

Effectiveness of project-based MKWK learning model

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Abstract

The development of a project-based MKWK learning model is based on the need to develop implementation guidelines, learning tools, and institutional integration of MKWK implementation. The learning process is also often carried out in the classroom, so it is not in line with the MBKM curriculum. The purpose of this study is to develop a project-based MKWK learning model to increase student lecture participation. The research method used is Research and Development (R&D) research with the A.D.D.I.E. development model consisting of five stages; Analysis, Design, Development, Implementation, Evaluation, but simplified as needed due to time constraints and other factors into three steps; (1) Analysis, (2) Development, and (3) Evaluation. Based on the results of statistical tests, there is a significant difference between the experimental target and the control target. Statistical tests were carried out using the SPSS program. The results show that the post-test gain for the experimental target was 84, and the average post-test for the control target was 76.3. Meanwhile, the T test obtained a value of 6.621 with a significance level of 0.000 lower than 0.025 ($0.000 < 0.025$), which indicates that H_0 is rejected, the results obtained are the difference between the experimental target and the control target. In conclusion, the project-based MKWK learning model at the University of 17 August 1945 Banyuwangi that was developed is effective in increasing lecture participation.

Keywords: model development, project-based MKWK, learning participation

Abstrak

Pengembangan model pembelajaran MKWK berbasis proyek dilandasi atas kebutuhan penyusunan pedoman pelaksanaan, perangkat pembelajaran dan integrasi pelaksanaan MKWK secara kelembagaan. Proses pembelajaran juga masih sering dilaksanakan didalam kelas, sehingga tidak sejalan dengan kurikulum MBKM. Tujuan penelitian ini mengembangkan model pembelajaran MKWK berbasis proyek untuk meningkatkan partisipasi kuliah mahasiswa. Metode penelitian yang digunakan adalah penelitian Research and Development (R&D) dengan model pengembangan A.D.D.I.E. yang terdiri dari lima tahapan; Analysis, Design, Development, Implementation, Evaluation, namun disederhanakan sesuai kebutuhan karena faktor keterbatasan waktu dan faktor lainnya menjadi tiga langkah ; (1) Analisis, (2) Pengembangan dan (3) Evaluasi. Berdasarkan hasil uji statistik terdapat perbedaan yang signifikan antara target eksperimen dan target kontrol. Uji statistik dilakukan dengan program SPSS. Hasilnya menunjukkan perolehan post-test target eksperimen sebesar 84, dan rerata post-test target kontrol sebesar 76,3. Sementara itu, pengujian T, didapat nilai 6,621 dengan taraf signifikansi 0,000 lebih rendah dari 0,025 ($0,000 < 0,025$), yang menunjukkan bahwa H_0 ditolak diperoleh hasil perbedaan antara target eksperimen dan target

kontrol. Kesimpulannya model pembelajaran MKWK berbasis proyek di Universitas 17 Agustus 1945 Banyuwangi yang dikembangkan efektif untuk meningkatkan partisipasi kuliah.

Kata kunci: pengembangan model, MKWK berbasis proyek, partisipasi belajar

Introduction

MKWK learning is a series of courses specifically designed to develop essential academic skills, both in the professional workplace and in everyday life. Another goal of this series of courses, according to Saadah (2020), is to build character and professionalism, in line with. In this opinion, (Alkalah, 2016) explains that graduates must be ready to face various problems and challenges in the future and produce superior generations, especially for students in higher education.

The MKWK program is specifically designed to facilitate the development of student potential by adopting a flexible and universal approach (Saripudin et al., 2021) that aligns with current developments. Its fundamental goal is to develop graduates with character and national insight. The Ministry of Education and Culture has designated MKWK as a fundamental course for higher education.

Decree of the Minister of Education and Culture Number 3/M/2021 (Ministry of Education, Culture, Research and Technology, 2021) concerning Key Performance Indicators (IKU), there is an explanation that state universities and higher education service institutions within the Ministry of Education and Culture, explain that in the learning process they must use *usecase method* And *team based project learning* with an assessment weight of 50%.

Based on this decision, developing a project-based learning model at MKWK is a mandate and a strategic breakthrough. Therefore, it is well-targeted as a series of methods to improve students' abilities to adapt to advances in information technology. This approach not only equips students to face contemporary challenges but also trains them within a comprehensive framework to understand the impact of digital technology on the characteristics of learning in higher education (Alruthaya, 2021), and can even ensure continued respect for national culture and values.

