

BUILDING SMART AND GOOD YOUNG CITIZENS THROUGH PROJECT-BASED LEARNING IN CIVIC EDUCATION AS A MEANS OF PREVENTING CYBERBULLYING IN THE DIGITALIZATION ERA

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Abstract: This research reflects on the urgency of cultivating intelligent and good young citizens through project-based civic education to prevent cyberbullying in the digital era. The rapid development of technology, information, and communication has shifted the patterns of bullying to cyberspace. This study serves as one solution to overcome the problem of moral values in the digital era through civic education. The research employs a qualitative approach, utilizing literature review and data analysis techniques involving reduction, display, and verification. The findings indicate that project-based civic education with the Project-Based Learning (PjBL) model aims to build intelligent and good young citizens as a preventive measure against cyberbullying in the digital era. Infographic and videography projects develop students' presentation and communication skills and provide practical tools to convey information about cyberbullying, raise awareness, and offer guidance on addressing the issue. This approach aligns with civic education, emphasizing moral aspects and citizenship issues and contributing to shaping an intelligent and virtuous younger generation in the digital era.

INTRODUCTION

Building character, empowering intelligence, and developing the younger generation's skills are concrete efforts to propel the nation of Indonesia towards the peak of its civilization. Various phenomena often occur in the school environment, creating discomfort in education. Technology is becoming increasingly sophisticated in the digital era, with multiple impacts. Positive impacts can be felt by quickly accessing data and information, allowing us to keep up with global developments. However, behind all these conveniences, crimes can also easily take place.

For example, the occurrence of cyberbullying often disrupts tranquillity in the realm of education. The rapid development of technology, information, and communication has shifted the pattern of bullying to the virtual world. In recent years, we have witnessed a dramatic increase in cases of cyberbullying among teenagers, significantly affecting their psychological and social well-being. Cyberbullying involves intimidation using digital technology based on the internet and social media as a digital platform for interaction in the

virtual world. (Bhaga et al., 2022). One example of cyberbullying is related to various activities spreading on the internet and social media, such as threats, abusive language, the dissemination of inappropriate photos or videos, recording intimidating videos, defamation, humiliation, demeaning others, posting hurtful images, and so on. The internet serves as a connector and medium for engaging in cyberbullying.

As found in Yulieta et al.'s study (2021), it was discovered that the condition of cyberbullying has an impact on the psychological and mental well-being of the victims. In some cases, cyberbullying can even lead to fatalities. One example occurred with an elementary school student in Tasikmalaya, West Java. The victim experienced physical, sexual, and psychological violence inflicted by classmates, and the recorded bullying video was disseminated, causing the victim shame and causing severe psychological disturbances. Cyberbullying not only causes emotional harm but can also have long-term impacts, including mental health issues and even extreme actions such as suicide.

Data from the Indonesian Child Protection Commission (Komisi Perlindungan Anak Indonesia, or KPAI), covering the period from 2011 to 2019, reported approximately 37,381 cases of various forms of bullying, with 2,473 reports originating from the education sector. As of 2023, data reported by the Ministry of Women Empowerment and Child Protection (Kementrian Pemberdayaan Perempuan dan Perlindungan Anak, or Kemen PPPA) indicated approximately 18,679 recorded violence cases in Indonesia. More specifically, when categorized by age group, children and adolescents are the highest victims of violence, accounting for 32.1%, dominated by teenagers aged 13–17 years. The second-highest group, at 18%, comprises children aged 6–12.

Meanwhile, based on the findings revealed by a study conducted by the Center for Digital Society (CfDS) in August 2021 titled "Teenager-Related Cyberbullying Case in Indonesia," a total of 3,077 junior and senior high school students aged 13-18 in 34 provinces across Indonesia were subjects of the research. Data collected in the study indicated that 1,895 students, equivalent to 45.35%, admitted to having experienced cyberbullying, while another 1,182 students, or approximately 38.41%, acknowledged their involvement as perpetrators in similar incidents.

The development of technology, especially social media, has created an environment where cyberbullying can quickly occur—starting from the variety of information exposed on social media that is becoming increasingly difficult to filter. Online anonymity, easy access to personal information, and the lack of adult supervision complicate this situation.

Such factors shift students' moral values and give rise to negative behaviours. Due to the tender age of those under 17, which is considered a vulnerable age, they are easily influenced and prone to engaging in harmful behaviours (Damayanti et al., 2023). Therefore, awareness and relevant strategies in the education sector that integrate positive moral values to prevent and address these issues are needed.

