



PROJECT CITIZEN MODEL FOR STRENGTHENING CIVIC LITERACY WITHOUT SEXUAL HARASSMENT

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Abstract

The campus environment is not sterile from cases of sexual harassment. It is necessary to strengthen civic literacy without sexual harassment using the Project Citizen (PC) model. This research aims to find out how to enhance civic literacy without sexual bullying for students on campus through the PC model. This research uses the case study method to research a problem and solve the problem. Class observation, interviews, and portfolio documents from the screening and documentation sections obtained research data. The research results show that the PC model can strengthen civic literacy without sexual bullying for students on campus; namely, students have the skills to 1) express problems in the surrounding environment and their causes, 2) provide alternative policies in statutory regulations as a reference in proposing solutions in the action plan; 3) propose action plans or solutions that can be carried out in their role as a student, 4) seek accurate information from credible sources, 5) develop a portfolio of views and a portfolio, 6) present ideas or to other people and convince them to understand and accept the ideas. In addition, the PC model can teach students independence, cooperation, responsibility, and creativity. Maximizing the PC model as a learning model that can develop various civic literacies is recommended.

Keywords: project citizen, civic literacy, without sexual harassment

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INTRODUCTION

Civic literacy is a vital capital for citizens in social, national, and state life in the era of Industrial Revolution 4.0. and the era of Society 5.0 (Slam, 2024). Civic literacy is important for improving the quality of political participation (Rahman, 2016). Civic literacy is important for creating a good, intelligent, and ethical nation (Irianto & Febrianti, 2017). Civic literacy as a means of increasing personal resilience (Saidi *et al.*, 2022).

Civic literacy is the ability to understand citizens' rights and obligations (Ministry of Education, Culture, Research and Technology 2021). Civic literacy is a set of a person's knowledge and skills in seeing, understanding, and solving social, political, and state issues (Saidi *et al.*, 2022). One of the citizenship issues is gender issues, which tend to lead to injustice for women and children. Women and girls are more often victims of bullying than men. (Hasanah, 2013). The problem of injustice leads to forms of violence, harassment, and inhumane acts (Slam, 2024). Sexual harassment against women and children is one of the phenomenal crimes currently occurring (Hidayat, 2020). The gap in power relations causes this case of sexual bullying and unequal gender relations supported by rape culture, which places women and children as the main victims (Nikmatullah, 2020).

This problem must not be ignored; universities play a very important role in developing students' morals and character (Nurpratiwi. 2021). A social agent's role in moral decline is seen as an agent who carries out moral awareness to rebuild the morals and character of the nation's children (Angkawijaya, 2017). However, universities that are educators of the good character of the nation's children are also not sterile from cases of sexual bullying (Slam, 2024). Based on the problems mentioned above, it is necessary to strengthen civic literacy without sexual harassment against women and children for students on campus. Civic Education (CE) strategically forms good, intelligent, democratic, and responsible citizens (Murdiono, 2022). CE has a very important and strategic role in forming "good citizens" with the awareness and skills to participate in public policy through good governance (Nurdin, 2012).

Project Citizen (PC) is an effective learning model that can be used in CE to strengthen civic literacy without sexual harassment. This model was developed from a critical thinking, reflective, and problem-solving approach model (Winataputera & Budimasyah, 2007; Nursanti1 *et al.*, 2022). This model is based on four pillars of education: learning to do, learning to know, learning to be, and living together (Budimasnyah, 2002). This model is oriented towards involving students in the entire process, and with this process, students are facilitated in acquiring knowledge, attitudes, and skills (Center for Civic Education, 2000).

The PC model is designed to develop students' interest and ability to participate competently and responsibly in local and national government (Winataputera & Budimasyah, 2007). This model is based on the "education about citizenship" approach towards "education through citizenship" because this learning model seeks active participation of students in

classroom learning and learning to solve public problems outside the classroom with critical thinking patterns (Kerr, 1999).

The PC model aims to help students express opinions, determine which level of government and government institution is most appropriate and appropriate to address what students identify and determine how to influence policy decisions at that level of government (Center for Civic Education, 2000). This model aims to foster students' active commitment to their citizenship and government by 1) providing the knowledge and skills needed to participate effectively, 2) providing practical experience designed to develop competency and effectiveness in lectures, 3) developing an understanding of the importance of participation citizens (Winataputera & Budimansyah, 2007).