The legal basis for the implementation of MKWK is explained in Law No. 12 concerning Higher Education (Republic of Indonesia, 2012), which contains the objectives of the curriculum in higher education, specifically those stated in Article 35 paragraph (2). This curriculum must include courses including Religious Education, Pancasila Education, Citizenship Education, and Indonesian (Juliantari, 2023). The implementation of the higher education curriculum involves the use of curricular, co-curricular, and extracurricular activities to ensure the achievement of comprehensive educational goals.

Through MKWK learning in higher education, students are expected to not only acquire in-depth knowledge but also think critically, innovatively, and be open to new ideas (Yani & Tirtoni, 2024). By creating a supportive environment for research and generating new, more meaningful ideas, higher education contributes to the development of relevant intellectual and professional skills, producing graduates who are ready to face challenges and make significant contributions in various fields.

Based on the Decree of the Director General of Higher Education Number 84/E/KPT/2020 (Director General of Higher Education, Ministry of Education and Culture, 2020) which regulates the MKWK guidelines, every university in Indonesia must implement MKWK by giving a minimum weight of 2 credits (Tanjung et al., 2024), because the main objective of this course unit is to prepare students' character and produce superior generations. This learning strategy can be an alternative to ensure that students not only gain academic knowledge but also can develop their potential so that it can be adapted to current developments

and needs.

August 17, 1945 University, Banyuwangi, is a private university located in Banyuwangi Regency, East Java. The campus's history was established with the goal of establishing a quality higher education institution for the local community and making valuable contributions to human resource development for the nation and state. As stated in the Statutes, (University of August 17, 1945 Banyuwangi, 2020), the long-term vision of 2045 for development in the period 2020–2025, the direction for achieving the vision, the main target is to achieve a superior university in various fields, based on science and technology, culture, and based on national insight. This means that there is a correlation between the MKWK learning objectives and the vision and mission of the University of August 17, 1945 Banyuwangi, even to strengthen and support the MKWK material, a university-characterizing course was formed that integrates various contributions of the nation's founders' thoughts called the course (KPKI) Study of Indonesian National Thought (Romadloni et al., 2021).

The MKWK learning process is conducted simultaneously, with students choosing their own classes, allowing students from various study programs to participate in one class. In terms of learning implementation, most MKWK lecturers still use conventional learning models, which appear to be far from contextual (Krismanto, 2023), relying solely on lectures and not yet using interactive learning *project based learning*.

The perception that monotonous learning will result in low participation. However, it is highly recommended that MKWK be taught using a project-based model to eliminate the paradigm of it being a "side course" or merely fulfilling the obligation to take the course (Ramliyana & Ramdhan, 2023). MKWK is viewed as a less important course because it is not directly related to students' primary field of study. Therefore, by using a project-based approach, students are faced with challenges that require cross-disciplinary application, thus demonstrating the importance of MKWK in developing holistic competencies. The designed projects can integrate various aspects of life and professionalism.

Through the developed MKWK learning model, the learning process is expected to be integrated. The course learning achievement indicators (CPMK), learning strategies, learning tools, materials and evaluations designed by the MKWK lecturers are connected to one another. Based on this phenomenon, it becomes necessary to implement the development of a project-based MKWK learning model at the University of August 17, 1945, Banyuwangi. This step can be a starting point for universities and MKWK lecturers at the University of August 17, 1945, Banyuwangi to restore teaching and learning activities to be more lively and meaningful. Meanwhile, students who study at the University of August 17, 1945, Banyuwangi can understand the material in a structured manner according to the MKWK achievement indicators, the result is that students get the opportunity and experience of conducting project-based lectures that can be used as provisions after they complete their studies.

Methods

This research method is Research and Development (R&D). R&D research is a systematic approach aimed at developing and testing new learning products, methods, or media by combining research and product development (Sugiyono, 2022). The research steps include: identifying potential and problems in MKWK learning, data collection, product design, design validation by experts, trial use on test groups, product revision, product trial again on test groups, design revision, product revision, and mass production. Meanwhile, in the implementation of the MKWK learning model development using the A.D.D.I.E. model, there are five stages: analysis, design, development, and evaluation.