As education aims to achieve targets in cognitive, affective, and psychomotor domains, efforts must be implemented in an enjoyable and digitally adapted manner for effective outcomes (Damayanti & Suryadi, 2023). Therefore, various alternative learning models relevant to the digital era are crucial, including Project Based Learning (PjBL). Project Based Learning is a learning model in the digital era that uses projects or activities as the core of the learning process. Student involvement begins with designing, implementing, and reporting the outcomes of the activities (Iru & Arihi, 2012).

This learning model became actively utilized in implementing the Merdeka curriculum, integrating the strengthening project of the Pancasila student profile (P5) to enhance students' active, critical, creative, and analytical skills based on project learning. This learning model has shown a significant impact on students' learning process, achievements, attitudes, motivation, and knowledge compared to conventional teacher-centred learning models. This learning model has shown a considerable effect on students' learning process, achievements, attitudes, motivation, and knowledge compared to traditional teacher-centred learning models. Research by Masruri & Misbah (2023) indicates that project-based learning can improve student learning outcomes.

Project-based learning is a contemporary learning model that employs projects as the ultimate learning goal. Its focus lies on the activities of students. Widiyatmoko, as cited in Masruri & Misbah (2023), explains that project-based learning is a contextual model expected to transform students' learning styles more individually by increasing motivation and creativity, fostering creative ideas, and training critical thinking in addressing real-world problems. Implementing project-based learning (PjBL) can develop students' necessary, creative, and innovative characters, enhancing their scientific attitudes, communication skills, argumentation abilities, and collaborative skills.

Indeed, this has relevance to the orientation of civic education because civic education focuses on efforts to shape individuals with morals who can uphold the dignity of humanity and become reliable citizens. As stated by Winaraputra in Usmaedi (2021), civic education is seen as integrating a knowledge system that focuses on nurturing students'

potential to have civic intelligence, civic participation, and civic responsibility within the scope of the nation's character and civilization. The orientation of civic education is to shape transformative and participative citizens. To avoid the emergence of failed citizens, civic education must incorporate principles of multiculturalism, 21st-century skills, and inclusivity (Bank dalam Nanggala & Damayanti, 2023). Mastery of civic education will equip citizens with intelligent civility.

Civic education fundamentally emphasizes moral values. Civic education has been recognized as a powerful instrument to shape positive character and equip students to understand their responsibilities in society. However, considering the complexity of challenges faced by the younger generation in the digital era, there is a need for innovative and up-to-date approaches. One promising approach is project-based civic education. The government, schools, and educators must align educational goals with an understanding and response to changes, enabling the delivery of appropriate and relevant education for the nation's children. This means that flexibility and adaptability in educating children need to be considered. Project-based civic education offers a dynamic platform where students comprehend citizenship concepts and apply them in projects relevant to their daily lives. Involving students in these projects can stimulate critical thinking, enhance collaboration skills, and foster a sense of responsibility.

This research aims to explore the effectiveness of project-based civic education to prevent cyberbullying in the digital era. This study serves as one solution to address moral value issues through civic education. The research seeks to make a tangible contribution to shaping a wise and good young generation. By cultivating a better understanding of the impact of their online behaviour, we can create a safer and more positive digital environment for all. This study is also expected to serve as a reference and source of information, subsequently bringing positive impacts to education, mainly project-based civic education, to prevent cyberbullying in the digital era.

RESEARCH METHODS

This research is a qualitative study using a literature review method. The objective is to describe building intelligent and good young citizens through project-based civic education to prevent cyberbullying in the digital era. In the context of education, efforts are needed that are enjoyable, flexible, and adaptable to the current era. The existence of issues arising from the negative impact of information and communication technology influences

the behaviour of the younger generation as students. Therefore, the essence of this research is to contribute to the existing literature and serve as a reference for academics and educators in civic education.

The data analysis process in this research employs qualitative methods using the Miles and Huberman technique, including data reduction, data display, verification, and conclusion. Thus, this research is expected to contribute to a deeper understanding of the role of project-based civic education in shaping intelligent and good young citizens and serving as a preventive measure against cyberbullying in the digital era.

RESULTS AND DISCUSSION

Understanding Cyberbullying in Students

Bullying is defined as intentional and repeated aggressive behaviour that involves the misuse of power by the perpetrator against the victim. According to Bhaga et al. (2022), three elements characterize a bullying "perpetrator": being aggressive and hostile, engaging in the behaviour continuously, and having an imbalance of power between the parties involved.

Cyberbullying is a form of bullying that takes place in the virtual realm or through the intermediary of social media and technology. Generally, cyberbullying is frequently encountered on social media platforms such as Facebook, Instagram, WhatsApp, TikTok, Twitter, YouTube, and others. Cyberbullying involves using technology to undermine others, engaging in cheating, spreading the victim's personal information to the public, and various other forms of open attacks (Elpemi & Faqih Isro'i, 2020).

