



JDPP

Jurnal Dimensi Pendidikan dan Pembelajaran

ISSN 2303-3800 (Online), ISSN 2527-7049 (Print)

<https://journal.umpo.ac.id/index.php/dimensi/index>



Implementation Of Civic-Action Learning Model Based On SDGs To Realize The Political Civility Of The Younger Generation

Bali Widodo^{a,1*}, Yogi Nugraha^{b,2}

^aInstitut Teknologi Nasional, Indonesia

^bUniversitas Buana Perjuangan, Indonesia

¹baliw@itenas.ac.id

*corresponding author

Article Information

Article History:

Received February 2026

Accepted May 2026

Published July 2026

Keywords:

Civic-Active Learning;
Sustainable Development
Goals;
Political Civility.

How to Cite:

Widodo, B., Nugraha, Y.
(2026). Implementation Of
Civic-Action Learning Model
Based On SDGs To Realize
The Political Civility Of The
Younger Generation. *Jurnal
Dimensi Pendidikan dan
Pembelajaran Universitas
Muhammadiyah Ponorogo*,
14 (2), pp. 141-149.

Abstract

At this time, the political civilization of the younger generation faces paradoxical conditions. His high political awareness and participation are at odds with his political behavior, which shows skepticism and apathy towards Parliament and political parties that should accommodate his aspirations. They are often trapped in echo chambers or social media algorithms that create polarization, making it easy to attack a person in an uncivilized manner. It's easy to throw hate speech at various social media platforms without first thinking about the impact it will have. Learning Citizenship Education grounded in the SDGs provides an ethical basis for political civility, but it still seems to remain at a conceptual level. Not really implemented yet. The purpose of this study is to formulate and analyze an active Civic Education learning model grounded in the SDGs, particularly SDG 16, to foster the political civility of young citizens. The study employed a qualitative research model using a collaborative, participatory class action approach. Data were obtained from participant observation and document analysis. The results showed that the Civic-Action Learning model in SDGs-based Citizenship Education Learning can produce learners who can analyze events using data and facts, show empathy, tolerance, and strong social care, and are active in real civic action.

INTRODUCTION

Many people say that the future of a nation is largely determined by the younger generation, namely those now often referred to as Generation Z, born between 1997 and 2012, with characteristics shaped by the internet (GenNet), smartphones, and multitasking. They can be said to be the prime mover of development, the development of culture, technology, and civilization of their nation. According to Santi et al. (2025), the younger generation is now very active on social media, even though they are vulnerable to technological advancements. The younger generation has a role in the nation's future. With a high fighting spirit, the nation can grow and develop on par with other nations (Alfiana and Najicha 2022). In addition, the younger generation plays a considerable role in shaping the nation's future, particularly in exercising social control over government policies (Irwandi et al. 2023). The characteristics of the younger generation's political participation through existing social information channels reveal their concern for the nation's future, despite various challenges that can undermine their political civility.

The current political situation of the younger generation can be described as paradoxical. High political participation faces various challenges that make him a skeptical, apathetic person, fostering distrust in the political elite in both the government and the larger political parties, which he expresses through hate speech and provokes the masses to take various actions to bring down the government. Awareness and good political ethics among young citizens are needed for political participation and for monitoring the government's operations. Hence, it runs properly and cleanly (Firmanto et al. 2024), so as not to get caught up in uncivilized political behavior, such as attacking and demonizing a person without a basis in argument. The younger generation's interest in politics via various digital platforms can serve as a means of expressing distrust and dissatisfaction with the performance of the government and political parties (Juwita et al. 2026). Advances in information and communication technology can bring about major transformations in politics, which can increase the political participation of young citizens despite their vulnerability, namely, when there is information that is not necessarily the truth, such as hoax news, they take it for granted (Rizanul et al. 2025). This paradoxical condition should not occur if these young citizens have good, responsible character, and, on the other hand, the political elite is constantly self-evaluating their performance to grow or increase public confidence again.