This model has advantages but also has weaknesses. The advantages are: 1) allows students to connect with real-world events and problems, 2) allows students to integrate various concepts and related ideas, 3) encourages students to use knowledge and skills from various disciplines, 4) encourages students to learn to work together with peers in a group, 5) allows students to evaluate their progress through self-assessment, 6) allows students to relate assessment activities to lecture activities, and 7) allows students to utilize the involvement of parents and other community members (Center For Civic Education, 2000). The disadvantages of this model are that it requires an ideal time of 4 to 6 weeks, costs quite a lot, and requires special readiness from lecturers (Hayati & Rochman, 2012).

Relevant research, namely: 1) Morgan (2016) that PC is proven to be able to develop collaborative skills and self-efficacy among its participants as evidenced by the growth in each program component and reinforced by expressions of collaborative efficacy, 2) Slam (2024) that implementation of the PC model has been proven to strengthen civic literacy in the resolution of sexual violence that occurs on campus. The research that will be carried out has similarities with previous research, namely the application of the PC model to strengthen students' civic literacy, but there are differences as a novelty because this research is more specific in the application of the PC model to strengthen civic literacy without sexual bullying for students on campus. This research aims to learn how to strengthen civic literacy without sexual harassment for early students through the PC model. in the campus environment.

METHODS

This research uses a qualitative approach with a case study method. The use of a qualitative approach is to answer problems that require in-depth understanding in the context of the time and situation concerned, carried out naturally and naturally, and the type of data collected is qualitative (Arifin, 2014). Case studies are carried out to investigate a problem in-depth and systematically and solve the problem (Nurhasanah et al., 2022).

The research subjects were 32 class 2 B students of the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Syarif Hidayatullah Jakarta. This research focuses on students in the 2nd semester of the 2021/2022 academic year, namely April to May 2022. The subjects studied practiced the Project Citizen (PC) model for strengthening civic literacy without sexual harassment, which was packaged with the following steps: 1) identifying existing public policy problems in public; 2) choosing a problem as the focus of class study; 3) collect information related to the problem that is the focus of the class study; 4) develop a class portfolio; 5) present the class portfolio in a hearing simulation; and 6) conducting a study of the deposition or learning experience carried out (Center For Civic Education, 2000).

Data collection techniques were carried out through observation, interviews, broadcast section portfolio documents, documentation section portfolio documents, and triangulation/combination. Interviews were conducted with five students who were implementing the PC model. At the same time, observations were made while the PC model was in progress. In the triangulation technique, researchers use different data collection techniques to obtain data from different sources. Then, the data is analyzed using activities: data reduction, data presentation, drawing conclusions, and verification (Sugiono, 2008).

RESULTS AND DISCUSSION

Research result

The Citizen Project (PC) model for strengthening civic literacy without sexual harassment is implemented systematically: introduction, core activities, and conclusion. In the introductory step, the lecturer opens the lesson, starting with prayer and checking attendance and readiness to study. Next, the lecturer gave an illustration of the values contained in the rights, obligations, and responsibilities of citizens such as being sensitive, responsive, open, caring, democratic, and loving, and prioritizing the interests of the nation, the public interest, cooperative, competitive for good, empathetic, argumentative and prospective in the context of Indonesian national and state life. Providing empirical illustrations regarding various citizenship issues and trends in national and state life today, one of the characteristics of a responsible and democratic citizen is being sensitive to the problems that occur in their environment, starting from their family environment, community, nation, and state to other problems. Problems concerning international relations. Next, the lecturer invited students to reflect on the question, "How should we, as citizens, inheritors of the history of the Indonesian nation's struggle, and future leaders of the nation and state in the future understand and implement good values based on Pancasila?"

The steps of the core learning activity are as follows: The first step is identifying the problem. The lecturer assigns students to read a short list of problems that exist in society. The public often considers these problems as problems that the government must solve. The lecturer directs them to note what they already know about these problems. The lecturer assigns students to interview parents and other community members about these problems and their attitudes toward them. Next, the lecturer assigns students to look for information from print sources and look for information via radio and TV.

This first step activity results in students identifying ten problems that occur in society, as shown in Table 1.

Table 1: Problem Identification Results

No	Problem
1.	Corruption
2.	Sexual bullying
3.	Radicalism and terrorism
4.	Online gambling
5.	Student brawl
6.	Riotous demonstration
7.	Money politics practices
8.	Judicial mafia
9.	The practice of taking the law into your own hands
10.	Dealing with out-of-school children

The results of an interview with a student named NAH showed that the Project Citizen model taught me about sensitivity to problems in the family environment and the international community. Next, implementing the Project Citizen model with the problem identification stage, we students share knowledge about social, national, and state issues (W/M 1-PPGMI-2B/29-05-2022).

