

## Citizen Project Based on Problem Solving Skills

DOI: <https://doi.org/10.47175/rielsj.v5i3.1068>

| Osberth Sinaga<sup>1</sup> | Daulat Saragi<sup>2</sup> | Halking<sup>3</sup> | Deny Setiawan<sup>4,\*</sup> |

<sup>1,2</sup> Department of Visual Arts  
Education, Faculty of  
Language and Arts,  
Universitas Negeri Medan

<sup>3,4</sup> Department of Civic  
Education, Faculty of Social  
Sciences, Universitas Negeri  
Medan

\*[denysetiawan@unimed.ac.id](mailto:denysetiawan@unimed.ac.id)



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### ABSTRACT

*This study aims to develop a citizen project design based on problem-solving skills in the General Citizenship Course. The research method used is the R&D method following the Borg & Gall procedure. The research subjects involved: lecturers in charge of the Citizenship course; students as subjects for limited group trials; and four experts for validation of the citizen project practice design. The instrument used was an expert validation questionnaire which was analyzed using the Percentage of Average Score (PRS). Meanwhile, data analysis related to students' abilities in problem-solving skills was carried out using qualitative descriptive analysis techniques on the results of observations. The results of the study showed that the citizen project design based on problem-solving skills was declared valid and feasible to be used in Citizenship learning. The results also showed that the citizen project design can improve students' skills in solving problems, which include: critical thinking and problem-solving skills, communication and collaboration skills, contextual learning skills, and creation and renewal skills.*

### KEYWORDS

*Citizen project; problem-solving skills; civic subject*

## INTRODUCTION

The tendency of civic education in the global era requires that this educational program needs to be designed to build the dimensions of civic knowledge, civic disposition, and civic skills as a whole (Quiqley, 2000). These three dimensions are competencies that citizens should have in order to be able to exist in the midst of global life (Iswanda & Dewi, 2021). However, the factuality of civic learning in general at the tertiary level is still dominated by conceptual presentation (civic knowledge), is not optimal in fostering character values (civic disposition) and is not accustomed to training skills in solving problems (civic skills). Koesmiyati (2021) explains that the fact of civic learning still tends to be verbalistic and learning outcomes are not optimal in producing meaningful products. Coupled with the tendency of civic learning which is still textual rather than contextual (Iswanda & Dewi, 2021). Based on the above facts, citizenship learning needs to be designed with citizen project practices based on problem-solving skills so that students can produce outputs in building their full competence (Obaydullah et.al, 2020). Output-based learning is the main target to improve the quality of learning by ensuring achievement in terms of knowledge, attitudes and skills (Majid, 2016). In order to fulfill citizenship learning based on outputs, it is deemed necessary to implement citizen project practices by learning through research, disclosure, and problem solving (Nurwardani, et al., 2016). Added by Budimansyah (2009), citizen projects have a very important goal in helping the development of various citizenship skills for students. Through the practices carried out, students have the opportunity to develop various citizenship characters, participate and take responsibility for a number of problems that befall their society, nation and country.

Citizenship learning through citizen project practices developed in this study is designed with the aim of improving students' skills in solving problems. Gunur, Makur, & Ramda (2018) said that problem solving is very important to be given because it can train and develop critical thinking skills, creativity, innovation and students' conceptual understanding in the process of finding solutions or solutions to problems. Even problem solving skills are one form of 21st century life skills (Kurniati, 2016). However, ironically, several study results (Mardhiyah, 2021) show that the learning system has not fully trained a number of skills for 21st century life skills. This condition causes students' skills in using knowledge to overcome life's problems to still be low (Novili, 2016; Yuningsih, 2019).

For this reason, problem solving skills in this study were designed and developed into citizen project practices as part of citizenship learning. The development of problem solving skills is important for students to be able to improve their critical thinking skills and develop ideas through problem solving. Problem solving skills in the learning process need to be designed, considering that problem solving is the initial step for students to develop ideas in building new knowledge and developing a number of other skills (Christiyoda, 2016).