Based on these stages, the process of implementing the development of the MKWK learning model based on the project of the University of August 17, 1945 Banyuwangi can be

simplified according to needs, due to time constraints and other factors. So it can be described as follows; (1) Analysis, (2) Development and (3) Evaluation. Each stage has accommodated all stages in research and development.

Data analysis was conducted using quantitative methods, the aim of which was to test the effectiveness of the project-based MKWK learning model using a t-test. This test attempted to compare the experimental group receiving treatment with the project-based MKWK model and the control group using the conventional model, and to analyze the state of the learning process, results, and evaluation before and after treatment. The formula used was the t-test formula as follows:

$$\frac{X_1 - X_2}{\sqrt{\left(\frac{\sum X1^2 + \sum X2^2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Keterangan:

X_1 = Rata-rata sampel 1 (Nilai *post test* kelas eksperimen)

X_2 = Rata-rata sampel 2 (Nilai *post test* kelas kontrol)

$n1$ = Jumlah sampel 1

$n2$ = Jumlah sampel 2

Finding and discussion

The results of research and development based on Research and Development (R&D) using the A.D.D.I.E. model development, namely the analysis stage, design stage, development stage, implementation stage and evaluation stage. However, according to the needs of this research, it is simplified into 3 stages that can be classified by Analysis of the stages through preliminary studies and needs analysis. The development of the stages through draft model design, expert validation, limited trials and model implementation. The evaluation of the stages through evaluating the effectiveness of the model and conducting data analysis, the explanation is as follows:

Finding

Observations on the implementation of MKWK learning at the University of August 17, 1945, Banyuwangi were conducted with lecturers and students. The results of the preliminary study showed that the lecturers had prepared various learning tools, such as lesson plans, lecture contracts, assessment indicators, and others. However, findings from the document study, specifically in the lesson plan, explained that the learning models and strategies were still mostly conventional, not centered on and not actively involving students or identical to teacher-centered learning (McCabe & O'Connor, 2014).

The implementation of the MKWK learning process is still in the classroom. However, according to (Kane et al., 2016) using this method has an impact on exploration of the environment and less than optimal experience management, perceptions that often consider it difficult to succeed and affect participation and learning outcomes. Observations of the course learning achievement indicator document (CPMK), each lecturer is still sectoral and not yet connected in the learning management system (Fidalgo-Blanco et al., 2014), so that CPMK still refers to the study program of the lecturer's origin, this condition also has an impact on the content of the lecture material. The format for assessing the completion of the learning process has not been integrated with the vision and mission of the University of August 17, 1945 Banyuwangi, the objectives of implementing MKWK learning have also not been fully met.

According to student interviews, the MKWK learning process is still conducted in the

classroom. In fact, some MKWK lecture materials would be interesting if implemented outside the classroom. For example, in the Pancasila and Citizenship course, students can conduct field trips and create video content. This can even strengthen the implementation of the Independent Learning and Independent Campus (MBKM) program (Nursalam et al., 2023).

Through out-of-class projects, according to Deslauriers et al., 2019, students can participate during the learning process. Through out-of-class projects, students can apply the theories they have learned, and gain direct experience by seeing the relevance of the material learned to the real world. Out-of-class projects often require collaboration between students (Kokotsaki et al., 2016). In the process of working together, all students are actively involved in learning, building communication with each other, sharing ideas, and solving problems together. This gives individuals and groups responsibility for the success of the project. Another advantage of out-of-class projects, according to Henriksen et al., 2017, is developing practical skills such as problem-solving, time management, communication, and technical skills relevant to the field of study. These skills make students feel more confident and ready to participate actively in class because they have direct experience.

Based on the needs analysis of these problems, it turns out that the University of August 17, 1945 Banyuwangi does not yet have a project-based MKWK learning model. To overcome this problem, the strategic steps taken to resolve this problem are to prepare MKWK implementation guidelines, MKWK learning tools, and institutional integration of MKWK implementation (Tessalonika et al., 2022) which are project-based.

Discussion

The initial step in developing the model was to draft the MKWK learning model design. The design of the project-based MKWK learning model used the theme of Inter-Ethnic and Inter-Religious Harmonization in Kebangsaan Patoman Village, Blimbingsari District, Banyuwangi Regency. It was implemented for two courses: Pancasila Education and Citizenship Education. The goal was for students to participate throughout the lecture process, thus influencing the success rate of CPMK.