The second is to choose a problem as the focus of class study. To choose one problem to be studied by the class, namely: 1) if the class considers it has enough information to make a decision, then the class must choose one problem for class study based on the majority of votes; 2) The lecturer gives homework to several different groups to gather more information related to problems for class study.

In order for the selected problems to be truly high quality, the selection process is carried out in two stages. In the first stage, each student determines three choices openly by placing a

hash mark on each selected problem. The following are the results of the first stage of problem selection, which are shown in Table 2.

Table 2: First Stage Problem Selection Results

No	Problem	Number of Choices
1.	Corruption	9
2.	Sexual bullying	19
3.	Radicalism and terrorism	10
4.	Online gambling	13
5.	Student brawl	8
6.	Riotous demonstration	6
7.	Money politics practices	7
8.	Judicial mafia	7
9.	The practice of taking the law into your own hands	8
10.	Dealing with out-of-school children	9
	Total Number	96

Based on Table 2 above, three problems were most frequently chosen in the first stage of the election, namely: 1) sexual harassment (obtained 19 votes), 2) online gambling, narcotics abuse among teenagers (obtained 13 votes, and 3), radicalism and terrorism (obtained ten votes). Since the class must choose one problem, a second selection stage is carried out. The second stage of selection was carried out behind closed doors. Each student only chooses one problem from the three most frequently chosen problems in the first selection stage. The results of the second stage of voting on issues, namely sexual harassment against women and children, received 20 votes. Meanwhile, the issue of online gambling received seven votes, and the issue of radicalism and terrorism received five votes. So the problem of bullying against women and children received the most votes, so this problem was used as a class study. Students who do not vote on the issue must also respect and accept the option supported by the majority vote. This is a form of Pancasila democratic life.

The results of an interview with a student named JSP showed that by implementing PC in the second step, namely after the students understood the problem information, we then selected problems for class study by voting in two stages. The result was that the problem of sexual harassment became the class study choice (W/M 2 -PPGMI-2B/29-05-2022).

The third is to collect information related to the problem that is the focus of the class study. This activity is carried out through class activities and homework assignments. The class activity is to identify sources of information. Collect the information needed to solve problems related to various relevant and available information sources, namely libraries, newspaper publishing

offices, professionals and experts, government officials, legislative offices, government institutions, non-governmental organizations, electronic information networks and figures, and community members. Homework assignments, namely visiting sources of information, contacting information via telephone or WhatsApp or other means, making appointments to hold interviews, and requesting information by letter.

The results of interviews with students named NSF show that with the implementation of PC in the third step, namely collecting information about problems from various information sources such as libraries, newspaper publishing offices, university experts, legal experts, the police, and electronic information networks (W /M 3-PPGMI-2B/29-05-2022).

The fourth is to develop a class portfolio. The class is divided into four groups; each group will be responsible for creating a portfolio section. Portfolio specifications include a display section and a documentation section. The materials displayed include written statements, lists of sources, maps, graphs, photos, original works of art, etc. Meanwhile, for the documentation section, each of the four groups must choose from the collected materials the best materials or provide evidence of their research.

The task of portfolio group one is to explain the problem that the class has chosen, namely sexual bullying of women and children. This group also explains why the problem is important and what level of government agency is handling the problem.

Portfolio group two explains current policies and alternatives designed to solve the problem. Portfolio group three is responsible for creating a public policy that the majority of the class agrees to support and justify the policy.

The alternative chosen by portfolio group three, which is believed to be able to resolve the problem of sexual bullying against women and children, is to implement education without sexual bullying against women and children through seminars and social media, especially for students. Portfolio group four is responsible for creating an action plan that shows how citizens can influence the government to accept policies supported by the class.

The results of an interview with a student named KAP showed that with the implementation of PC in the fourth step, namely developing a class portfolio, if the information was felt to be sufficient, the group started developing class portfolios, namely the screening section portfolio and the documentation section portfolio (W/M 4-PPGMI-2B /29-05-2022).

The fifth presentation of the portfolio (*showcase*). The moderator opened the event and continued by informing about the problem being studied by the class, namely sexual violence against women and children. Next, introduce the names of the jury members while inviting the jury members to look at the class portfolios, both the portfolios of the screening section and the documentation section. The time used for this phase is around 10 minutes.