In essence, Citizenship Education is a form of political education that can serve as a vehicle for building good political character among young citizens. In the view of Al Muchtar (2010), Citizenship Education is education grounded in the values of Pancasila. The supreme divine value is the basis for the administration of the state, as contained in Article 29 paragraph (1) of the Indonesian Constitution of 1945, which states that the state is based on the supremacy of the Supreme One. Citizenship Education serves to build the character or political maturity of citizens towards democratic politics and to foster awareness of the need to defend their country (Isma, Tri, & Kesuma, 2019). But there remains the impression that Citizenship Education is merely a normative course because it is required at all levels of education, yet in practice it is perceived as boring and uninteresting (Sembiring 2018). Thus, learning Citizenship Education needs to find a learning model that can arouse the spirit of learning students actively related to the habit of thinking at a higher level, or higher order thinking skills/HoTS, to solve various social and political problems in the environment.

In the global era, the world of education is directed toward contributing to the realization of world peace and order, including Citizenship Education. Therefore, Global Citizenship Education (GCED), based on the Sustainable Development Goals (SDGs), is needed to understand global problems, including political issues. The SDGs can serve as a "moral compass

" to assess whether a political action is civilized or not. GCED is needed so that every citizen, especially young citizens, has insight, can critically understand various global issues, and can adopt meaningful attitudes and take real actions (Sutrisno 2020). In line with Sutrisno's statement, various countries worldwide have integrated global elements into their citizenship education to create a generation that can think critically in a global context (Atqiya et al. 2024). In response to various global issues and challenges arising from globalization, revitalizing the national education curriculum into a global curriculum has become urgent without compromising national identity (Afriani and Solihat 2025). Integrating the Sustainable Development Goals (SDGs), especially the 16th goal (peace, justice, and resilient institutions), is highly relevant to Citizenship Education materials aimed at cultivating a civilized political character. Revealed in this study, building citizen political civility can be achieved by using a project-based active learning model so that the learning process becomes more meaningful, loaded with discussion and real action.

Literature Review

Civic-Action Learning

This model of active citizenship learning aims to shift the paradigm of conventional learning, which is no longer relevant in the 21st century. Learning is most effective when tailored to learners' characteristics, with Generation Z (Gen Z) currently the dominant group. Civic-Action Learning models based on projects or real problem-solving are preferred by Gen Z. They prefer learning by doing through a variety of experiments. Project-based learning directs learners with activities that begin with problem shopping, formulating problems and hypotheses, analyzing, and preparing follow-up plans, and showcases (Wulandari, Sidoarjo, and Process 2016)

Sustainable Development Goals/SDGs

The Sustainable Development Goals are a continuation of the Millennium Development Goals (MDGs). Unlike the MDGs, which have 8 main goals, the SDGs have 17 goals that are universally applicable to both developed and developing countries and integrate 3 main aspects of development: social, economic, and environmental. This is stated in a document entitled *Transforming our World: the 2030 Agenda for Sustainable Development Goals*. One of the goals of the SDGs, SDG 16, is to promote peace, justice, and strong institutions, aiming to reduce political conflicts, enforce the rule of law and ensure access to justice, and develop political institutions that are transparent, accountable, participatory, responsive, and inclusive. The concept of Sustainable Development aims to improve welfare by relating to the needs and availability of Natural Resources (Wadu 2016). SDG 16 is a prerequisite for the other SDGs. Failed politics will destroy other SDG goals.

Political Civility

Political civility is the practice of politics conducted politely, upholding morals and ethics, and obeying rules. In a political contest such as an election, political opponents should be used as political partners, not enemies to be defeated. Democratic elections should be conducted in a civilized manner, namely, a democracy that benefits everyone through the common good and welfare (Karyono 2019). It can be said that political civility is a means of humanizing human beings within the political constellation. In line with this, a good citizen will certainly treat fellow citizens well in every attitude and action (Wahab 2011)

METHODS

This study uses descriptive-analytical qualitative research methods, in which the researcher is the primary instrument for data collection, conducted in a humanistic, holistic, and dynamic manner, viewing phenomena as a unified whole. The purpose of the study is to understand the meaning behind the factual reality (Al Muchtar 2015), research that prioritizes the process rather than the results, so that the data obtained in the form of field facts on the condition of natural objects can then be drawn into a general conclusion (Sugiyono 2016). The learning Model used in this study is an active-learning citizenship (civic active learning) project-based model that enables learners to become active, think critically, and develop solutions for civilized political behavior. The research was conducted in the General Medicine Department at Maranatha Christian University during the Odd Semester of the 2025/2026 academic year. Secondary Data were obtained from the analysis of various documents, photos, and digital traces on social media. The object of research is natural; there is no manipulation of data by researchers, so the data is relatively unchanged; thus, the data obtained represents the actual conditions.

