

Instilling Civic Skills in Students of Aviation Engineering Study Program at Universitas Dirgantara Marsekal Suryadarma Through Project-Based Learning in Civic Education Course

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Article Info	ABSTRACT
<p>Histori Artikel: Submitted: April 30, 2025 Revised: July 20, 2025 Accepted: September 1, 2025</p> <hr/> <p>Keywords: Project Citizen; Aerospace Engineering Students; Project Based Learning; Civic Education.</p>	<p><i>This study aims to describe project-based learning in the Citizenship Education module and its implementation for students of the Aviation Engineering Programme at Unsuraya, as an effort to instil civic skills. The research employed a descriptive qualitative method, with data gathered through classroom observation and literature study concerning project-based learning in the Citizenship Education module. The findings indicate that the implementation of project-based learning in the Citizenship Education module by the Aviation Engineering students has been quite successful. This is evidenced by the outcomes of the group projects: Group One produced a campaign titled "Anti-Corruption Education", and Group Two created a campaign entitled "Stop Violence on Campus". The success of these projects represents a meaningful step in instilling civic skills, aiming to enhance communication abilities, develop teamwork across diverse backgrounds, raise awareness of the importance of a strong safety culture and high integrity in the aviation industry, sharpen analytical thinking, and prepare students to become competent professionals who contribute positively to society and the aviation sector.</i></p>

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INTRODUCTION

The true purpose of a university (campus) is not just a place to acquire knowledge and produce clever, competent students; it must also educate and create students of character who possess moral values. However, in reality, problems still exist within the learning process. According to Paulo Freire's theory, the educator's view is that the teacher teaches and the learners are taught. In this way, learners are merely recipients of information without any development or reciprocity. Learning becomes a mere transfer of knowledge without involving moral values, meaning the cultivation of attitudes is neglected [1].

The learning process should no longer be a vehicle for "teaching" but should be directed more as a vehicle for "learning," as education is a process of an individual's maturation [2]. Learning should be more enjoyable, engaging, and enlightening for students, where lecturers are able to develop mindsets and change student attitudes and behaviour. Lecturers should not only teach to achieve certain exam results but should develop the student as a whole—with discipline, honesty, and in accordance with societal norms. In addition, lecturers should not only teach for final examinations or act simply as tutors, but also as facilitators.

As a consequence, in the context of Citizenship Education, learning has tended to develop into a culture of rote learning rather than a culture of critical thinking, further distancing the role of Citizenship Education from the effort to form "good citizens" and useful members of society. Therefore, the design of classroom learning must be arranged in such a way that the results of the process provide not only cognitive understanding but also the skills of a good citizen.

Citizenship Education is a module studied by students in the Aviation Engineering Study Programme at the Marshal Suryadarma University of Aeronautics (Unsurya). By studying this module, Aviation Engineering students can form civic skills alongside civic knowledge and civic responsibility. This is in line with Wahab and Sapriya's view that the state's aim in developing Citizenship Education and mandating its implementation at all levels of education is intended to form good citizens. The figure of a good citizen is indicated by three criteria: possessing civic knowledge, civic skills, and civic responsibility [3]. As such, Citizenship Education needs to be developed so that it does not only emphasise the civic knowledge aspect but also leads towards civic skills.

Civic skills are an individual's ability to participate actively and responsibly in society. For Aviation Engineering students, the application of civic skills is crucial for creating a culture of safety and high integrity within the aviation industry. We all remember the Lion Air JT610 incident on 29 October 2018, which flew from Jakarta to Pangkal Pinang and crashed into the Java Sea, resulting in the deaths of 189 people on board. On the previous day's flight from Denpasar to Jakarta, this aircraft had experienced malfunctions related to airspeed and altitude indications, yet the pilot managed to land the aircraft safely in Jakarta [4]. This accident not only caused profound grief for the victims' families but also raised serious questions about aviation safety standards and corporate accountability. Consequently, several directors and staff members involved—including the Director of Maintenance and Engineering and the Quality Control Manager—were suspended, and their Aircraft Maintenance Engineers Licences (AMEL) were frozen by the Directorate General of Civil Aviation [5].

Based on the above, one effort to instil civic skills in Unsurya's Aviation Engineering students is by using a learning model designed to explore the students' overall abilities: Project-Based Learning. Project-Based Learning is a model that makes the learner the subject or centre of learning, focusing on a process that results in a final product. This means learners are given the freedom to determine their own learning activities and work on projects collaboratively until a product is obtained [6]. Therefore, through the Project-Based Learning method in Citizenship Education, an effort is made to instil civic skills in Aviation Engineering students so they become not only competent aviation experts but also responsible citizens with integrity, ultimately contributing to the improvement of flight safety.

Given this background, the author is interested in describing how Project-Based Learning is applied within Citizenship Education and how its implementation for Aviation Engineering students at Unsurya functions as an effort to instil civic skills.

