45 state *strongly agree*, Numbers 20 29, 40, 25, 38, 30, 30, 25, and 30 state *agree*, Numbers 15, 20, 15, 7,

10, 15 state *fairly agree*, Numbers 8, 12, 8, 27, 7, 25, 7 state *disagree*, and Numbers 10, 2, 10, 3, 10, 17, 5 state *strongly disagree*. Reflection on the implementation of the engagement learning model can be illustrated as a review that knowledge has bestowed a few cognitive abilities on its recipients. Based on the explanation of the items in the lecture reflection, the engagement learning model can strengthen students' social care.

Table 2. Result of the questionnaire on the engagement learning model

Result	1	2	3	4	5	6	7	8	9	10
Strongly Agree	59	35	45	55	59	35	45	60	45	69
Agree	20	29	40	25	38	30	30	25	30	33
Fairly Agree	15	20	15	-	-	7	10	-	15	-
Disagree	-	8	-	12	8	27	7	25	7	-
Strongly Disagree	0	10	2	10	-	3	10	17	5	-
Total	102	102	102	102	102	102	102	102	102	102

Discussion

Social care refers to the deliberate actions that aims to facilitate the effectiveness of social navigation that suggests social attitude knowledge interventions. Sergeant, Sofia, et al. (2022) have asserted that insight into catalysts in collaboration holds thematic collaboration processes both inductive and group. In line with the goals of education, social care is one of the objectives of Civic Education which in the subject there is value education. The results of the reflection show that social care can be developed and grown in the student environment. Aligned with previous research, Udale, Rob et al. (2022) also stated that social resources can be allocated in a dynamic environment.

Professional development establishes a strategy to achieve togetherness at work (Sosa, Mary, 2022). Aligning opportunities in explorations can reflect the goals (Carnemolla, Phillippa, et al, 2022). In the reflection activity, each indicator of social care has been achieved and agreed upon by the students. Related to this, Zhang, Y., & Hou, L. (2012) stated that diverse groups perform better than homogeneous groups by reducing relationship and task conflicts. This conclusion may be premature for researchers, but acquiring the knowledge can have consequences on strengthening students' social care.

The new curriculum offered in Civic Education learning, promoting students' social concern through the Engagement Learning Model in the context of Indonesia, generally conforms to the curriculum set by the Indonesian government. In 2018, the government issued Minister of Education and Culture Regulation No. 33 2018 regarding the National Standards for Higher Education. The regulation includes several points related to the Civics Education curriculum in higher education. It says that 1) Civics Education is one of the compulsory courses that must be taken by students in every study program; 2) The goal of Civics Education learning is to form students' awareness and concern for national interests, as well as to provide an understanding of the rights and obligations of good citizens; 3) Civics Education learning material covers various aspects, such as national and state history, constitution, political and governmental systems, law and human rights, culture and national identity, and the environment; 4) Civics Education learning in higher education can be employed through diverse pedagogical approaches, such as lectures, discussions, case studies, research, and practical activities. In addition, universities are also expected to develop community service programs focused on national and civic issues; 5) However, although there are national standards that have been established, the implementation of the Civics Education curriculum in each university can vary depending on the policy of each institution. Some universities develop a broader and more in-depth Civics Education curriculum, while others focus more on specific aspects only.

CONCLUSION

The learning process of Civic Education using the engagement learning model at UNY has emphasized the achievement of social care by students. In the implementation and reflection activities, the engagement learning model at each stage of the activity has successfully achieved social care indicators: analysis of social problems, planning solutions in engagement projects, implementation of engagement projects, and reflection. Strengthening Students' Social Care through Engagement Learning Model in Civic Education at UNY has achieved and mastered several competencies by the social competencies of the subject, namely social integration, awareness of citizens' rights and obligations, and archipelago insight.

In the reflection activity of civic education learning, it is underlined that the engagement learning model can strengthen students' social care attitudes. From the indicators of students' social care in the questionnaire, most of the students chose to strongly agree and agree that learning Civic Education using the engagement learning model can strengthen peace-loving attitudes satisfaction.

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