## **LITERATURE REVIEW**

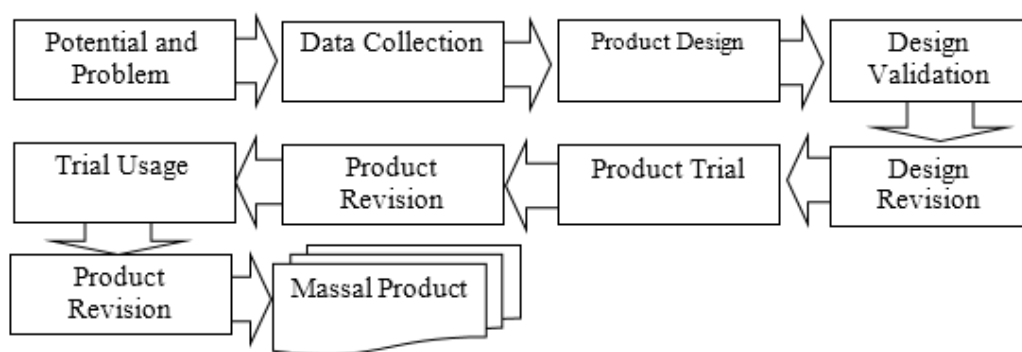
To answer the challenges and opportunities of global life, a new paradigm is needed in citizenship education by redesigning the study of material combined with the practice of problem-solving skills and decision-making attitudes to be able to equip students and prepare them as global citizens. Morais & Ogden (2011), explained that global citizenship that can be developed in citizenship education includes three aspects, namely: social responsibility, global competence and global civic engagement. Through these three aspects, students as citizens are trained to understand social problems at the local, regional, national and global levels, and actively recognize and solve problems from citizenship issues contextually. For this reason, citizenship learning in the global era needs to be developed with an orientation towards outputs or results that are centered on students. Positive results from output-oriented learning are marked by the fulfillment of learning outcomes (Hamamah et al, 2020), ensuring the achievement of learning outcomes (Purwasih, 2020), and can help produce creative, interactive and innovative students (Mathew, 2005). Explained by Hejazi (2011), output-oriented learning is a learning method that focuses on what students should do. Outputs or learning outcomes are identified first, then planning of learning methods and assessments is adjusted to the outputs (Davis, 2003; Spady & Marshall, 1991). Output-based learning emphasizes that learning outcomes can be met from the aspects of knowledge, skills and attitudes according to social, economic and academic cultural conditions (Wahyudi & Wibowo, 2018). Based on the above thinking, citizenship learning in the global era needs to be developed based on results or outputs or learning outcomes. For this reason, the application of citizenship learning through citizen project practices can be used as an alternative as a vehicle for training students to be skilled at solving problems in producing outputs. Nurwardani, et al. (2016) explains that the citizen project model is basically based on the strategy of "inquiry learning, discovery learning, problem solving learning, research-oriented learning which is packaged in the form of activities or projects. This model is very suitable to be applied in various learning especially in citizenship learning in order to foster smart and good citizens and be trained in solving problems faced in community, national and state life. Budimansyah (2009), explains that citizen projects have the aim of helping the development of various citizenship skills for students. The implementation of citizen projects through project practices and processes encourages students to participate and be responsible effectively as citizens in building democracy. Citizen projects as a program to strengthen civic competence, are also used as a means of practice, one of which is to train

students' skills. In this case, Christiyoda (2016), explains that the development of problem-solving skills has an important meaning for students to be able to improve their critical thinking skills and develop ideas through problem solving. Problem-solving skills in the learning process need to be designed, considering that problem solving is the first step for students to develop ideas in building new knowledge and developing other skills. Even problem-solving skills are one form of 21st century life skills (Kurniati, 2016). Umami & Musyarofah (2020) explain more fully, social skills can be grouped into four parts, namely: (1) Basic interaction skills; (2) Communication skills; (3) Team/group building skills; and (4) Problem-solving skills. Added by Jayadi, Putri and Johan (2020), 21st century skills that must be developed in learning include: (1) critical thinking and problem-solving skills; (2) communication and collaboration skills; (3) creativity and innovation skills; (4) information and communication technology literacy; (5) contextual learning skills; (6) information and media literacy skills. In this study, problem-solving skills are limited to four indicators, namely: critical thinking and problem-solving skills, communication and collaboration skills, contextual learning skills, and creativity and innovation skills.