METHODS

This study employs a descriptive qualitative research design. Qualitative research aims to describe and analyse phenomena, events, social activities, attitudes, beliefs, and the perceptions of individuals or groups [7]. The study was carried out over seven face-to-face teaching sessions with first-semester students of the Aviation Engineering Programme at Universitas Dirgantara Marsekal Suryadarma during the 2024/2025 academic year, specifically between December 2024 and January 2025. The research subjects were determined using a purposeful sampling technique. In purposeful sampling, the researcher intentionally selects individuals and sites to learn about or understand the central phenomenon [8]. For this study, 39 first-semester students from the Aviation Engineering Class of 2024 taking the Civic Education module were selected.

Data collection was conducted through observations of classroom learning activities and a literature study on project-based learning within the Civic Education module. The research stages comprised: (1) identifying the location to be studied. This stage assisted the researcher in understanding the central phenomenon and the research question: how is project-based learning implemented for Aviation Engineering students at Universitas Dirgantara Marsekal Suryadarma in the Civic Education module to embed civic skills; (2) determining information that could address the research question; (3) designing research observation instruments, gathering relevant literature as comparative material, and preparing student experience response sheets; (4) collecting data. At this stage, the researcher, in their capacity as the Civic Education lecturer, observed and directly experienced the implementation of project-based learning from the planning and execution phases through to evaluation, including the completion of response sheets resulting from the project-based learning process; and (5) data processing and analysis.

RESULT AND DISCUSSION

Project Based Learning in Citizenship Education Subjects

The study conducted by Trilling and Fadel explains that diploma and higher education graduates still lack competence in several things, including communication problems with others, problems with critical thinking and solving problems, problems with professional work ethics, problems working with teams and collaborating, problems working in different groups, problems using technology and problems with project management and leadership [9]. In line with this problem, Rafzan et al stated that the fundamental problem in this current era is that young citizens have not been able to be responsible citizens, lack confidence, and are unable to make a decision when facing problems [10]. This problem has become important in the midst of the demands of an era of disruption and the increasingly multidisciplinary role of science.

Citizenship education in higher education has a strategic role in developing student personalities. This is because Citizenship Education aims to shape students into good and intelligent citizens (smart and good citizenship). And this goal is of course very relevant to current learning developments in the context of building quality Indonesian human resources.

One method for learning Citizenship Education to achieve the goals stated above is through the citizen project model. Project Citizen is a group project-based learning model that aims to hone students' critical skills with the aim of making them able to see problems from various perspectives related to the project. This learning model is also intended to develop student character attitudes such as honesty, attention, self-reliance, discipline, responsibility, hard work, humility, courage and justice [11]. Likewise, according to Budimansyah, this citizen project is a problem-based instructional treatment to develop knowledge, skills, democratic citizenship traits that enable and encourage participation in government and civil society [12].

This citizen project was first introduced in the United States. For the first time, project citizen was applied to civics subjects in the United States with the aim of further Optimizing civic learning. This citizen project model was developed in Citizenship Education learning because it was deemed suitable for forming civic skills (civic skills) in a citizen. Through citizen projects, it can be used as a

vehicle to show the participation of students as the young generation in building the nation, as well as being a means of increasing knowledge, skills and civic character.

Project Citizen, which is a project-based learning model, can encourage students to increase their creativity and abilities in learning. According to Daryanto and Raharjo, project-based learning is a learning model that uses problems as the first step in collecting and integrating new knowledge based on experience and real activities [13]. Fathurrohman also said that project-based learning is a learning model that uses projects as a learning tool to achieve competency in attitudes, knowledge and skills [14]. Thus, the project-based learning method is a student-centered learning method because this learning model uses problems that may be experienced in real life for which a theme or topic has been determined and then experiments or research are carried out in order to produce real products according to the student's abilities. This is in accordance with the results of research conducted by Sundari and Dedek which stated that the cultivation of civic skills in students of the Civics Education Study Program at Jambi University through the Citizenship course using Project Based Learning has been carried out well and student participation in every stage of learning shows how they not only hone their academic skills but also hone their own abilities to become good citizens [15].

The use of a project-based learning model will be directional if the implementation of the learning model has steps, because these steps will make activities easier so that the objectives of implementing the project will be achieved. The steps of this project-based learning model are: 1) problem recognition; 2) designing plans, planning projects; 3) preparation of schedules, compiling activity schedules; 4) implementation and monitoring, supervising the progress of the project, 5) testing the results, assessing the products produced; and 6) evaluation and reflection [15]. Likewise, according to Nirmayani and Dewi, the steps for project based learning are as follows: 1) basic questions to determine the project; 2) designing project work steps; 3) draw up a schedule; 4) monitoring the progress of project work; 5) preparation of results presentation; and 6) evaluation of project results [16].

Implementation of Project-Based Learning for Students of the Aviation Engineering Study Program, Unsolar in the Citizenship Education Course in an Effort to Instill Civic Skills

In the odd semester of the 2024-2025 academic year, several lecturers in charge of courses in the Aeronautical Engineering Study Program at Unsolar have started using project-based learning methods, also known as problem-based learning, with different outcomes for each. However, in the Citizenship Education course, problems are specifically focused on themes or issues regarding citizens or society that occur in the students' surroundings related to their study program. This is in accordance with the objectives of the course citizenship education is to form students to have holistic knowledge, skills and civic character so that they are able to play a role in society and have character.