RESULTS AND DISCUSSION

Citizenship Education in the Global Era

The function of Citizenship Education is to foster character and empower citizens to be good people and politically aware. Some of the competencies developed through studying Civics include civic knowledge, civic skills, and civic disposition. Citizenship knowledge encompasses the various things a citizen must know to participate in their community, including political participation. Citizenship skills pertain to what a citizen is supposed to be able to do. At the moment, 21st-century skills require every young citizen to have higher-order thinking skills (HOTS) to identify and solve problems (Awal et al. 2023). The character of citizenship is related to what a citizen should value and care about. This disposition determines how a person uses what he knows and his skills well. Because without a good disposition, his knowledge and skills can be misused. Citizenship education, as a form of political education, should be able to shape citizens' political civility, even though many people still engage in corruption after studying Civic Education. Indeed, there is no guarantee that if someone has followed the lessons of Pancasila education and Citizenship Education, there will be no corruption.

Citizenship Education in the global era means integrating Civic Education learning with the concept of Global Citizenship Education (GCED). The scope of global Civic Education encompasses not only national identity, national integration, and national legislation, but also the complexity of global problems, including political phenomena. As a global citizen, his way of thinking must also be global, but not at the expense of his identity as a nation based on Pancasila values. The nation's openness and adaptability to the global environment will make it easier to communicate across cultures. The substance of Global Civic Education is no different from Civic Education, as both emphasize universal values such as peace, justice, conflict resolution through nonviolence, Human Rights, gender Equality, and environmental sustainability. As global citizens, we must have awareness and concern to contribute to the lives of the world community, recognize and appreciate the existence of diversity, and understand various global issues such as politics, economics, and socio-culture (Wahono et al. 2024)

Relationship of Citizenship Education with Sustainable Development Goals/SDGs

Citizenship Education with the SDGs, especially SDG 16, is closely related, as both share values of divinity, humanity, unity, democracy/politics, and welfare. The Sustainable Development Goals contained in the 16th goal, namely peace, justice, and resilient institutions, cannot be achieved when political civility does not exist, which is an absolute requirement. SDGs, especially SDG 16, are a common agenda for all nations and, as the heart of civilized politics, should not be ignored in the pursuit of political civilization. The linkages of political civility with SDG 16 include responsive, open, participatory, and representative political decision-making at all levels/groups, transparency, public access to information, rejecting the silencing of freedom of opinion, and rejecting corrupt behavior because corruption is a form of political civility, as it has betrayed the trust given by the people to extract benefits for itself. Civic Education in the global era, or global Civic Education, shares principles and value foundations with the SDGs. This can be seen in the table below:

Table 1. Principles and foundations of global civics, values, and SDGs

Principle	Global Citizenship Education (GCED)	Sustainable Development Goals (SDGs)
Universality	Human rights are fundamental rights that belong to every individual without exception.	Embodied in the principle of " No One Left Behind ," ensuring that no individual or group is excluded from sustainable development.
Interconnectedness	Encourages individuals to think globally while acting locally.	Recognizes the comprehensive and integrated interrelationship among all 17 Sustainable Development Goals.
Sustainability	Emphasizes that the rights and well-being enjoyed by the present generation should also be secured for future generations.	Promotes development that meets present needs while safeguarding the rights and opportunities of future generations.
Agency	Every learner is regarded as an active agent of change.	Calls for concrete action from governments, young people, civil society, and all stakeholders to achieve the SDGs.

Civic Learning Model-Active Learning based on SDG 16 to realize political civility

The learning Model of Citizenship Education based on the Sustainable Development Goals (SDGs), or Civic-Active Learning based on the SDGs with a project-based learning (PBL) approach, can foster the political civility of citizens who are not only knowledgeable but also have civilized attitudes and behaviors. This citizenship active learning Model can educate or familiarize students with the practice of civility in politics, inclusiveness, and tolerance in a data- and fact-based debate. These characteristics are relevant to SDG 16's goal of creating responsive, inclusive, and Representative public participation in politics. This learning model has been proven to increase political insight (civic knowledge), increase student participation in politics (civic engagement), and inspire student commitment to support the achievement of the SDGs agenda and to reject violence in politics. Integrating SDGs, especially SDG 16 in Civic Education Learning in addition to supporting the achievement of the SDGs agenda in 2030, also because the values of Pancasila taught in civic education are very relevant to the values contained in SDGs

goal 16 on peace, justice, and resilient institutions is a political issue whose scope is not only local but already Global that must be, because the escalation of world politics can affect the political conditions in Indonesia either directly or indirectly. Geopolitical conflicts that occur in the Middle East region, where there is a feud between Israel, the United States, and Iran, are also felt in Indonesia. Political polarization often arises from differences in support for the positions of warring countries and can lead to mutual outbursts of hate speech and even insults.

