APPLICATION OF VIDEO-BASED PROJECT LEARNING MODEL IN CIVIC EDUCATION COURSES

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Keywords	ABSTRACT
PjBL, Participation, Perception, Skills, Civic Education	The purpose of this research is to analyze the level of student participation and perception in applying the project-based learning model, specifically through video projects, in the civic education course, to evaluate the implementation of this learning model in the course, and to identify the skills that can be developed through its application in the form of videos in civic education. The study used mixed methods during the even semester of 2022/2023 (February 8-May 8, 2023). The research was conducted within the S-1 English Language Study Program at FBSB UNY, focusing on the application of a video project in the Civic Education course. The research narrows down the problem into three main objectives: (1) to analyze students' level of participation and the perception in application of the learning model to be applied in the civil education course; (2) to evaluate and identify skills that need to be developed in the use of the video in the curriculum. The results show that students' perceptions of the implementation using the video are very good with a percentage of 33% and good with the percentage of 60%. Students' perception of the development of skills in editing videos, teamwork (collaboration), problem solving (problem solving), speaking in front of the camera, and time management were also very good. This study provides insights into students' perceived benefits of using the model and the specific skills cultivated, such as creativity, collaboration, and digital literacy.

INTRODUCTION

Civic Education is a compulsory course at every university in Indonesia. Including at Universitas Negri Yogyakarta. This has been regulated in article 35 paragraph 5 of UU No 12 Tahun 2012 Tentang Pendidikan Tinggi where 4 courses that are mandatory in the higher education curriculum are Civic Education, Religion, Pancasila and Indonesian Language. The purpose of Civic Education in Dirjen Dikti No 43/DIKTI/Kep/2006 is to help students strengthen their personalities so that they are consistently able to realize the basic values of Pancasila, a sense of nationality and love for the homeland in mastering, applying and developing science, technology and art with a sense of responsibility and morality. In general, PKn can equip students in taking a role and being actively involved in the community. Meanwhile, in particular, it is to foster awareness and understanding about democracy, government and how laws are made and enforced (Nelson Julie & Kerr David, 2013).

Every country certainly has a formula in developing its citizens to become good citizens. Civic is not only a status as a citizen, but lies in the participation and authority of citizens (Miller, 2020). That a good citizen must have participation in the state, whether it plays a role as a government or is ruled and virtue is needed to become a virtuous citizen and behave and have good character. Virtue can be formed through education so that civic and education cannot be released (Winarno, 2016). In essence, the

character of citizens is the driving wheel in the functioning of the state and PKn, according to him, is an inseparable part in the context of developing citizens to become good citizens.

However, it seems that there are civic problems faced by the state against its citizens, such as the lack of citizen participation in civic and political life. The crisis of values and morals in young citizens, Starkey, is one of the reasons for the importance of civic education in a country (Feikert Clare & Ahalt, 2020; Starkey, 2018). Therefore, it is emphasized that Civic Education must be an education to build civic identity with a focus on the development of social and moral responsibility, community involvement and political literacy (Weinberg & Flinders, 2018). Therefore, PKn is indeed very important to learn for the realization of good citizens, so it is natural if it becomes one of the compulsory courses at every university. In addition, the learning process in the classroom is adjusted to the curriculum and the context of the prevailing times.

The results of field observations that researchers have conducted in the United Kingdom Rombel-D English study program at Universitas Negri Yogyakarta are: First, there is an overload of the number of students in the D-class with a total of 58 students while the room size is allocated to 40 students. Second, with many students in the classroom, the learning process is not optimal because it has the potential to seize in the classroom, so that PKn learning in its implementation is considered important to choose the right learning model so that the learning process is more interesting and learning goals are easily achieved. In addition, the model must also be in line with the applicable curriculum and the context of the times. The learning model that is considered suitable is the project-based learning model. Because of the characteristics of independence, namely learning is carried out on a project-based basis apart from the material that has essential properties (Fauzi, 2022). In addition, the PjBl model is a 21st Century learning model that is expected to activate the 4C skills (critical thinking, communication, collaboration, and creativity) needed in the 21st century (Indarta et al., 2022). This is in line with the independent curriculum policy in response to the vision of Indonesia 2030/45, the industrial revolution 4.0 and Indonesia community literacy. Currently, the literacy needed is to have the ability to analyze and have skills in the application of technology (Suryaman, 2020).

Project-based learning is a student-centered learning characterized by the flexibility or autonomy that students have in the course of learning to work together, establish communication, investigate, then set goals and reflect (Kokotsaki et al., 2016). Project-based learning is learning whose teaching base is driven by students while lecturers/practitioners are facilitators (Bell, 2010). Students learn in a cooperative manner, collaboratively and conduct a research-based investigation The basis of the principle of project-based learning (Greenier, 2020). This learning approach aims to synthesize communicative intuition and imaginative thinking, develop problem-solving skills, and learn to build cooperation and stimulate affective and cognitive skills. Students are actively involved in learning (Kokotsaki et al., 2016).