Expert validation is carried out by model experts and material experts. Expert validation in development research is an important procedure that aims to evaluate whether the model being developed is suitable for use or needs improvement. This process involves people who have expertise or in-depth understanding of the model being tested. The main goal is to ensure that the model meets the expected quality standards and can function well in the planned context. The assessment is arranged on a Linkert scale ranging from 1 to 5 with indicators for each assessment.

This validation is performed before the model is widely implemented. This ensures that a validated model has a greater chance of success and delivering the desired results in its implementation. Based on the assessment results from model experts, the average score obtained was 4.2, which is considered good. The assessment results from material experts, the average score obtained was 3.92, which is considered good.

Table 2 Percentage of Material Validation Results

Criteria	Frequency	Percentage (%)
SK	0	0%
K	0	0%
C	3	10%
B	18	60%
SB	9	30%

Source: Processed primary data, 2024

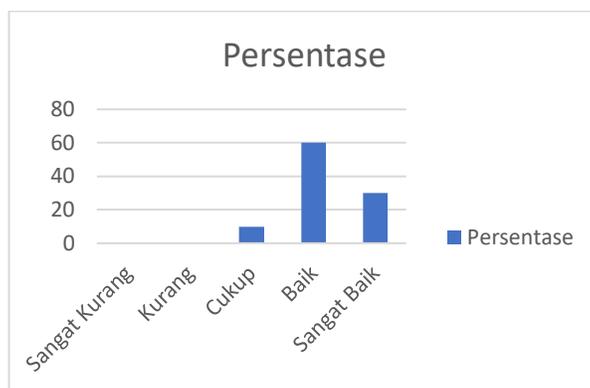


Figure 1. Model Validation Results Diagram

Table 2 Percentage of Material Validation Results

Criteria	Frequency	Percentage (%)
SK	0	0%
K	0	0%
C	1	7,14%
B	13	92,85%
SB	0	0%

Source: Processed primary data, 2024



Figure 3. Material Validation Results Diagram

Input and suggestions from experts are then used as a basis for refining the developed model. After the validation process is carried out, all feedback received from these experts becomes an important component in the process of revising and improving the model. Input on the model structure, addition of CMPK targets and adjustments to observation time in the field. The results of the test were carried out on 10 students, namely extensive testing, describing the frequency distribution data of assessments on (a) systematic aspects, (b) content/material aspects, (c) implementation aspects and (d) evaluation aspects. The extensive trial obtained the total score obtained from the number of distribution numbers multiplied by the assessment scale, while the average result was obtained from the total score divided by the number of numbers distribution. This can be seen from the number of assessments obtained, which is indicated by the results or figures, namely 4.07.

The implementation of project-based MKWK learning was carried out in the Pancasila and Citizenship course. Meetings were held from the second to fourteenth weeks. The project

participants were 82 students in the odd semester of the 2023/2024 academic year. The second week of lectures aimed to align perceptions for all students. The third and fourth weeks of lectures conducted student observations in Patoman village, Blimbingsari sub-district, which is a Nationality and Pancasila village, to gather information. The multiculturalism of the Patoman village population did not lead to disputes that led to conflict, as occurred in contemporary conflicts motivated by differences in religion, ethnicity, tribe, and class. Community life is harmonious and conducive, because they live side by side and actively promote tolerance and harmony among each other (Nurhayani et al., 2022).

The results of the observations carried out by the students were written into a proposal that will be submitted as part of the project implementation. There were nine unique and interesting phenomena that the students wanted to explore, including:

"Pancasila Village in Patoman Village as an Identity for Strengthening Ideology," the theme of this phenomenon shows that Patoman Village is also called Pancasila Village. This hamlet demonstrates the harmonious life among various ethnicities and religions. The dominant ethnicities residing in Patoman Village are Madurese, Balinese, and Osing people, who are the native inhabitants of Banyuwangi Regency. This diversity is reinforced by the presence of five religions practiced by the local population: Islam, Balinese Hinduism, Christianity, Catholicism, and Buddhism. Although the residents of Patoman Village have diverse ethnicities and religions, they have succeeded in building a harmonious life characterized by mutual respect. This is an example of the principles of Pancasila that are highly upheld in this village. Tolerance, unity, and a sense of brotherhood are basic principles in community life in Patoman Village. The community demonstrates that diversity is not an obstacle, but a valuable asset that becomes an opportunity to strengthen national unity based on the Pancasila ideology.