### RESEARCH METHODS

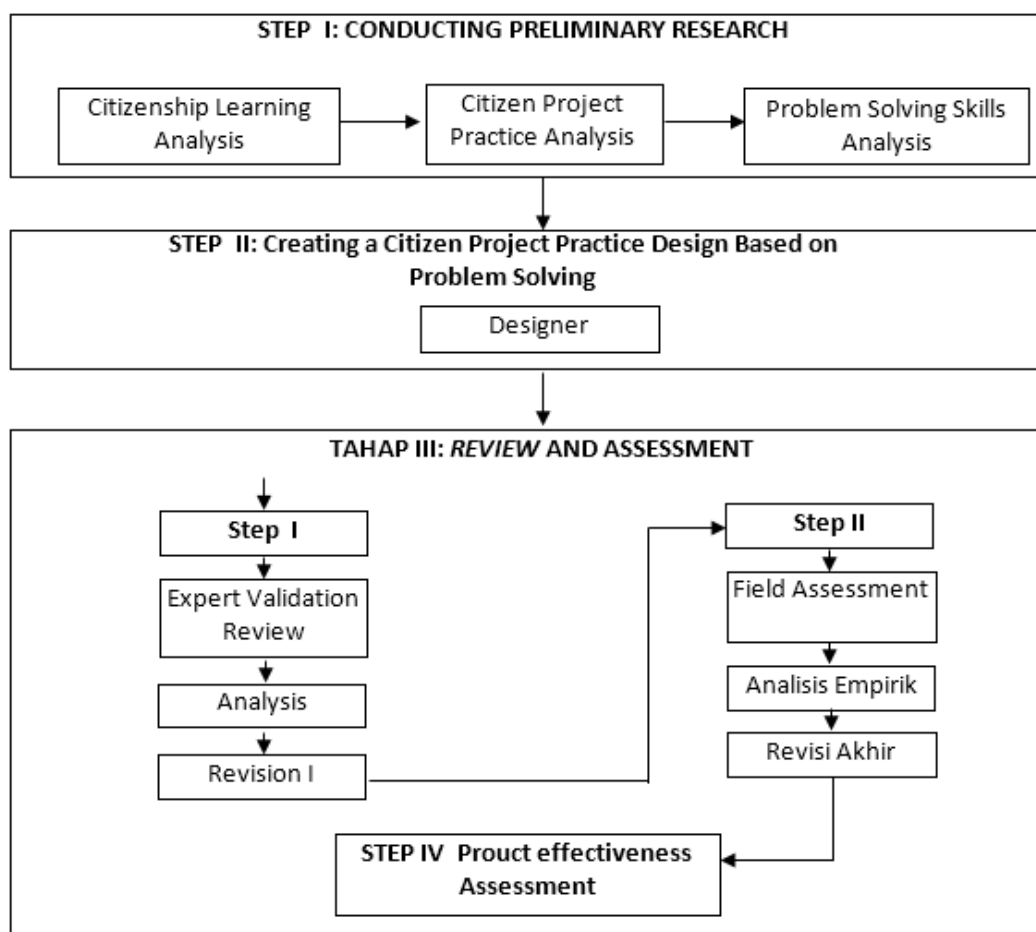
This research was conducted at the General Subject Unit of Medan State University located at Jalan Williem Iskandar Pasar V Medan-Estate. The research period was from January to November 2024. The research subjects involved: (1) lecturers in charge of Citizenship courses; (2) students as a limited trial group; and (3) four validation experts consisting of: two experts in Citizenship Education and two experts in the field of project learning.

