

Development of Microlearning Based on Project Citizenship in Citizenship Learning to Improve Students' Civic Disposition

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Abstract: *This research aims to develop a Project Citizenship-based Microlearning learning model in Civic Education courses to improve students' civic disposition in higher education. By using the Research and Development (R&D) method based on the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), this research produces innovative learning media that is effective, flexible, and relevant to meet the needs of digital era students. The results showed that the majority of students (78%) felt that civic learning was too theoretical, and 82% wanted a more practical approach. Therefore, a microlearning module was designed with interactive content in the form of short videos, infographics, quizzes, and applicable citizenship projects. The product was validated by material and media experts with validity levels of 89% and 87% respectively. The implementation of this model involved 70 students and was carried out for six month. The evaluation results showed a significant increase in the aspects of civic disposition: civic knowledge (20%), civic skills (21%), civic responsibility (23%), and civic participation (26%). Microlearning-based learning provides time flexibility, while integration with project citizenship motivates students to contribute directly to social activities. In conclusion, the development of microlearning based on project citizenship is effective in improving students' civic disposition, with advantages in the form of concise, practical material delivery, and being able to build active involvement. This finding makes an important contribution to the innovation of Civic Education learning in the digital era.*

Key Words: elementary school, financial literacy, analysis, development

Introduction

The development of education always follows the times. In accordance with Law Number 20 of 2003 concerning the National Education System, one of its objectives is to create an atmosphere and learning process in which students can actively develop their potential. To encourage this development, it is necessary to have technical developments and advances in human thought through educational institutions, which have a major influence on improving the quality of education, especially in Indonesia. According to (Rai et al., 2021) Education cannot be separated from problems related to methods, media, learning models, materials, and learning methods. To support this, it is necessary to innovate and innovate pedagogy, which means that the role of education is not only limited to increasing individual capacity, but there is a need for character building through one of the courses, namely citizenship.

In the education system, citizenship courses are personality development and value education courses. This course aims to form good citizens who understand their rights and obligations. Meanwhile, according to (Risa Novita & Slamet Widodo, 2023) Citizenship Education acts as the main foundation that must be learned and understood by every student and student to create a generation that is educated and loves the country. Civic Education in higher education has a strategic role in developing students' personalities. Because in its foundation, Citizenship Education has the aim of forming students into good and smart citizens (smart and good citizenship). This goal is relevant to the development of 21st century learning that is needed in building quality human resources. Quality resources certainly need to be built from a democratic academic culture or culture. This is in line with the opinion that Civic Education in higher education is a form of education that includes freedom, equality, independence, tolerance and the ability to restrain themselves among students.

In this modern era, the challenges faced by the Indonesian nation are increasingly diverse and complex, along with the rapid flow of globalization and digitalization. Social and global conditions in the era of society 5.0

demand an adaptive role in participating in society with the current dynamics, lack of tolerance, anti-social behavior, moral decadence, and low awareness as a citizen. This requires the participation of all parties, including universities through civic learning that aims to gain benefits in the creation of student civic engagement. The presentation of civic learning requires lecturers to take a differentiated approach with the suitability of methods, models and strategies to bring up a renewed mindset and perspective in an effort to achieve the goal of becoming a good and smart citizen.

In general, civic learning currently only emphasizes civic knowledge, while civic skills and civic disposition have not received more attention. In line with the results of research from the Center for Civic Education (CCE) 2021, the emphasis of civic learning is carried out with a citizen project model that involves students in the whole process, and with this process it is facilitated to gain knowledge, attitudes, skills, and knowledge.

To improve students' civic competence in facing the era of globalization, it should be supported by civic disposition abilities that foster positive behavior as citizens. Civic disposition also plays a role in building the private character of each individual, as well as public character, so that they can become smart, skilled, and characterized citizens who are loyal to the nation and state of Indonesia by reflecting on their habituation of critical thinking and acting according to the mandate of Pancasila and the 1945 Constitution. As part of character education, a value-based approach in developing civic discretion can be done through involving students in a project-based citizen project model, so that they have the opportunity to develop civic character based on regional cultural content as a characteristic or diversity. Then also from the context of democracy, such as values, interests, and political tolerance, as well as commitment to rights and responsibilities, constitutionalism and the tendency to participate.

In addressing the phenomenology of citizenship and understanding the social reality of society as mentioned above, lecture activities need to be developed through the PjBL method approach with the output of a project based on the material provided. The effectiveness of the method needs to use a teaching grant in learning that will be developed by loading high-tech with a high-touch presentation.