"Multicultural Education to Build Inter-Ethnic Harmony in Patoman Village," the introduction of multicultural education in Patoman Village schools is a consistent step to build and enhance inter-ethnic unity in a heterogeneous society. Through curriculum integration that includes content on cultural, religious, and ethnic diversity, children are taught to develop an appreciation for these differences from an early age. Multicultural education is not only implemented in formal learning activities but also in extracurricular activities, including cultural festivals and traditional regional dances. Multicultural education in Patoman Village is intensively socialized to effectively interpret the ideals of tolerance and harmony.

The theme, "National Village Identity in Patoman Village as a Vehicle for National Insight," based on its designation as a "National Village," signifies that its people have never stopped preserving and advancing national values despite the diversity of ethnicities, cultures, and religions. Through daily customs that uphold tolerance, unity, and mutual respect, this hamlet has succeeded in building a strong national identity. Patoman Village serves as an educational center in realizing national values for all its residents. Various events in the village, including national ceremonies, celebrations of religious holidays, and intercultural dialogue forums, contribute to increasing patriotism and fostering solidarity among the residents.

"Diversity and Dynamics of the Existence of Places of Worship for Religious Communities in Patoman Village", the diversity of places of worship in Patoman Village reflects the plurality of religions that

In this village, people from various religious backgrounds live side by side in harmony. The dynamic presence of places of worship in Patoman Village also reflects how the village community wisely manages diversity. Despite their different religions, villagers regularly participate in communal activities, both religious and social, held around these places of worship.

"Strategy of Patoman Village Apparatus in Managing Inter-Ethnic and Inter-Religious

Harmony”, The strategy of Patoman village apparatus to maintain inter-ethnic and inter-religious harmony is centered on an inclusive and participatory approach to foster a united community. Village apparatus uses an inclusive methodology in decision-making procedures, ensuring the participation of representatives from all ethnic and religious groups in village meetings. This approach ensures that every perspective is recognized and the needs of each demographic are taken into account during the development and implementation of community initiatives. The implementation of this strategy serves to reduce conflict and increase a sense of inclusion among villagers in jointly made decisions. Furthermore, the village government actively promotes the coordination of social and religious initiatives involving various ethnic and religious groups. Gotong royong (mutual cooperation), cultural festivals, and celebrations of religious holidays are deliberately structured to involve individuals from all levels of society, thereby challenging prejudices and fostering stronger social bonds.

The village government also supports the implementation of intercultural education and religious dialogue as components of the harmonization approach. Village officials organize workshops, seminars, and discussions with religious leaders, youth, and community members to foster a deeper understanding of the importance of tolerance and harmony. Village officials rely heavily on mediation as a primary approach to resolving potential conflicts. Assisted by religious and community leaders, they act as impartial intermediaries to facilitate conflict resolution between the warring parties, ensuring a fair and mutually agreeable solution. By using these methods, religious leaders in Patoman village have effectively built and maintained a peaceful atmosphere among its ethnically and religiously diverse population, making the village a model for successful intercommunity harmonization management in Indonesia.

"The Correlation of Patoman Village's National Tourism Village with the Development of MSMEs." Patoman Village, known as a National Tourism Village, has a strong correlation with the development of MSMEs. As a National Tourism Village, Patoman attracts tourists from various regions who want to see firsthand how harmony and diversity can be harmoniously interwoven within a community. The presence of these tourists creates significant economic opportunities for the local community, particularly in the MSME sector. "The Level of Awareness of the Young Generation of Patoman Village in Preserving Pancasila Values", The young generation in Patoman Village demonstrates an awareness of upholding the principles of Pancasila. This demonstrates a deep understanding and dedication to the importance of maintaining harmony and togetherness in the face of diversity. As part of a community known as a leading Pancasila Village at the national level, the young generation in Patoman Village is raised in an atmosphere that highly values diversity and upholds the principles of tolerance, mutual cooperation, and social justice.

The enthusiastic involvement of the younger generation in various initiatives designed to advance and maintain the principles of Pancasila. Their involvement includes interfaith dialogue, mutual cooperation activities, and cultural events that combine aspects of the various ethnic and religious communities in the hamlet. They demonstrate the principles of Pancasila but also fulfill their role as agents of change, ensuring unity in a heterogeneous society. Maintaining this level of awareness is crucial.