Conventional learning is not suitable for 21st-century learning aligned with the SDGs because it is more teacher-centered, typically through one-way lectures (Fahrudin 2021). 21st-century learning requires learners to think critically and logically, collaborate, be creative, and communicate well. At the same time, SDGs-based learning requires real action, not just theorizing. The following table presents the fundamental inequality between normative-textual conventional learning and critical-contextual Civic Education learning grounded in the SDGs.

Table 2. Comparison Between Normative-Textual Civic Education and Critical-Contextual Civic Education

Analysis Aspect	Normative-Textual Civic Education	Critical-Contextual Civic Education
Knowledge (Cognitive Aspect)	Places greater emphasis on memorizing theories without considering their contextual application.	Encourages analysis of social, political, cultural, and global issues that constitute contemporary agendas and commitments related to the SDGs.
Learning Content	Focuses on doctrines and rigid right-wrong dichotomies, emphasizing unquestionable normative truths.	Promotes discussions on contemporary socio-political issues, such as educational inequality, increasingly widespread corruption, intolerant behavior, and political polarization, to develop students' critical thinking skills.
Learners	Students are viewed as passive recipients of information transmitted by the teacher.	Students function as active citizens and mini-researchers who identify problems, propose alternative solutions, and initiate positive change within their communities.
Teacher's Role	The teacher serves as the sole authority and primary source of knowledge in the classroom.	The teacher acts as a facilitator and catalyst by guiding, supporting, and creating learning conditions that enable students to achieve learning objectives, strengthen critical and solution-oriented thinking, and facilitate authentic action through projects, posters, videos, scientific papers, and other scholarly outputs.
Learning Method	Teacher-centered instruction through lectures, repetitive drills, textbook reading, and memorization.	Civic-Action Learning , which emphasizes authentic civic action and practical engagement to support the achievement of the Sustainable Development Goals (SDGs).
Learning Environment	Learning is confined to the classroom.	Learning extends beyond the classroom into public spaces, communities, and digital environments, serving as authentic contexts for civic engagement.
Value Orientation	Prioritizes obedience to rules (<i>obedience</i>).	Emphasizes social concern, critical thinking, moral and social responsibility, and justice (<i>equity</i>).

Analysis Aspect	Normative-Textual Civic Education	Critical-Contextual Civic Education
Expected Outcome	Citizens who are obedient and law-abiding.	Citizens who are intellectually competent, politically civil, and possess a global perspective.

The significance of Civic Learning with the Civic-Active Learning Model

Civic-Active Learning is a learning approach in which learners, as subjects, actively construct understanding, values, and skills through direct experience, critical thinking in problem-solving, and participation in democracy. The point is that, as citizens, students not only learn about national identity, national integration, law enforcement, democracy, geopolitics, and geostrategy, but also practice them directly through real action, demonstrating that their thinking aligns with their actions. There is a paradigm shift in Civic Education learning here, from “learning about citizenship” to “learning by being a citizen.” Learning does not end with their return from class. Still, it continues in real action within their environment, based on awareness and care that are carried out continuously. It ultimately becomes a habit/habit that ultimately forms the character of citizenship (civic disposition).

Procedurally, Civic-Active Learning consists of six steps: First, the class is divided into several small groups; then each group conducts problem-based or observational research on social phenomena they encounter in their respective environments. Second, each group sorts out and selects the social problems they consider most urgent to resolve, and then identifies and formulates the problem. Third, analyze the problems raised in a comprehensive, integrated way so that the core of the problem can be identified from various perspectives. Fourth, designing solutions and concrete action plans so that everyone understands the problem and the ideal conditions that should be met. Fifth, take concrete action by disseminating the results of group work through various external formats, such as scientific posters, videos, and papers. But before dissemination, each group conducted a review and assessment of other groups' work. This is where rational discussion and debate often occur. Democratic values, such as respecting differences of opinion and prioritizing deliberation over voting, are practiced and felt; this will certainly be recorded in their minds, creating memory traces that are much deeper than just listening. After that, each group assessed the other groups to choose the best work in its class. Whichever group is selected to represent the class faces no protest from other groups, even though those groups support their class representatives to win at the university level in a series of academic festivals held at the end of the current semester.

