



Implementation of Citizenship Project in PPKn Learning to Support the 12-Year Compulsory Education Program at SMP Negeri 49 Surabaya

I Komang Raditya Adhityananda ^{a,1}, Oksiana Jatiningih Naqiya Nurul Izzah ^{b,2}

^{a,b} Faculty Of Social And Political Sciences Pancasila And Citizenship Education Study Program State University Of Surabaya
✉ email coresponden author : 25041965004@mhs.unesa.ac.id

Abstract

This study aimed to analyze the implementation of Citizenship Project-based learning in PPKn subjects to support the 12-year compulsory education program at SMP Negeri 49 Surabaya. The study employed Classroom Action Research (CAR) involving 33 students of class VIII-B. The research was conducted in two cycles consisting of planning, implementation, observation, and reflection stages. Data were collected through classroom observations, student participation assessments, reflective notes, and project performance rubrics. The findings showed that the Citizenship Project improved students' critical thinking, participation, collaboration, and argumentative skills. Student participation increased from 65% in Cycle I to 87% in Cycle II. In addition, students demonstrated greater confidence in expressing opinions and solving social issues related to education and citizenship. The implementation of project-based civic learning also strengthened students' understanding of democratic values and social responsibility. Therefore, the Citizenship Project can serve as an innovative learning model in PPKn to support active, democratic, and meaningful learning aligned with the goals of the 12-year compulsory education program.

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi pembelajaran berbasis Proyek Kewarganegaraan dalam mata pelajaran PPKn untuk mendukung program pendidikan wajib 12 tahun di SMP Negeri 49 Surabaya. Penelitian ini menggunakan Riset Tindakan Kelas (CAR) yang melibatkan 33 siswa kelas VIII-B. Penelitian dilakukan dalam dua siklus yang terdiri dari tahap perencanaan, implementasi, observasi, dan refleksi. Data dikumpulkan melalui observasi kelas, penilaian partisipasi siswa, catatan reflektif, dan rubrik kinerja proyek. Hasil penelitian menunjukkan bahwa Proyek Kewarganegaraan meningkatkan kemampuan berpikir kritis, partisipasi, kolaborasi, dan argumentasi siswa. Partisipasi siswa meningkat dari 65% pada Siklus I menjadi 87% pada Siklus II. Selain itu, siswa menunjukkan kepercayaan diri yang lebih besar dalam menyampaikan pendapat dan memecahkan masalah sosial yang berkaitan dengan pendidikan dan kewarganegaraan. Implementasi pembelajaran kewarganegaraan berbasis proyek juga memperkuat pemahaman siswa tentang nilai-nilai demokrasi dan tanggung jawab sosial. Oleh karena itu, Proyek Kewarganegaraan dapat berfungsi sebagai model pembelajaran inovatif dalam PPKn untuk mendukung pembelajaran aktif, demokratis, dan bermakna yang selaras dengan tujuan program pendidikan wajib 12 tahun.

Article history

Accepted : 15 May 2026
Approved: 30 May 2026

Kata kunci:

Proyek kewarganegaraan, PPKn, pembelajaran berbasis proyek, wajib belajar 12 tahun, SMP Negeri 49 Surabaya

Keywords:

Citizenship project, PPKn, project-based learning, 12-year compulsory education, SMP Negeri 49 Surabaya

Introduction

Education is a process aimed at influencing students to adapt optimally to their environment, resulting in changes within them that enable them to contribute to social life. Education is also a crucial tool in developing quality human resources capable of competing in the era of globalization (Zamzuri, 2016). Meanwhile, according to (Montolalu, 2015), education plays a strategic role in preparing a superior generation to face the future. Through the educational process, competent, skilled human resources are produced, ready to meet the diverse challenges of the future.

Providing quality primary and secondary education is a key requirement for developing competitive human resources. The 12-year compulsory education program is designed to expand the reach of educational services and ensure that all school-age children can study up to the senior secondary level. However, its implementation still faces various operational constraints and local factors, such as unequal access to education, family economic conditions, and limited educational facilities and infrastructure, resulting in uneven outcomes across regions. This situation demands policies that focus not only on expanding the number of students but also on improving the quality of the learning process so that educational outcomes have real meaning and impact on the younger generation as citizens (Khairunnisa & Tinus, 2018).