It is important to ensure the vitality and relevance of Pancasila principles in addressing contemporary issues, and their transmission to future generations in Patoman Village. The theme of this phenomenon is "Gotong Royong in Commemorating Religious Holidays in Patoman Village." The theme of this phenomenon shows that Gotong Royong is a strong local wisdom value in Patoman Village, especially on religious holidays. Despite the presence of several diverse ethnic and religious groups in the hamlet, the tradition of gotong royong, which includes welcoming and commemorating religious holidays, remains well preserved. On every religious holiday, such as Eid al-Fitr, Christmas, Nyepi, and others, all villagers, regardless of

their religion and ethnicity, actively participate in the planning and implementation of the event. The habit of gotong royong not only improves interfaith relations but also fosters social cohesion throughout Patoman Village. Through their collective efforts in observing religious holidays, villagers not only demonstrate respect for each other's religions but also embody the principles of Pancasila in their daily lives.

“The Local Wisdom of Bali Van Java in Patoman Village, Blimbingsari, Banyuwangi” The indigenous people of Patoman Village, Blimbingsari, have consistently developed and preserved a unique blend of Balinese and Javanese culture known as Bali Van Java. Patoman Village, renowned as one of the locations of the 'Bali of Java', is an example of the harmonious integration of Balinese cultural aspects, including customs, architecture, and religious rituals, with Javanese and Osing cultures. This phenomenon not only increases cultural diversity but also forms a unique character that is attractive to tourists and academics who study culture. The local wisdom of Bali Van Java is clearly visible in many aspects of the daily lives of the residents of Patoman Village. Hindu religious ceremonies and rituals, the community assimilates and adapts Balinese to suit local conditions, thus forming distinctive customs. The architectural design of the residences combines typical Balinese characteristics such as temple gates and small temples in the garden, which are combined with original components that embody the aesthetic appeal of Javanese and Osing civilizations.

From the fifth to eighth week of lectures, students completed video projects on activities, final project reports, and community and student testimonial videos. The resulting video productions were uploaded to YouTube and can be found at this link. <https://www.youtube.com/@MKWKUNTAGBANYUWANGI/videos>.

In the tenth-thirteenth week of lectures, students made presentations and displayed posters of the results of project-based MKWK learning. In the fourteenth week of lectures, students and the lecturer evaluated the learning results.



Figure 3. Example of MKWK Poster Output Based on Student Projects

The series of MKWK lectures, held from the second to thirteenth week, are recorded by students in an activity logbook. All activities are documented as a substitute for attendance records. Students can also submit their activities individually or in groups through the activity logbook.

Results of evaluation and effectiveness testing of the project-based MKKWK model

The implementation of project-based MKWK at the University of 17 August 1945 Banyuwangi is a learning implemented in the odd semester of the 2023/2024 academic year. Project learning is an alternative learning model that helps students understand and deepen the substance of the material better and can develop skills that are relevant to conditions, the needs of the times and challenges of the present and future due to the demands of global technological developments. This learning model can also help students understand the relationship between theory and practice and then improve critical thinking skills, be able to successfully solve problems and apply noble values. The results of the effectiveness test using 30 respondents as a test sample showed that there was a difference between the experimental target using a test sample of 30 respondents and the control target of 30 respondents which significantly increased lecture participation.

Table 3 T-Test Results

		Group Statistik			
		N	Mean	Std. Deviation	Std. Error Mean
Tes	Target Eksperimen	30	84.00	4.661	.851
	Kontrol	30	76.33	4.302	.785

Source: Processed primary data, 2024

The test results showed that the post-test mean of the experimental target was 84, and the post-test mean of the control target was 76.3. Meanwhile, the T test obtained a value of 6.621 with a significance level of 0.000 lower than 0.025 ($0.000 < 0.025$), which indicates that H_0 was rejected due to the difference between the experimental target and the control target.

Conclusion

The results of the effectiveness test show that the participation of students taking the MKWK course, the results obtained are significant between the experimental target and the control target. Statistical tests were carried out using the SPSS program. The results show that the post-test acquisition of the experimental target was 84, and the average post-test of the control target was 76.3. Meanwhile, the T test obtained a value of 6.621 with a significance level of 0.000 lower than 0.025 ($0.000 < 0.025$), which indicates that H_0 is rejected, the results obtained are different between the experimental target and the control target. Based on these conclusions, the project-based MKWK learning model at the University of 17 August 1945 Banyuwangi which was developed is effective in increasing lecture participation.

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