CONCLUSION

Political civility cannot be taught solely by memorizing political theory, democracy, and applicable laws and regulations; it must be practiced. The active citizenship learning Model trains learners to be civilized individuals who can think critically about real global issues, such as poverty, injustice, and political instability, that threaten peace. The application of the active citizenship learning model based on the SDGs has been proven to build citizens' political civility. Active learning methods are practiced through Democratic and election simulations, as well as data- and fact-based debates, to create dynamic, measurable spaces for discussion and debate. Strengthening the active citizenship learning model based on SDG 16 can create a conducive political atmosphere, courtesy, and integrity.

The integration of the SDGs into civic-active learning makes it a moral compass and a framework for action. This learning Model can serve as a bridge between political citizenship

theory and social reality, thus forming a personal figure of a citizen who is not only intellectually intelligent but also has high moral integrity and is socially excluded. Thus, the foundation of political civility that is racial, polite, and oriented to sustainability can be realized sustainably as well.

REFERENCES

- Afriani, Febi, and Iis Solihat. 2025. "Strategi Pengembangan Pendidikan Nilai Melalui Pendidikan Kewarganegaraan Di Era Globalisasi." *EDUMANDIRI: Jurnal Ilmu Pendidikan Dasar* 01 (02): 74–88. <https://doi.org/https://doi.org/10.65369/4yqqqt50>.
- Alfiana, Hilda Nur, and Fatma Ulfatun Najicha. 2022. "Krisis Identitas Nasional Sebagai Tantangan Generasi Muda Di Era Globalisasi." *Jurnal Pendidikan Kewarganegaraan* 9 (1): 45–51. <https://doi.org/https://doi.org/10.32493/jCivic Education.v9i1.y2022.p45-52>.
- Atqiya, Ashfiya Nur, Ahmad Muhamad, Mustain Nasoha, and Salma Nabila. 2024. "Kewarganegaraan Dan Sistem Pendidikan : Pengaruh Globalisasi Terhadap Kurikulum Kewarganegaraan Di Sekolah Indonesia." *BIROKRASI: Jurnal Ilmu Hukum dan Tata Negara* 2 (4): 208-. <https://doi.org/https://doi.org/10.55606/birokrasi.v2i4.1589>.
- Awal, Robiul, Kemas Imron Rosadi, Lukman Hakim, and Aprizal Wahyudi Dprata. 2023. "Pengaruh Model Project-Based Learning Terhadap Sikap Berpikir Kritis, Yaitu Kemampuan Menganalisis Dan Kemampuan Pemecahan." *Jurnal Manajemen Pendidikan Dan Ilmu Sosial* 4 (2): 691–98. <https://doi.org/https://doi.org/10.38035/jmpis.v4i2.1640>.
- Fahrudin. 2021. "Pembelajaran Konvensional Dan Kritis Kreatif Dalam Perspektif Pendidikan Islam." *Jurnal Hikmah* 18 (1): 64–80. <https://doi.org/https://doi.org/10.53802/hikmah.v18i1.101>.
- Firmanto, Fakhry, Universitas Pahlawan; Tuanku Tambusai; Wilken Rezki Abadi, Universitas Krishnadwipayana; dan Partisipasi Politik. 2024. "Peran Pendidikan Politik Terhadap Peningkatan Partisipasi Politik Generasi Muda Dalam Pemilihan Presiden 2024" 1 (July 2023): 21–25. <https://doi.org/https://doi.org/10.70437/themis.v1i1.329>.
- Irwandi, Muhamad Denis, Randika Akbar, Rahmat Santa, Muhamad Denis Irwandi, Randika Akbar, and Rahmat Santa. 2023. "Analisis Kesadaran Generasi Muda Indonesia Dalam." *Jurnal Sosio Dan Humaniora* 2 (1): 107–16. <https://doi.org/10.59820/soma.v2i1.82>.
- Isma, Tri., Kesuma, VR. 2019. "Peran Pendidikan Kewarganegaraan Dalam Membangun Karakter Bangsa." *Wahana Didaktika* 17 (1): 84–92. <https://doi.org/https://doi.org/10.31851/wahanadidaktika.v17i1.2419>.
- Juwita, Ratna, Anisa Septi Artanti, Yustiani Perbina, Br Sitepu, Aufi Hidayatul, Rani Hasanah, Br Solin, and Adifa Zahra. 2026. "Gambaran Partisipasi Politik Gen Z Di Kota Bukittinggi" 3 (April): 19–30. <https://doi.org/https://doi.org/10.62383/hardik.v3i2.3020>.
- Karyono, H. 2019. "Issn : No. 0854-2031." *Jurnal Hukum Dan Dinamika Masyarakat* 16 (0854): 130–41. <https://doi.org/http://dx.doi.org/10.56444/hdm.v16i2.1025>.
- Muchtar, Suwarma Al. 2010. *Memperkokoh Keilmuan Dan Profesionalisme Pendidikan Kewarganegaraan*. Bandung: Laboratorium Civic Education.
- Rizanul, Reivania Calista, Devira Egistin, Shella Sofiana, Ahren Jasmine, and Damar Juniarto. 2025. "Analisis Peran Media Sosial (TikTok) dalam Dinamika Partisipasi Politik pada Pemilu Presiden 2024." *Journal of Social Contemplativa* 3 (1): 51–61. <https://doi.org/doi.org/10.61183/jsc.v3i1.91>.