This research uses the development research model from Borg & Gall. In its implementation, this R&D research follows the procedures developed by Sugiyono (2016):



**Figure 1.** Product Trial Research and Development Steps

The development procedure was carried out to produce a citizen project design based on problem solving which was carried out in 4 stages, namely: (1) preliminary research, (2) learning design, (3) review, trial and product revision, and (4) product effectiveness testing.



**Figure 2.** Borg & Gall Development Procedure Chart

The instrument used in this study is: expert validation questionnaire. The expert validation questionnaire instrument uses a modified Likert scale to a scale of 5. The assessment criteria are classified into five levels with the following assessments: (1) Not Good, (2) Less Good, (3) Good Enough, (4) Good, (5) Very Good, (Sudjana, 2017). The expert validation questionnaire grid is presented in the following table:

**Table 1.** Expert Validation Questionnaire Grid

No	Component	Sub-Component
I	Study Materials for General Citizenship Courses	1. Definition, Understanding and Objectives of Citizenship Courses in the Global Era 2. Scope of General Citizenship Courses in the Global Era 3. Global Citizenship Issues
II	Outcome Orientation Learning	1. Use of Portfolio 2. Application of Case Method <i>Team Based Project</i>
III	Activity Project Practice	1. <i>Civic Knowledge strengthening</i> 2. <i>Civic Skills strengthening</i> 3. <i>Civic Disposition strengthening</i>

No	Component	Sub-Component
IV	Problem Solving Skills	1. Critical Thinking 2. Creative Ideas 3. Information/Data Literacy 4. Associating 5. Ability to Conclude

Meanwhile, related to the achievement of student learning outcomes in solving problems, the instrument used is an observation sheet. The learning outcome observation grid is designed as in the following table:

**Table 2.** Problem Solving Skills Observation Grid

No	Critical Thinking & Problem Solving Skills	HO	Communication & Collaboration Skills	HO	Learning Skills	HO	Creating and Renewing Skills	HO
1	Reasonable Thinking	...	Listening	...	Contextual	...	Reflection	...
2	Chronological	...	Ideas	...	Relationship	...	Introspection	...
3	Analytical	...	Informative	...	Identifying	...	Abstraction	...
4	Synthesis	...	Accommodating	...	Collecting information/data	...	Innovative	...
5	Decision Making	...	Adaptive	...	Associating	...	Adoption	...
K	.....	.....	.....	.....	.....	.....	.....	.....

**Description:**

HO = Observation Results

\*SN = Already Visible, if most respondents (> 50%) have shown the indicator

\*BN = Not Yet Visible, if most respondents (> 50%) have not shown the indicator

K = Category

\* Very Good, if it covers 5 indicators

\* Good, if it covers 4 indicators

\* Quite Good, if it covers 3 indicators

\* Less Good, if it covers 2 indicators

\* Not Good, if it covers 1 indicator

\* Very Bad, if it does not cover all indicators

The analysis was conducted to validate the design of citizen project practices based on problem-solving skills. To analyze the assessment results given by experts on the quality and feasibility of the product, the following Percentage Average Score (PRS) formula was used:

$$PRS = \frac{\text{Score Total}}{\text{Maximal Score}} \times 100\% \quad (\text{Sudjana, 2007})$$

Criteria with :

90% ≤ PRS ≤ 100% = Very Well (SB)

80% ≤ PRS ≤ 90% = Well (B)

- 70% ≤ PRS ≤ 80% = Enough (C)
- 60% ≤ PRS ≤ 70% = Less (K)
- 0% ≤ PRS ≤ 60% = Very Less (SK)

Meanwhile, data analysis related to students' problem-solving skills was carried out using qualitative descriptive analysis techniques on the results of observations during observations during the learning process both in and outside the classroom.