Initially, the first semester students of the Solar Aviation Engineering Study Program were divided into 2 (two) groups. Each group chooses one of them to be appointed as the group leader who acts as the group coordinator who will carry out project-based learning according to the steps that have been determined. The following are the project-based learning steps for students in the first semester of the Unsolar Aeronautical Engineering Study Program.



Figure 1 Chart of Project Based Learning Steps in Project Citizen

In the first stage, students were directed to find problem topics from daily life, whether in society or current actual issues. Furthermore, the chosen topics had to relate to the Civic Education curriculum, particularly regarding the rights and obligations of citizens, legal awareness and enforcement, Indonesian democracy, national defence, and national resilience. In this stage, the lecturer provided space for students to explore phenomena and then confirmed that the topics were appropriate. The students were formed into two groups and given discussion space to determine the problem for the project. Individual participation was required to identify problems that were actual and worthy of study. Group One chose “Anti-Corruption Education Campaigns for Students,” while Group Two chose “Anti-Violence on Campus.”

In the second stage, each group drafted the steps to be taken to increase effectiveness and efficiency. The lecturer provided guidance and clear task allocations so each individual could maximise their role and avoid overlap.

In the third stage, the project schedule was compiled. This was done as accurately as possible given the limited time. The deadline for completion was five weeks, and in the sixth week, each group had to present their project results. Therefore, each step included an estimated duration.

The fourth stage involved monitoring by the lecturer to see the progress of each group and whether they encountered obstacles. The lecturer functioned as a facilitator to help find solutions and provide useful input for the project’s success.

In the fifth stage, each group presented their project results. The products consisted of a project implementation report, a PowerPoint (PPT) presentation, and a video. The presentation was delivered by all group members to ensure full participation. The lecturer allowed for “ice breaking” to make the atmosphere more relaxed and enjoyable. The presentation results were a key assessment indicator. All groups presented very well, despite some minor points for improvement.



Figure 2 Result of Implementation of Project Citizen Group One “Anti Corruption Education Campaign for Students”

In Figure 2 you can see the results of the implementation of project-based learning carried out by group one of the first semester students of the Unsurya Aviation Engineering Study Program. Even though they are only in their first semester, they have managed to complete this project very well. It is certainly hoped that this project can be an answer that through project-based learning in the Citizenship Education course for students of the Aviation Engineering Study Program, Unsurya, they can instill civic skills in aviation safety management through implementing an Anti-Corruption campaign in aircraft spare parts management. The civic skills applied include the following:

1. Integrity and Honesty
Students are trained to understand the negative impact of corruption on aviation safety, such as the use of fake or low-quality spare parts.
2. Social Responsibility

Developing awareness that corruption not only harms companies, but also endangers the lives of passengers.

3. Advocacy and Effective Communication

Students can design and implement campaigns on campus or in the workplace to raise awareness about the dangers of corruption in the spare parts supply chain.

4. Collaborative Problem Solving

Students can get used to collaborating to identify problems in the spare parts management system that are vulnerable to corruption and have the courage to propose innovative solutions.



Figure 3 Results of Implementation of Project Citizen Group Two “Stop Violence on Campus”

In Figure 3 you can see the results of project-based learning carried out by a group of two first semester students from the Solar Aviation Engineering Study Program with the theme Stop Violence on Campus. Even though they are only in their first semester, they have managed to finish very well. It is certainly hoped that this project can be an answer that through project-based learning in the Citizenship Education course for students of the Aviation Engineering Study Program at Unsurya, they can instill civic skills in aviation safety governance through the implementation of reporting violence and ethical violations in the work environment, including the following:

1. Civic Courage

Students are taught to have the courage to report acts of violence, harassment or other ethical violations that they witness in the work environment, even if they are at risk.

2. Empathy and Social Awareness

Build an understanding of the psychological and professional impact of violence or harassment on individual and group (team) performance.

3. Assertive Communication Skills

Learn how to report incidents effectively and according to procedures to the authorities without disrupting the work environment.

4. Understanding of Law and Professional Ethics

Study worker rights, professional codes of ethics in the aviation industry and the legal consequences of acts of violence or ethical violations.

In the final stage, namely the stage for evaluating the results of project-based learning starting from the stage of selecting a theme or topic to the results of project implementation. At this stage, the lecturers and all students involved in implementing this project provide each other with constructive input and suggestions.

CONCLUSION

The implementation of project-based learning in Civic Education for first-semester students of the Aviation Engineering Study Program at Dirgantara Marsekal Suryadarma University is a student-centered approach that focuses on contextual themes and topics relevant to their field of study, with the primary goal of producing a tangible product from the project. The project-based learning implemented in Civic Education by students of the Aviation Engineering Study Program at Unsurya has been quite

successful, as evidenced by the products generated by Group One's "Anti-Corruption Education" campaign and Group Two's "Stop Violence on Campus" campaign. The success of this project is a step towards instilling civic skills to enhance communication skills, develop teamwork with diverse backgrounds, increase awareness of the importance of safety culture and high integrity in the aviation industry, improve analytical skills, and prepare students to become competent professionals who contribute to society and the aviation industry.

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