The implementation of the MBKM programme also provides opportunities for students to do off-campus activities, one of which is to realize collaborative and participatory classes that involve partnerships between Study Programs between universities to encourage an increase in the KPIs of universities that are in accordance with the CPLs for users. As an effort to achieve this, the Pancasila and Citizenship Education (PPKn) Study Program, Faculty of Social and Humanities at Bhinneka PGRI University has made learning innovations that combine synchronous and asynchronous modes with face-to-face (blended), but still requires novelty in order to be able to create interaction and student involvement through case analysis models and / or project-based so that it makes it easier to understand the concept of material. To answer these challenges, the researcher will integrate the project citizen model in project-based civic learning in the form of microlearning by compiling material content into small, focused parts.

Microlearning includes micro-continents that focus on an idea with a short learning time and the application of microlearning makes the material easy to understand and remember for a longer time. This is possible because microlearning presents knowledge or information in small parts so that learners are able to digest, understand and remember easily. In addition, microlearning is an approach that is considered effective in meeting the needs of the younger generation who are accustomed to fast information and digital media. Microlearning also allows flexibility in the teaching and learning process, as students can access the material anytime and anywhere according to their time. Supported by project-based learning provides meaningful learning, which is connected to life as a form of stimulation to study real cases or cases designed and made into projects. Based on the explanation above, it can be concluded that there is a need for creative innovation in the development of the learning environment in higher education. Although learning aids are available, they cannot be fully realized properly, so that lecturers and students can use these innovations. Therefore, it is necessary to develop project citizenship-based learning media in Civic Education courses.

The development of microlearning in project-based civic learning with the Project Citizen model has several advantages. First, microlearning allows students to learn complex material in the form of modules that are simple and easy to digest. Thus, they will not feel burdened by the amount of information that must be

absorbed in a short time. Secondly, microlearning provides flexibility for students to learn the material at their own pace, which can improve their understanding of civic concepts. In its implementation, each stage in the Project Citizen model can be designed in the form of a concise microlearning module, with materials tailored according to the needs of each stage. For example, in the problem identification stage, students can learn material on how to identify and analyze public problems through short videos and case studies. Similarly, in the data collection stage, students can learn data collection techniques through infographics or short articles. In this way, the integration of microlearning in the Project Citizen model will allow students to learn the material more deeply and efficiently.

This provides opportunities for students to be able to identify material, be active in class questions and answers, be able to express ideas or responses, and be broad in exploring information and learning resources. Thus the learning objectives of Civic Education can be achieved optimally in Higher Education. Based on the description above, it can be concluded that this research addresses the formulation of the problem, namely "How to develop project citizenship-based Microlearning in civics courses in improving civic disposition in higher education?"

Method

This research uses the research and development (R&D) method. One of the media that sets out the fundamental stages in a simple and easy-to-understand media development design is the ADDIE model. The ADDIE model is used to describe a systematic method in learning development. Robert Marie Brach in Sugiyono (2022) developed Instructional Design with the ADDIE approach, which is an extension of Analysis, Design, Development, Implementation, and Evaluation. Analysis, related to the process of analyzing working conditions and the environment to identify products that need to be developed. Design, involves creating a product design according to existing needs. Development, is the process of making and testing the product. Implementation is the application of the product, while Evaluation is an evaluation of the suitability of each step of the activity and the product that has been made with its specifications (Sugiyono, 2022).

Data collection methods are strategies used by researchers to gather information that supports the application development process. The data collection techniques used in this research include observation, interview, and questionnaire. Observations were conducted to obtain data directly from the learning environment, interviews were used to obtain in-depth information from research subjects, and questionnaires were used to collect data from a larger sample. The preparation of assessment instruments is grouped into three types based on the role and position of the subject in this study, namely: (1) instruments for media experts, (2) instruments for material experts, and (3) student response evaluation instruments. After the data is obtained, the data is then processed to assess the feasibility of the learning media developed based on the assessment in the form of a percentage.

RESULTS AND DISCUSSION

A. Research Results

1. Analysis Stage:

Learning Needs: Based on an initial survey involving 35 Bhinneka PGRI University students from the social and humanities faculty of Civics study program in the first semester, it was found that the majority of students (78%) felt that learning Citizenship on campus was too theoretical and did not provide opportunities to develop social and civic skills. As many as 82% of students want a more practical and contextual learning approach, which can connect theory with real problems in society. **Student Civic Disposition:** The survey results also show that students' civic disposition, which includes social responsibility, active participation in society, and understanding of civic values, is still relatively low. As many as 65% of students felt that they lacked direct involvement in civic activities.