## RESULTS AND DISCUSSION

This research is compiled based on the development procedure taken to produce a product in the form of a citizen project design based on problem-solving skills. The development procedure is carried out through 4 stages, namely: (1) conducting preliminary research, (2) creating a learning design, (3) review and trial, and (4) testing the effectiveness of the product.

### Preliminary Research

Based on interviews with lecturers in charge of the General Citizenship Course, information was obtained that this course provides an important contribution to the formation of graduate profiles, as well as learning outcomes that include competencies: attitudes, knowledge, general skills and special skills. However, from the results of the observation, it was found that the General Citizenship Course which should be applied through citizen project practices to develop students' abilities in problem solving, has not been implemented optimally. This is because: 1) citizenship learning is still dominated by the civic knowledge component with the presentation of conceptual knowledge; 2) the Citizenship Program as one of the general courses has not been designed to improve students' abilities in solving problems. Therefore, it is necessary to develop integrated citizenship learning by implementing citizen project practices for students to improve their ability to solve problems. Innovative actions need to be taken by developing a citizen project design based on problem-solving skills in learning General Citizenship Courses as a program to strengthen student competencies, including in this case their ability to carry out problem-solving skills.

### Product Design

The design of a citizen project product based on problem-solving skills is carried out by first developing a formulation of learning outcomes for the General Citizenship Course. The development of learning outcomes is designed, as presented in the following table.

**Tabel 3.** Learning Outcomes Citizenship as General Subject

<b>Learning Design</b>	<b>Learning Outcomes</b>
Study Material	Students can demonstrate the ability to analyze, determine attitudes and actions while studying the material which includes the following concepts: <ol style="list-style-type: none"> <li>1. Definition, Understanding and Objectives of General Citizenship Courses</li> <li>2. Scope of General Citizenship Courses</li> <li>3. Contextual Citizenship Issues</li> </ol>
Outcome Oriented Learning	Students can demonstrate the ability to analyze, determine attitudes and actions during the learning process by producing outcomes through the application of: <ol style="list-style-type: none"> <li>1. Portfolio</li> </ol>

Learning Design	Learning Outcomes
	2. <i>Case Method</i> 3. <i>Team Based Project</i>
Project Practice Activities	Students can demonstrate the ability to analyze, determine attitudes and actions during the learning process by providing reinforcement to the following components: 1. <i>Civic Knowledge</i> 2. <i>Civic Skills</i> 3. <i>Civis Disposition</i>
Problem Solving Skills	Students can demonstrate the ability to analyze, determine attitudes and actions during the learning process with the following skills: 1. <i>Critical Thinking</i> 2. <i>Creative Ideas</i> 3. <i>Information/Data Literacy</i> 4. <i>Associating</i> 5. <i>Concluding</i>

### Product Development Evaluation

The experts involved in this study were two material experts and two citizenship learning experts. These four experts assessed the resulting product, namely the citizen project design based on problem-solving skills. Validation was carried out in May 2024. Product testing of material experts and citizenship learning was carried out through a questionnaire. The questionnaire consists of several assessment components, namely. Study material, output-oriented learning, project activity practice, and problem-solving skills. The validation results are presented in the following table:

**Table 4.** Expert Validation Results

No	Component	Indicator	Score	Categories
1	Study Material	- Material, tables and images are easy to understand	4,5	Well
		- Suitability of material to learning outcomes of the course	5	Very Well
		- Material contains contextual elements	4,75	Well
		- Updated material	4	Well
		- Accuracy of case study selection with material	4, 5	Well
Score			22,75	
Average			4,55	Well
2	<i>Output Oriented Learning</i>	- <i>Problem based learning</i>	5	<i>Very Well</i>
		- <i>Contextual learning</i>	4	<i>Well</i>
		- <i>Interpreting Case Method</i>	4,5	<i>Well</i>
		- <i>Team Based Project</i>	4,75	<i>Well</i>
		- <i>Output Based</i>	4,5	<i>Well</i>
Score			22,75	Well
Average			4,55	Well
3		- <i>Encouraging curiosity</i>	4,5	Well