A study conducted by Maros et al. (2021) proves that the teaching efficiency is higher with project-based learning compared to traditional verbal-visual teaching, and almost all students expressed the belief that project-based learning is very interesting. Second, the research by Pinho-Lopes & Macedo (2016) shows that students have a good opinion about the project-based learning model, even though collaborative teamwork is considered the best. The overall efficacy of the model was analyzed (the sum of its effectiveness, efficiency, and attractiveness). Collaborative models are found to be more adequate. Third, the research by Naar et al. (2021) found that rewarding opportunities to develop transferable pre-professional skills, demonstrating comfort and utilizing creative strategies to address sensitive topics, and gaining greater awareness of sexual health and behavior in old age.

Based on the explanation above, the authors were interested in conducting a study within the S-1 English Language Study Program at UNY, focusing on the application of a project-based learning model in the civic education course. The research narrows down the problem into three main objectives: (1) to analyze the level of student participation and perception in applying the project-based learning model, specifically through video projects, in the civic education course; (2) to evaluate the implementation of project-based learning using video in the civic education course; and (3) to identify the skills that can be developed through the application of the project-based learning model in the form of video in civic education.

The contribution of this research lies in its examination of how project-based learning, specifically through video projects, enhances student engagement and skill development in civic education. The study provides insights into students' perceptions of this learning model, its practical implementation, and the specific skills cultivated, such as creativity, collaboration, and digital literacy. This research

contributes to the body of knowledge on innovative teaching strategies in higher education, particularly in integrating technology into active learning models like project-based learning in civic education.

METHODS

The research method used in this research is mixed methods during the even semester of 2022/2023 (February 8-May 8, 2023). The subject of the research being students of the D-Study Group at the United Kingdom Language Study Program, Faculty of Languages, Arts and Culture, Universitas Negri Yogyakarta, the number of students is 58 people. The research design is in the form of the table below:

Table 1. Research Design

No	Activities	Implementation Time
1	Observation	8-21 February 2023
2	Orientation of pkn lectures with a project-based learning model	March 20, 2023
3	Implementation of the learning model as many as 5 meetings	March 27 - May 8, 2023
4	Data collection (interviews and questionnaire distribution)	May 8, 2023

Source: Processed by researchers (2023)

The research design began with observing classroom conditions, students, lecturers, and learning tools, which formed the basis for determining the learning model to be applied, in this case, the project-based learning model. The lecture was then oriented toward the project outcome, which was a video. At the end of the course, interviews are conducted, and questionnaires are distributed using Google Drive for data collection.

The study employed both qualitative and quantitative data collection techniques. Observation and interviews are used to gather qualitative data, while questionnaires are distributed to collect quantitative data. Observation focuses on the implementation of the project-based learning model through video creation. Interviews are conducted after the project-based learning activities are completed to assess the skills developed, while the questionnaires provide data on student participation and perception of the learning model.

For data analysis, the qualitative data is processed using the Miles and Huberman model, which includes data reduction, data presentation, and drawing conclusions. Quantitative data analysis follows guidelines for determining participation levels and student perceptions, modified from Riduwan (2008) approach.

Table 2. Scale Likert

Criterion	Score
Strongly Agree (SS)	4
Agree(s)	3
Disagree (KS)	2
Disagree (TS)	1

Then continue to calculate the percentage of data obtained using the formula below (Sulistiana, 2022; Trianto, 2010):

$$\% \, Achievement = \frac{Max. \, score \, attained}{Max. \, score} \, x \, 100\%$$

Furthermore, the score is converted into qualitative data with the assessment criteria as table 3 below:

Table 3. Categories Effective

No	Interval	Criterion
1	80% < Score ≤ 100%	Highly Effective
2	60% < Score ≤ 80%	Effective
3	40% < Score ≤ 60%	Less Effective
4	20% < Score ≤ 40%	Ineffective

Table 4. Achievement Categories

No	Achievement	Criterion
1	75%-100%	High
2	51%-74%	Medium
3	25%-50%	Low
4	0%-24%	Very Low

(Arikunto, 2010)