According to Deing (2024), the Citizenship Project is a form of project-based learning developed as a curriculum model oriented towards real life. In this model, students are confronted with various problems in their environment. Through this approach, students learn from real-life experiences by focusing on the problems they actually face and then systematically addressing them. Before finding a solution, students first conduct an investigation to understand the root causes of the problem. According to Ahmadi and Prasetya (2005), project-based learning is a teaching method that integrates learning materials into a meaningful whole, centered on a central problem. Project-based learning emphasizes the design of learning activities directly developed by students based on a specific problem, while also providing them with the freedom to manage their own learning process. Thus, this learning focuses on an issue or problem, which is then examined from various perspectives and sought to find a solution, thus creating meaningful value. This model opens up space for students to play an active role according to the knowledge, skills and learning interests they have (Roestiyah 2001).

According to Budimansyah and Karim (2008), the Project Citizen learning model applies an instructional approach rooted in discovery learning, problem-based learning, and research-oriented learning. This model consists of several main stages: identifying and selecting problems, gathering relevant information, developing a project portfolio, presenting portfolio results, and reflecting on the learning experiences undertaken by students. Meanwhile, Budimansyah (2009) states that the Project Citizen model is a form of learning with a problem-based instructional treatment approach that aims to develop the knowledge, skills, and character of democratic citizenship. Through this model, students are encouraged to actively participate in various government and civil society activities.

Project-based learning emphasizes active learning activities, where students are directly involved in exploring real-life questions or problems, proposing and exploring various concepts, designing work plans, critically and reflectively evaluating solutions, and producing various representations of the ideas they develop.

According to Sulaiman & Wibawa (2024), the project-based learning model in Civics aligns with the integrative thematic approach implemented in elementary schools, as Civics content is often linked to various themes of social life, the environment, and cultural diversity.

Students have the opportunity to consider issues as citizens and develop solutions that can be communicated publicly through the Citizenship Project. This model aims to help students understand the importance of participating in government and civil society organizations to solve problems in schools and the wider community. Before achieving civic literacy, the first step that needs to be improved is a culture of literacy in society. Citizens need to understand the rights and obligations, laws, values, and norms that apply in society, nation, and state so that these values can be internalized in everyday behavior. Civic literacy is crucial for developing citizens capable of facing the currents of globalization.

Previous studies have discussed project-based learning and civic education separately. However, limited studies specifically examine how Citizenship Project learning supports the implementation of the 12-year compulsory education program in Indonesian junior high schools, particularly in strengthening students' civic participation and critical thinking skills. Therefore, this study focuses on the implementation of Citizenship Projects in PPKn learning as an innovative strategy to improve democratic participation and student engagement in the context of compulsory education.

This article aims to delve deeper into the concept, implementation, and challenges of implementing a citizenship project in civics instruction in junior high schools. Therefore, this citizenship project can serve as a reference for teachers in designing learning that is relevant to the needs of the times.

Method

This research employed a Classroom Action Research (CAR) model supported by colleagues. This research model aims to find solutions to social problems, particularly in the field of education. Data collection used sources such as journal articles, books, and previous research reports relevant to the topic. The data collection process involved searching for scientific publications from various sources, such as Google, Google Scholar, and Sinta. This research was conducted from September to October 2025 at SMP Negeri 49 Surabaya. The subjects were 33 students in grade VIII B, consisting of 19 boys and 14 girls.

According to (Nurgiansah, 2021) the design using Classroom Action Research (CAR) is formed in 2-3 cycles, each cycle contains 4 stages: (1) planning to prepare project-based lesson plans (KD objectives, assessment rubrics, 3-4 week project flow), (2) Implementation of citizenship projects in class VIII through activities (group work, field activities, data collection, product creation), (3) observation of process observations and documentation (teacher observation sheets, video recordings), (4) reflection on analysis of observation results to improve the design in the next cycle.