2. Design Stage:

Microlearning Module: Based on the results of the analysis, a microlearning module was developed that aims to improve students' civic disposition. This module consists of various types of content: (1) Learning Videos that explain the concepts of civic knowledge, civic skills, and civic disposition. (2) Infographics that illustrate the importance of civic responsibility in everyday life. (3) Interactive Quizzes to test students' understanding after each learning session. (4) Citizenship Projects that invite students to carry out real projects related to social issues, such as digital social campaigns and community service. (5) Learning Platform: This module is accessed through Bhinneka PGRI University's Learning Management System (LMS), with additional learning using social media to increase student engagement.

3. Development Phase:

Validation by Experts: The developed product was validated by civics material experts and learning media experts. The validation results show scores: (1) Citizenship Material Expert: The validity score of 89% indicates that the material presented is in accordance with the curriculum and student needs. (2) Learning Media Expert: The validity score of 87% indicates that the learning media design and platform are attractive, interactive, and easily accessible to students as shown in Figure 1;

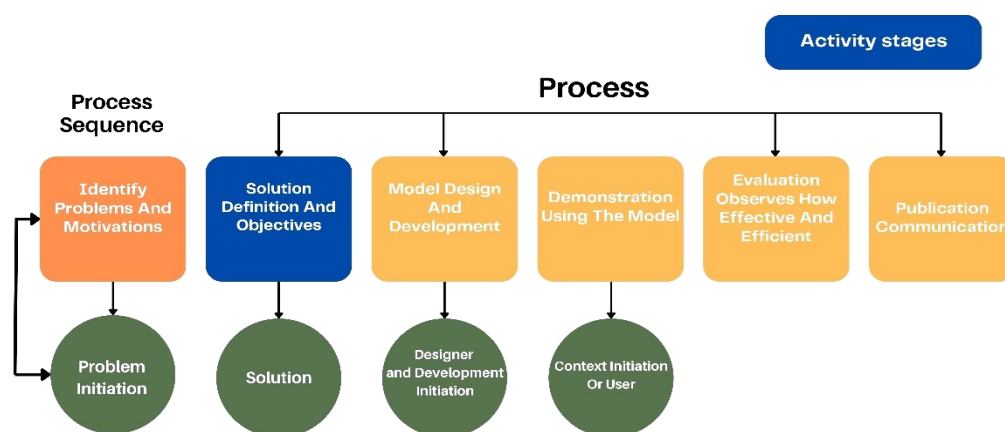


Figure 1. Development stage of learning activities

4. Implementation Stage:

Learning Trial: The trial was conducted involving 70 students from the Civics Study Program, PGSD at the faculty of social and humanities at Bhinneka PGRI University. Learning took place for 1 semester using the citizenship project-based microlearning method. Increased Civic Disposition: After implementation, an evaluation was conducted using the Civic Disposition Scale instrument. The results showed a significant increase in aspects of student civic disposition, as follows:

Tabel 1. Hasil Pre-test dan Post-test Civic Disposition

| Aspek Civic Disposition | Pre-test (%) | Post-test (%) | Upgrade (%) |
|-----------------------------|--------------|---------------|-------------|
| <i>Civic Knowledge</i> | 68% | 88% | 20% |
| <i>Civic Skills</i> | 64% | 85% | 21% |
| <i>Civic Responsibility</i> | 60% | 83% | 23% |
| <i>Civic Participation</i> | 55% | 81% | 26% |
| <i>Civic Knowledge</i> | 68% | 88% | 20% |

5. Evaluation Stage:

Student Feedback: Based on the final evaluation involving 100 students, 90% of students revealed that they felt they understood the concept of citizenship better and felt more involved in social activities after participating in the microlearning-based learning and citizenship project. They also felt more prepared to contribute to society.

B. Discussion

1. The Effectiveness of Microlearning in Improving Civic Disposition

Microlearning-based learning provides advantages in terms of flexibility and active student involvement. The results showed that students understood and remembered the material more quickly through short videos, infographics, and quizzes. Learning that is carried out in a short time (5-10 minutes per session) is suitable for the learning patterns of students who often have busy schedules. Research by Rahmawati (2021) supports these findings, showing that microlearning increases information retention by 25% compared to conventional methods.

At this stage, a framework for learning Citizenship with the Project Citizen model through project-based Microlearning was developed, starting from learning tools, content, teaching materials and assessment systems. From observation, students are more interested in accessing short content through social networks, compared to reading texts or books with long explanations. Furthermore, the design of Microlearning can be classified based on the type of learning object in developing content, the level of difficulty of the content, with these general characteristics as in Table 2. below:

Tabel 2. General Characteristics of Microlearning Content Design

| Item | characteristic |
|-------------|---|
| Adequacy | Difficulty level of content creation and updating |
| Convenience | Linked web-based content (LMS) |
| Efficiency | Short time required for production |
| Usability | Openness of distribution and output via the web (LMS) |

Then pay attention to strategies in the application of project-based Microlearning to create output products or activities from lessons and avoid cognitive overload that will affect achievement, so that students learn and practice in a short time and digest content more easily by taking into account 4 (four) elements that are the basis of microlearning design as in Figure 1.1.