RESULTS
Result

First, the data from the analysis of the level of participation and student perception of the application of the project-based learning model in the form of videos in civic education courses are as shown in figures 1 and 2 below.
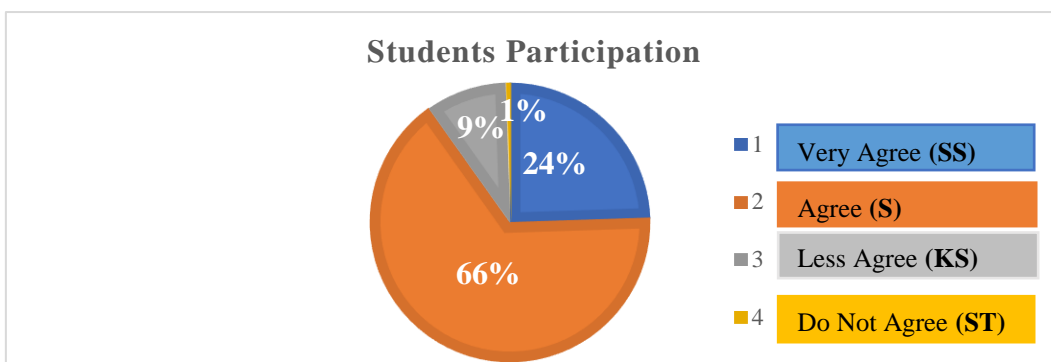

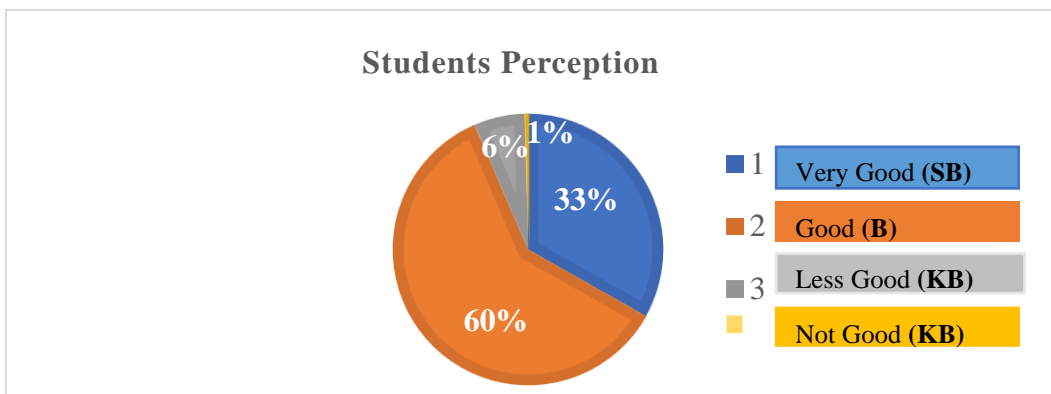**Figure 1.** Results of Student Participation Percentage

Figure 2. Student Perception Results

Second, the data on the results of learning implementation using a project-based learning model in the form of videos in the civic education course was obtained through observations/observations carried out by practitioners during the implementation of lectures. The resulting data is described in the table below:

Table 5. Syntax of Project-Based Learning Model

Phase	Practicum Activities	Student Activities
Stage 1 Start with the fundamental question	In the orientation of lectures with PBI-D, the practitioners prepared several questions that could provide a stimulus for students to think about topics and problems. In addition, the practitioner gives the level leader to determine each group and get each topic that has been prepared by the practitioner	Students listened carefully and responded to several questions submitted by the practitioners. The head of the level divides students into 5 groups and each group gets a different topic from the other groups.

Stage 2 Project definition	The project that will be the student's task is to make a video that will be played on the class's youtube account, the video is based on identifying problems according to the topic obtained and explaining it in the video.	Students listened carefully to the project to be done from the practical explanation. If there are questions from students, they can be directly asked to the practitioner
Stage 3 Create a project implementation schedule	Practitioners discuss with students to determine the project implementation schedule. Practitioners convey from and until when the project will be collected and presented.	Students and practitioners discuss the project implementation schedule together
Stage 4 Project work by students	Practitioners are tasked with monitoring / supervising when the project work takes place	The students together with the group worked on a video project with a predetermined topic. Students who have problems in working on the project can be asked directly to the practitioner
Stage 5 Preparing project reports, presentations	Practitioners ask each group to report the results of their projects in front of the class by writing notes in the implementation of the project.	Each group will report the results of the video project that has been created. And display it in front of the class, adjusted to the schedule that has been determined for each group.
Stage 6 Evaluation of project results	Each meeting ended with a practical lecture hour to provide contemplation as well as evaluation of the project carried out by the group.	The group and students listened carefully to the evaluation of the video project that had been done.

Source: Processed by researchers 2023

Third, data on skills results that can be grown in the application of project-based learning models in the form of videos in civic education courses. This data was obtained through interviews with students at the end of lectures. The data generated is the implementation of a project-based learning model based on videos in civic education courses can grow several skills felt by PBI-D students, The skills felt by students after completing the project are skills in editing videos, teamwork (collaboration), problem solving, speaking in front of the camera, and time management.