After the opening, the moderator called for portfolio group one to enter the room. The moderator asked the audience to give applause to create a festive atmosphere. The moderator invites the spokesperson to introduce himself by introducing the members of his group. After that, invite the spokesperson for portfolio group one to explain the problem being studied by the class in front of the jury for five minutes. After the interpreter presented his assignment, the moderator invited the jury chairman to arrange a question and answer session with portfolio group one.

In group two's oral presentation, the moderator calls portfolio group two to enter the room. The moderator asked the audience to give applause to create a festive atmosphere. The moderator invites the spokesperson to introduce himself by introducing the members of his group. After that, invite the spokesperson for portfolio group one to explain the problem being studied by the class in front of the jury for five minutes. After the spokesperson presented their assignment, the moderator invited the jury chairman to arrange a question and answer session with the first portfolio group.

Next, group two conveyed alternative policies to overcome the problem of sexual bullying against women and children as follows: 1) Providing punishments for perpetrators of sexual bullying by applicable regulations. 2) Eliminating their pro-creative abilities by carrying out castration as a form of punishment, 3) Carrying out stalking and tracking using an electronic system against people who are objects of information or electronic documents for sexual purposes, 4) Each institution prepares space and infrastructure and facilities for citizen complaints to obtain protection, 5) Sexual education through social media platforms: Instagram and TikTok, 6) Providing sanctions as repressive measures, 7) Legal aid services in terms of assistance and recovery services, and 8) Strengthening education without sexual harassment against women and children. After the spokesperson presented their assignment, the moderator invited the jury chairman to arrange a question and answer session with the second portfolio group. After the two portfolio groups finished presenting their respective assignments, the class provided an interlude with a presentation of student creativity.

Group three oral presentation. The moderator calls portfolio group three to enter the room, and the moderator invites the spokesperson to introduce himself by introducing the members of his group. Next, the spokesperson for portfolio group four explained the problem that was being studied by the class before the jury. This group is responsible for conveying a public policy, namely strengthening civic literacy education without sexual harassment against women and children through seminars and social media, especially for students. Next, question and answer with the jury.

Oral presentation of the fourth portfolio group. The spokesperson for portfolio group four explained the action plan regarding strengthening education without sexual harassment against women and children. Explains how the class fostered individual and group support in

the community for the proposed plan. Communicate with influential individuals and groups who support proposed policies. Also, convey community groups who may oppose the proposed class policy. Next, the four portfolio groups explain how students can convince them to support the policy proposed by the class. After the spokesperson presented his assignment, the moderator invited the jury chairman to arrange a question and answer session with the fourth portfolio group.

The results of interviews with students named AU stated that by implementing PC in the fifth step, namely presenting a portfolio (showcase) in front of the jury, the aim was to inform about the importance of problems identified in society, explain and evaluate alternative policies, discuss the policies chosen by the class, and prove classes receive support from the community, legislative and executive institutions related to the preparation of public policies. (W/M 5-PPGMI-2B/29-05-2022).

The third step, closing, is to reflect or reflect on the learning outcomes. Students learn to develop civic literacy to influence public policy. Students will use this civic literacy in the future, and public policies must be improved to meet the challenges of the times. New problems require new public policies. Helping to create public policy and determining a stance on it is the responsibility of every citizen in civil society. Learning activities using the PC model provide many interesting, challenging, and enjoyable experiences. Students gain meaningful learning experiences from lecturers and sources directly in the field, environment, society, and the media.

Discussions

The application of the PC model in civic education learning has a direct and accompanying impact on strengthening civic literacy without sexual bullying for students. PC's first step is identifying the problem. This activity helps students identify problems that occur in the community environment. Students can identify problems that occur in society, think critically by examining problems that occur in society, and understand the government institutions responsible for solving these problems. Students are also able to examine the advantages and disadvantages of this policy. Students can assess whether policies need to be repaired or replaced. Students can also examine differences of opinion in society regarding these policies. Relevant to the Center for Civic Education (2000), these activities can help the class obtain enough information to make intelligent choices about a specific problem to study. Indriyani (2019) stated that with this activity, students can see a societal phenomenon from various perspectives and find solutions to respond critically to existing societal phenomena. Students can improve intellectual skills with indicators of identifying significant problems (Maksum, 2015).