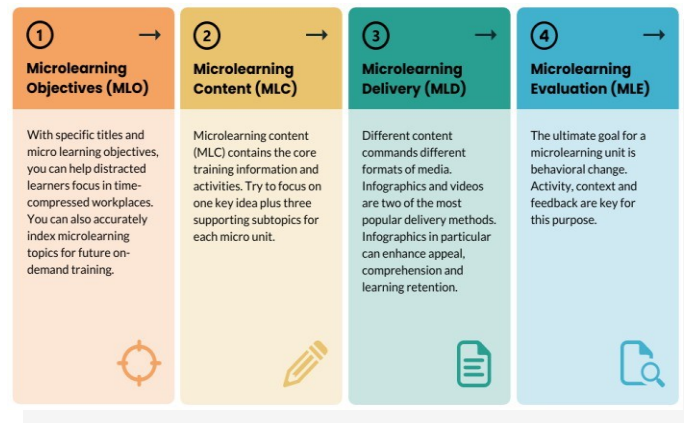


Figure 2. Microlearning Design Elements

2. The Importance of Citizenship Project to Enhance Civic Participation

By involving students in citizenship projects, learning becomes more practical and applicable. Students not only learn the concept of citizenship, but are also directly involved in activities that encourage social participation. Through digital social campaigns and community service activities, students learn to be active and responsible citizens. This is in accordance with Lickona's (1991) view, which states that citizenship character can only develop with direct involvement in social practice.

Development of an Effective Learning Model; The use of R&D method with ADDIE model enables this research to produce learning products that are valid and can be implemented effectively. The results of validation by material and media experts show that the learning products developed are in accordance with student needs and have high visual appeal. Positive Impact on Students' Civic Disposition; The pre-test and post-test results show that microlearning and citizenship project-based learning can significantly improve students' civic disposition. The most improved aspect is social participation, which shows that students now feel more involved in social activities and understand the importance of contributing to society.

Implementation Constraints and Solutions; Some of the obstacles found during the implementation include: (1) Limited Access to Technology: Some students in areas with limited internet access had difficulty following the learning. Solution: Provision of learning materials in offline format that can be accessed without internet connection. (2) Initial Student Engagement: At first, some students were less enthusiastic about participating in the citizenship project. Solution: Strengthening motivation through rewards for students who actively participate and visible contributions.

Conclusion

Based on the results of research conducted using the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), it can be concluded that the development of Project Citizenship-based Microlearning in Citizenship learning can significantly improve the Civic Disposition of students at Bhinneka PGRI University. Some of the main findings of this research are as follows: (1) The effectiveness of Microlearning in Citizenship Learning; Microlearning is proven to be effective in delivering citizenship material in a concise and focused manner, which suits the needs of students who have limited time and busy schedules. Short video-based learning, infographics, and interactive quizzes make it easier for students to understand basic civic concepts and increase their engagement in the learning material. (2) Improved Student Civic Disposition; Learning that combines microlearning and project citizenship has a significant impact on improving student civic disposition. Through direct involvement in citizenship projects, students not only understand civic values, but also practice civic skills and civic responsibility in their daily lives. The biggest increase occurred in the aspect of civic participation, which shows that students now feel more involved in social and community activities.

Using Citizenship Projects to Increase Social Participation; Involving students in civic-based projects such as digital social campaigns and community service activities makes them more active in contributing to solving social problems in their surrounding environment. This project also strengthens the social responsibility aspect which is an important part of civic disposition. Practical and Accessible Learning Model: By using Learning

Management System (LMS) and social media, microlearning modules can be easily accessed by students anytime and anywhere. This shows that the use of digital platforms can optimize students' learning experience that is more flexible and based on their needs.

Implementation Constraints and Solutions Provided; However, there were several constraints during implementation, such as limited internet access in some areas, which prevented students from participating in learning optimally. To overcome this, a solution in the form of providing learning materials in offline formats, such as printed modules or downloadable videos, is recommended to ensure better accessibility for all students. Recommendations for Further Development; This study also shows that there is potential to develop more local problem-based citizenship projects that are more relevant to students' lives, for example regarding environmental or social issues around campus. This can further optimize learning and increase students' social awareness of more real citizenship challenges.

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