- Santi, Mei, Siti Sholekah, Siti Nur, Hidayatul Hasanah, M Riza Zainuddin, and Misbakhul Khaer. 2025. "Pendampingan Generasi Z Dan Generasi Alpha Dalam Beretika Di Media Sosial Dan Pengamanan Akun Pribadi Di Desa Bulusari, Kedungwaru, Tulungagung." *Jurnal Pengabdian Literasi Digital Indonesia* 4 (1): 25–38. <https://doi.org/https://doi.org/10.57119/abdimas.v4i1.131>.
- Sembiring, Muhlis Fahdiar. 2018. "Upaya Meningkatkan Hasil Belajar Civic Education Dengan Menerapkan Pembelajaran Kontekstual Oleh Siswa Kelas Xi Smk Pelita Hamparan Perak Tahun Pelajaran 2017/2018." *Jurnal Serunai Pancasila Dan Kewarganegaraan* 1 (1): 2–15.
- Sugiyono. 2016. *Metode Penelitian Kualitatif*. Bandung: ALfabeta CV.
- Sutrisno. 2020. "Pendidikan Kewarganegaraan Dan Kemasyarakatan Dalam Membangun Wawasan Warga Negara Global." *Jurnal Pendidikan Kewarganegaraan* 10 (2): 53–58. <https://doi.org/http://dx.doi.org/10.20527/kewarganegaraan.v10i2.8000>.
- Wadu, Ludovikus Bomans. 2016. "Berkelanjutan Bidang Kebudayaan (Studi Fenomenologi : Konversi Belis Gading Gajah dalam Upacara Adat Perkawinan Masyarakat Lamaholot di Kabupaten Flores Timur , Provinsi Nusa Tenggara Timur)." *Jurnal Ilmiah Mimbar Demokrasi* 15 (2): 56–74. <https://doi.org/https://doi.org/10.21009/jimd.v15i2.8814>.
- Wahab, Sapriya. 2011. *Teori Dan Landasan Pendidikan Kewarganegaraan*. Bandung: ALfabeta CV.
- Wahono, Margi, Dasim Budimansyah, Elly Malihah, Susan Fitriarsi, and Fegiano Wulung Alami. 2024. "Kewarganegaraan Global dan Modal Sosial : Trust Dan Norms Dalam Pembentukan Karakter Santri." *Jurnal Civic Hukum* 9 (2): 182–93. <https://doi.org/https://doi.org/10.22219/jch.v9i2.35245>.
- Wulandari, Fitria Eka, Universitas Muhammadiyah Sidoarjo, dan Keterampilan Proses. 2016. "Pengaruh Pembelajaran Berbasis Proyek Dalam Melatih Keterampilan Proses Mahasiswa." *Journal PEDAGOGIA* 5 (2): 247–54. <https://doi.org/https://doi.org/10.21070/pedagogia.v5i2.257>