The second step of PC is choosing a problem to focus on for class study. With this activity, students can determine quality problems for class study. These results are relevant to the research results of Ulfah & Hamid (2017), who state that at the stage of selecting problems for class study material, all groups were able to provide reasons for choosing a problem for class study. Also relevant to the research results of Apandie and Rahmelia (2022) is that students were able to display attitudes of cooperation or collaboration within the group to agree on the main issue that will become the group theme; students can dialogue and explain the information they have collected in front of the lecturer and other students.

The third step of PC is collecting information about the problem that the class will study. For this activity, students can read a lot and search for information from various relevant sources. This process can help students develop various skills, such as communication and critical thinking (Yusuf et al., 2019). The learning process, accompanied by learning activities with other learning sources, can motivate students to get and convey ideas based on what they observe and do (Safitri et al., 2022). Students can search for information from various sources and develop policy alternatives with this activity. Students can work critically with the information resources they obtain for academic activities and have the competence to independently solve scientific problems in projects (Nahdi & Jatisunda, 2020).

The fourth step of PC is developing a class portfolio. In this step, students can develop a class portfolio that includes two sections: a portfolio for the screening section and a documentation section. This is relevant to the research results of Ulfah and Hamid (2017), who found that in the portfolio creation stage, all groups could develop it well, both portfolios in the broadcast section and documentation section. According to Dharma and Siregar (2014), students can develop the character of responsibility, independence, discipline, and collaboration by developing a portfolio.

In the fifth step, oral presentation/showcase. With this activity, students can: 1) inform about the importance of the problems identified in society; 2) explain and evaluate alternative policies so that the audience can understand the advantages and disadvantages of each policy; 3) discuss the policy the class chose as the best policy to overcome the problem; 4) foster support in society and related legislative and executive institutions for its policies. Relevant to Budimansyah's (2002) view is that this activity provides valuable experience for students in presenting ideas or concepts to other people and convincing them to understand and accept these ideas. It is also relevant to the views of Ulfah and Hamid (2017) that with this activity, each student can convince others of the solution produced by the student, which is believed to be able to overcome a problem.

The sixth step of PC is a reflection on learning experiences. This activity can provide students with many interesting, challenging, and fun experiences. This activity also gives students a meaningful learning experience from lecturers and direct sources in the field, the environment,

society, and the media. Relevant to the results of research by Sudrajat (2016) is that PC is very interesting, fun, and challenging because it is different from usual learning and requires courage and pride to appear in front of other classes, as well as being able to increase knowledge about human rights violations and increase creativity in making a portfolio.

The results of learning with this model are that students can 1) express problems in the surrounding environment and their causes; 2) provide alternative policies in statutory regulations as a reference in proposing solutions in the action plan; 3) propose action plans or solutions that can be carried out in their role as a student; 4) seek accurate information from credible sources, 5) develop a portfolio of views and a portfolio, 6) present ideas or to other people and convince them to understand and accept the ideas.

Several previous studies have proven that the PC model can strengthen civic literacy without sexual harassment. The project is intended to help students learn how to express opinions, decide which level of government and agency is best suited to address the problems they identify and influence policy decisions at the government level (Center for Civic Education, 2000). The PC model has successfully developed civic knowledge and skills and encouraged the development of literacy and civic efficacy (Vontz & Patrick, 2000). The PC model is a learning model based on class or group projects that aims to hone students' critical powers as learners to enable them to see problems and find solutions (Azmi, 2020). Project-based civic education learning was developed as democracy education so that students understand real problems and find solutions together, from identifying alternative policy studies to solving these problems through real steps (Sundawa & Dahliana, 2022). The PC model can foster a critical attitude towards existing government policies and regulations, and students have a new perspective in responding to problems such as sexual harassment against women and children (Apandie & Rahmelia, 2022).

CONCLUSION

Referring to the application of the PC model in citizenship education learning, this model can strengthen citizenship literacy without sexual harassment against women and children. Namely, students have the skills to 1) express problems in the surrounding environment and their causes, 2) provide alternative policies in statutory regulations as a reference in proposing solutions in the action plan, 3) propose action plans or solutions that can be carried out in their role as a student, 4) seek accurate information from credible sources, 5) develop a portfolio of views and a portfolio, 6) present ideas or to other people and convince them to understand and accept the ideas. In addition, the PC model can teach students independence, cooperation, responsibility, and creativity. Maximizing the PC model as a learning model that can develop various civic literacies is recommended.

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