Activity	-	<i>Raising citizenship issues</i>	5	Very Well	
Project	-	<i>Intellectual Skills</i>	4	Well	
Practice	-	<i>Participation Skills</i>	4,5	Well	
	-	<i>Determining attitudes</i>	4	Well	
Score			22		
Average			4,4	Well	
4	Problem Solving Skills	-	<i>Stimulate critical thinking</i>	5	Very Well
		-	<i>Stimulate creative ideas</i>	4,5	Well
		-	<i>Utilize information/data literacy</i>	4	Well
		-	<i>Encourage association</i>	4	Well
		-	<i>Encourage decision making and conclusions</i>	4,75	Well
Score			22,25		
Average			4,85	Well	
Score			89,75		
Average			4,48	Well	

The table above shows that the citizen project design based on problem-solving skills developed obtained a total average score of 4.8. Thus, the developed learning design is worthy of being tested without having to be revised. If the assessment criteria are in percentage, then the value achieved is 89.75% or is in the Good category, as shown in the following table:

**Table 5.** Validator's Average Assessment

Validator	Validation	Criteria
Validator 1	90%	Very Well
Validator 2	88,50%	Well
Validator 3	91,50%	Very Well
Validator 4	89%	Well
Average	89,75%	Well

Meanwhile, for the evaluation/small group trial, it was conducted by testing 6 (six) students out of 30 (thirty) students. The six students were selected randomly based on their learning abilities, whether high, medium, or low. The questionnaire contained three assessment aspects, namely presentation of materials, learning process, and output or learning product. The data obtained from this stage of the trial are presented in the following table:

**Table 6.** User Test Results

No	Aspect	No	Indicator	Score	Category
1	Material	1	Material is easy to understand	5	Very Well
		2	The material raises actual citizenship issues	5	Very Well
		3	The material presented is supported by information/data	4,5	Well
		4	The material is discussed in depth	4	Well

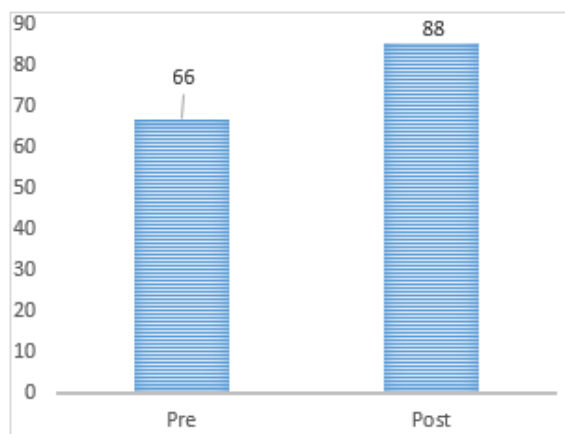
		5	Sources or literature are easily accessible	4	Well
<b>Average</b>				<b>4,5</b>	<b>Well</b>
2	Learning Process	6	Encourage curiosity	5	Very Well
		7	Problem-based	4,5	Well
		8	Contextual learning	4	Well
		9	Implement case method	4.5	Well
		10	Team based project	4,5	Well
<b>Average</b>				<b>4,5</b>	<b>Well</b>
3	Output learning	11	Assignments with directed guidance	4	Well
		12	Availability of Worksheets with clear instructions	5	Very Well
		13	Training problem-solving skills	4	Well
		14	Producing useful outputs	4.5	Well
		15	Outputs are presented and assessed objectively	4	Well
<b>Average</b>				<b>4,3</b>	<b>Well</b>
<b>Average Score</b>				<b>4,4</b>	<b>Well</b>

The table above shows that the average score for the three aspects reached 4.4 or was in the "Good" category, with details: the average score for the material aspect was 4.5 with the "Good" category; the average score for the learning process aspect was 4.5 with the "Good" category; and the output aspect received an average score of 4.3 with the "Good" category.