Discussion

The implementation of this project-based learning model in the form of a video began with observation which was carried out 2 meetings by observing teaching and learning activities between lecturers and students. The observation results were obtained that there were 58 students in one class while the class was normally filled by only 40 students, this had an impact on discomfort in learning, with seats that were not spaced apart allowed to have a venting area when learning took place, in addition to that with the fullness of the class made various activities such as drowsiness in the corner, neglect and lack of focus in learning. This is the basis for the application of the project-based learning model in the citizenship education course in the English study program of the D study group at FBSB UNY. It is hoped that the learning model will be able to maximize learning by increasing aspects of cognitive, affective, and also skills from the students themselves.

Figure 1 shows that student participation in the implementation of lectures is at the criteria of good 66% and very good 24% where the indicators are 10 items, namely 1) students feel more active with project-based learning in the form of videos 2) students dare to ask questions when they encounter obstacles in learning 3) practitioners give responses and directions 4) students consult in completing projects 5) dare to present project results in front of class or through Zoom 6) With a project-based learning model in the form of a video, students become aware of what a teacher will face in the future 7) Students become more understanding in making learning materials 8) With a project-based learning model in the form of a video makes students understand the material better 9) A project-based learning

model in the form of a video makes students more creative 10) Students become trained to find solutions to every problem that hinders the creation of assignment.

Based on the data above, student participation in the implementation of the project-based learning model in the form of videos in civic education courses can be considered good and successful in overcoming monotonous and boring learning.

Figure 2 shows the average percentage of all indicators that 33% of students strongly agree, 60% agree with the perception of applying the project-based learning model in the form of videos. The indicators used are taken from the PJBl syntax, namely 1) working on project assignments in the form of videos raising problems from the topic of confusion 2) the form of project assignment is clear 3) the scheduling of project work is equally determined between practitioners and students 4) project work is carried out in groups 5) students work on and compile video projects and make presentations in front of the class 6) practicians provide reflection / evaluation after the presentation of each project 7) with a project-based learning model, making the Civic Education course more interesting 8) The project-based learning model is appropriately applied to the Citizenship Education course.

Based on the data above, students' perceptions of the application of project-based learning models in the form of videos in civic education courses were recorded very good with a percentage of 33% and good with a percentage of 60%. In line with the results of his research, project-based learning can increase activity in learning.Dewi Anggraini & Sri Wulandari, (2021)

Then the table Regarding the syntax of the project-based learning model. The steps are adjusted to the syntax formulated by The George Lucas Education Foundation and Doplet, there are 6 project learning steps, namely 1) starting with basic questions, 2) determining the project, 3) making a project implementation schedule, 4) working on the project by students and supervising student progress by lecturers, 5) compiling project reports, presenting/publishing results, and 6) evaluating project results/improvements (Dewi Anggraini & Sri Wulandari, 2021; Prasetyo, 2019).

Based on the skills that can be grown with a video-based learning model in the form of a project in the civic education course, this learning model is in line with the needs of 21st century learning explained by Trilling Bernie & Fadel Charles (2009) that in the 21st century, the basic skills that must be possessed by students are to focus on learning that is carried out critically and there is innovation. In it, there are 1) expert thinking which contains problem solving and critical thinking, 2) Complex Communication which contains collaboration and communication and 3) which is innovation and having creativity. These skills are the key to living life in the 21st century and is in line with his research by explaining the advantages of project-based learning is that it can increase independence, soften a sense of responsibility (Nurul 'azizah & Wardani, 2019).

Based on the results of interviews with students after the implementation of the project-based learning model based on videos, it can be known that the advantages or benefits of its application in civic education courses are: 1) making it easier for students to understand the lecture material; 2) presenting the essence of the lecture material in the form of videos based on the study of topics/teaching materials. 3) learning becomes more engaging (develops students' personalities more creatively and is no longer monotonous); 4) Encourage students to think creatively, generate new ideas and develop innovative solutions.

The obstacles faced by students in the implementation of lectures with a project-based model in the form of videos are 1) The occurrence of cross-pros and cons about the concept of the video to be made 2) Nervous and shy attitude in front of the camera 3) Making the quality of the video interesting without reducing the essence of the lecture topic 4) The voice of the resource person who enters the video is not clear 5) Lack of knowledge in the video project.

CONCLUSION

The project-based learning model in the form of videos in the Civic Education course for United Kingdom students at FBSB UNY has been successful in increasing student participation and providing benefits in learning. The model, formulated by The George Lucas Education Foundation, instills basic skills such as problem-solving, critical thinking, communication, collaboration, designing, and creativity. Students feel more active, dare to ask questions, consult, and show project results, becoming more understanding, creative, and trained in finding solutions. However, obstacles such as differences of opinion, jealousy, poor video quality, and lack of knowledge in video making have been encountered. Future research should focus on addressing these challenges, improving video quality, enhancing students' technical skills, exploring strategies for effective collaboration, investigating the long-term

impact of project-based learning on students' problem-solving, critical thinking, and creativity skills, and comparing different project-based learning formats to enhance learning outcomes.

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