Results and Discussion

The citizenship project at SMP Negeri 49 Surabaya began with identifying issues relevant to students' lives and the school environment. In the initial meeting, the teacher linked the Civics (PPKN) material on the country's guidelines to the context of the 12-year compulsory education program. Students watched a short video about the "My Country's Guidelines." After observing the video, they formed groups and compiled a list of issues they considered important to research and address through the project.

Table 1 presents the comparison of student learning outcomes between Cycle I and Cycle II during the implementation of the Citizenship Project in PPKN learning.

Indicator	Cycle I	Cycle II
Student Participation	65%	87%
Critical Thinking	68%	85%

Collaboration Skills	70%	88%
Argumentation Ability	66%	84%

The data indicate significant improvements in several learning indicators after the implementation of project-based civic learning activities. Student participation increased from 65% in Cycle I to 87% in Cycle II. This improvement shows that students became more actively involved in discussions, group activities, and classroom presentations. Critical thinking skills also improved from 68% to 85%, indicating that students were better able to analyze problems, express arguments, and propose solutions related to citizenship issues. In addition, collaboration skills increased from 70% to 88%, demonstrating that students were more capable of working cooperatively within their groups during project activities. Argumentation ability also improved from 66% in Cycle I to 84% in Cycle II, reflecting greater confidence and logical reasoning in expressing opinions during presentations and discussions. These findings demonstrate that the Citizenship Project contributed positively to the development of students' civic competencies, active participation, and democratic learning experiences.

These findings support the theory of project-based learning, which emphasizes active participation, collaboration, and authentic problem-solving experiences. The Citizenship Project encouraged students to engage in democratic practices and develop civic responsibility through real-world educational issues.

Once the issues were agreed upon by the students, the process entered the civics project planning phase. At this stage, each group developed a work plan that included data collection strategies (interviews, observations, questionnaires), assignment of member roles, implementation schedule, and the types of outputs to be produced, such as campaign posters and mini-research presentations. The teacher provided technical guidance to ensure that the citizenship project could be implemented measurably and aligned with the targeted core competencies of Civics (PPKN).

In the next stage, student groups begin identifying the issues by collecting data from school staff, interviewing teachers, and searching online sources such as Google and journals. The entire process is recorded in an activity journal to ensure valid evidence. The collected data is then analyzed to identify problem patterns, root causes, and applicable solutions in the school environment.

After the student groups have completed their analysis, they move on to the project development stage. The groups then design campaign materials or implementable solution

plans, such as campaign posters. All products are prepared for presentation in class to the teacher.

Each group will present the process, findings, and solutions resulting from the project. The student groups will then receive feedback in the form of questions, criticism, and suggestions from peers and the teacher. The teacher then assesses the students using a scoring rubric that covers the process, group collaboration, and quality of argumentation. After each group has presented to the class, the teacher and students will conduct a reflection to assess the learning experience, obstacles encountered, and the civics lessons learned from the civics project. In closing, the teacher will compile reflective notes to determine the direction of improvement for the next cycle, following the classroom action research model. The results of the reflection can include revised materials, improved instruments, modifications to the project duration, or strategies for managing student groups. Thus, the civics project not only produces a product but also serves as a means of continuous learning that builds critical thinking capacity, participatory skills, and the appreciation of civic values in real-world practice within the school environment.

The findings of this study indicate that the implementation of a project-based learning model, specifically the Citizenship Project, has a significant impact on students' critical and argumentative thinking skills. Through steps such as problem identification, group work, and project presentations, students are trained to analyze problems, reason, and express their opinions logically. This process aligns with the primary goal of Civic Education, which is to develop students' democratic character and participation in community life.

The link between the findings of the Citizenship Project research and theory is demonstrated in real-life arguments. By using the Citizenship Project model, students gain hands-on experience simulating democratic practices in the school and classroom environments. The argumentation process that emerges is not only based on personal opinions but also on reasoning based on data and evidence, thus encouraging the development of critical and reflective thinking skills in students.