Based on these results, there were no fundamental deficiencies in the product that needed to be improved, either in terms of material, learning process or learning outcome output. Thus, the design of citizen project practices based on problem-solving skills is declared feasible and can be applied in the learning process.

### **Product Effectiveness Test**

The next stage is the product effectiveness test. The product effectiveness test is carried out by implementing a citizen project design based on problem-solving skills in the citizenship course class. The results of the product effectiveness test are presented in the following figure:



**Figure 3.** Product Effectiveness Test Results

The data above shows an increase in the average value of learning outcomes, before and after completing learning. The pretest results or the average value of learning outcomes at the beginning of learning were 66%, while the posttest results or the average value after completing learning were 88%. These data show an increase in learning outcomes of 22%, so it can be stated that the citizen project design product is effective in improving student learning outcomes. In accordance with the design of this study, student learning outcomes are designed to be able to improve students' skills in solving problems. Based on the results of observations made through observations during the treatment in the learning process in the classroom, it shows that the citizen project practice design that was designed can contribute to students' ability to solve problems as presented in the following table:

**Table 7.** Observation of Problem Solving Skills Practice

No	Critical Thinking and Problem Solving Skills	Communication Skill And Collaboration		Contextual Learning Skills		Creating or Renewing Skills		
		HO	HO	HO	HO	HO	HO	
1	Thinking logically	SN	Listening	SN	Relation	SN	Reflection	SN
2	Chronologically	SN	Ideas	SN	Identifying	SN	Introspection	SN
3	Analytical	SN	Informative	SN	Collecting information/data	SN	Abstraction	SN
4	Synthesis	BN	Accommodating	SN	Associating	SN	Innovative	SN
5	Decision making	SN	Adaptive	SN	Interpreting	BN	Adoption	BN
K	Well		Very Well		Well		Well	

The table above shows that the greatest problem-solving skills demonstrated by students are communication and collaboration skills which are in the "very good" category. This data is shown by the appearance of students' ability to listen to messages, express ideas, be informative, accommodating, and adaptive. While the other three skills, namely: critical thinking and problem-solving skills, contextual learning skills, and creative or renewing skills, are in the "good" category. Critical thinking and problem-solving skills are shown by students' ability to think logically, chronologically, analytically, and make decisions. However, it is not yet apparent in their skills to synthesize. Contextual learning skills are shown by the appearance of students' ability to connect the relationship between material and problems and the relationship between concepts, are able to identify problems, collect information/data, and associate or process information/data. However, it is not yet apparent in their skills to interpret. While creative or renewing skills are shown by the appearance of students' ability to reflect, introspect, abstract, and be innovative. However, their skills in adopting are not yet apparent. The results of this study indicate that the design of citizen project practices can improve students' problem-solving skills, especially critical thinking and problem-solving skills, communication and collaboration skills, contextual learning skills, and creative and renewing skills. Several research results show that citizen project learning as an innovation in general Citizenship courses provides a positive contribution because the learning process takes place meaningfully, integratively, value-based,

challenging, activating, and joyfully (Widodo et.al, 2018). The learning process that takes place with these pedagogical characteristics has an impact on improving critical thinking skills (Tirtoni et.al, 2024). Explained by (Nurwardani, et al., 2016), the citizen project model is very suitable for application in various learning, especially in citizenship learning in order to foster smart and good citizens and be trained in solving problems. Even the results of the study by Adha, et al. (2018), show that citizen projects can improve students' intellectual skills and participation skills. In this research, the citizen project design based on problem-solving skills that was developed can improve students' skills in critical thinking and problem solving, communicating and collaborating, learning contextually, creating and renewing.

## CONCLUSION

The citizen project design based on problem-solving skills in this study was declared valid and suitable for use in the General Citizenship Course as a compulsory course in higher education. The citizen project practice that was designed includes components of study materials, components of output-oriented learning processes, components of project activity practices, and components of problem-solving skills, contributing to students' competence in developing their ability to think critically and solve problems, communicate and collaborate, learn contextually, and their ability to create or renew.

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