Furthermore, the findings of this study indicate that the argumentative skills developed through this citizenship project are not only beneficial academically but also have a positive impact on various societal issues, fostering courage in expressing opinions in public, and fostering collaboration in finding solutions. Therefore, the primary goal of citizenship education is to develop intelligent citizens who think critically and possess a strong sense of responsibility.

These results align with research showing that implementing a project-based learning model can increase students' motivation, communication skills, and higher-order thinking skills. A common challenge is the need for teachers to manage project activities and allocate sufficient time for optimal implementation.

Thus, the implementation of the citizenship project at SMP Negeri 49 Surabaya successfully improved students' argumentation. This model is worthy of use and serves as an innovative and relevant learning alternative in efforts to develop citizens who think critically, democratically, and assume a high degree of responsibility.

Conclusion

Based on the analysis and discussion, it can be concluded that the implementation of the citizenship project in Civics (PPKn) learning at SMP Negeri 49 Surabaya significantly improved the quality of the learning process and student outcomes. Through this project, students learned to think critically, develop rational arguments, and develop effective communication and collaboration skills. This learning model also fostered a sense of responsibility and active student participation within the school and community.

The citizenship project proved to be an effective learning medium for internalizing the values of Pancasila and democratic principles through real-world and meaningful learning experiences. In addition to increasing learning motivation, this activity also strengthened students' awareness of the importance of education as part of the 12-year compulsory education program.

However, the implementation of the citizenship project still faces several obstacles, including the need to improve teacher competency in project management and limited learning time. Therefore, support and collaboration between the school and the government, in the form of professional training and flexible time management, are needed to ensure more effective and sustainable project implementation.

Overall, the citizenship project can be used as an alternative innovative learning method in the PPKn subject because it is able to shape students into intelligent, critical, democratic citizens with high social responsibility, in line with the main objective of implementing the 12-year compulsory education program. This study implies that Citizenship Project-based learning can be integrated into PPKn instruction to strengthen democratic values, student participation, and critical thinking skills. Schools and policymakers are encouraged to provide teacher training and institutional support to optimize project-based civic learning implementation.

Reference

- Ahmadi, Abu & Pasetya. 2005. Strategi Belajar Mengajar. Bandung: Pustaka Setia
- Alek. (2016). Classroom Action Research Dalam Pendidikan Bahasa: Teori, Desain, Praktik(1 ed.). UIN Jakarta Press
- Budimansyah, D. (2009). Inovasi Pembelajaran Project Citizen. Bandung: Program Studi PKn SPSUPI.
- Budimansyah, D. dan Karim Suryadi. (2008). PKn dan Masyarakat Multikultural. Bandung : Program Studi PKn SPS UPI.
- Khairunnisa, & Tinus, A. (2018). Implementation of The 12-Year Compulsory Education Policy in Kolaka Regency. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 6(1), 63–
75. <http://ejournal.umm.ac.id/index.php/jkpp>
- Montolalu, A. A. (2015). Peran Pemerintah dalam Mewujudkan Pendidikan Wajib Belajar di Kecamatan Matuari Kota Bitung.
- Nurgiansah, T. H., Pratama, F. F., & Iman Nurchotimah, A. S. (2021). Penelitian Tindakan Kelas Dalam Pendidikan Kewarganegaraan. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 2(1), 10. <https://doi.org/10.26418/jppkn.v2i1.41752>
- Roestiyah, 2001. Strategi Belajar Mengajar. Jakarta. Rineka Cipta., h.81
- Sulaimah, E., & Wibawa, S. (2024). Analisis penerapan model pembelajaran project based learning dalam pembelajaran PKn di sekolah dasar. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(2), 2012-2021.
- Zamzuri, M. (2016). Pengaruh Minat Belajar Dan Perhatian Orang Tua Terhadap Prestasi Belajar Siswa Jalur Kms Kelas Xi Smkn 3 Yogyakarta. *Pengaruh Minat Belajar*, 4(nomor 8), 583–590.