Cases of cyberbullying have become more prevalent, especially after the COVID-19 pandemic, which has forced everyone to use digital platforms for interaction. This also applies to the field of education, where all students at various levels have had to attend school using technological media. This situation has both positive and negative impacts. The positive impact includes improving students' skills in accessing information and making it easier to understand learning materials enjoyably and effectively. However, the negative impact is manifested in the uncontrolled information received by children, such as the proliferation of harmful content that can damage children's moral perspectives.

Cyberbullying among students is a serious phenomenon that affects their emotional and social well-being. Students face specific risks related to harmful online behaviours in the increasingly advancing digital era. Students under 18 are particularly vulnerable to the

negative effects and may exhibit deviant behaviours. One example is the prevalent occurrence of body shaming on social media, which cannot be taken lightly. Cyberbullying has severe consequences, causing psychological trauma and even leading to suicide or death. Understanding cyberbullying among students is an essential study in the current digital era. Cyberbullying can cause significant psychological impacts on students, including anxiety, depression, and even a decrease in self-esteem. Feelings of shame and social isolation may also affect their emotional well-being. Therefore, understanding cyberbullying among students is crucial in the current digital era.

Social media often serves as a primary platform for cyberbullying. Negative comments, harassment, or the dissemination of harmful content can quickly spread among students, creating an unsafe online environment. The anonymity factor in the digital world can embolden cyberbullies to act without fear of consequences. Online security can further exacerbate the situation, as students may need help to protect themselves.

Furthermore, it is necessary to understand the signs of cyberbullying, which generally include changes in behaviour and emotional responses that can be identified in students who may become victims. Such signs may involve a decrease in interest or participation in activities usually enjoyed, showing indications of social isolation or loneliness, a decline in grades or academic performance without clear reasons, the emergence of unusual signs of low self-esteem or self-doubt, conflicts with friends or peers at school, and displaying signs of discomfort or anxiety related to technology use.

Therefore, the school environment is crucial in providing and creating a healthy, safe, and comfortable atmosphere. An education and awareness-based approach is required to understand digital ethics, safe online behaviour, and the impact of cyberbullying. In this digital era, educational institutions are challenged to prevent and address cyberbullying through integrated learning in schools. One approach is education based on moral and living values, such as civic education.

Civic Education in The Digital Era

In the digital era, civic education faces unique challenges and opportunities due to the rapid development of information and communication technology, which has accelerated globalization and interconnectedness among individuals, groups, and nations. Digital ethics becomes crucial in the curriculum, teaching concepts such as privacy, copyright, and fair treatment in the virtual world.

Implementing information technology in civic education opens significant opportunities to broaden access to educational resources, enhance interactivity in learning, and shape students' character with Pancasila values. Integrating information technology can create more engaging and relevant learning experiences, motivating students to be more active and participative. Furthermore, information technology also supports global-scale civic education, reinforcing the values that citizens must have in the digital era (Shakira & Najicha, 2023). Overall, the urgency of integrating information technology in civic education is not only about increasing access and motivation but also about nurturing relevant civic values and preparing students for global challenges in this digital era.

Civic education is one of the school subjects to shape and create excellent and intelligent young citizens. As Winataputra mentioned in Usmaedi (2021), citizenship education is seen as integrating a knowledge system focused on nurturing students' potential to have civic intelligence, civic participation, and civic responsibility within the scope of the nation's character and civilization. The essence of civic education lies in value education, where the primary focus is on developing values, morals, and students' behavioural attitudes (Komalasari, 2017). This means that classroom civic education prioritizes the effective development of students.

In the digital era, there is a need for adjustments in formulating the goals of civic education to be more functional and help students solve problems and make independent decisions. This adaptation aims to build good and intelligent citizens, aligning with the demands and developments of the times (Usmi & Samsuri, 2022; Wahab & Supriya, 2011). Civic education is crucial in preparing excellent and intelligent young citizens, equipping them with globalized skills.

In the 21st century, the digital era as we know it today, the world recognizes the importance of civic education in shaping the nation's character to preserve and maintain its existence. Civic education is expected to mould a strong, resilient, and resistant national character against various external influences. However, the challenge is how to instil these characters firmly within the national identity to ensure their continued existence (Khairunisa & Damayanti, 2023)

Therefore, stakeholders, educators, and students must possess intelligent skills in using and processing technology to achieve the goals of civic education. This, in turn, will produce excellent and thoughtful young citizens who enhance moral values in the digital era and prevent the emergence of negative behaviours resulting from the negative impacts of the

digital age. Civic education in the digital era is not just about mastering technology but also about character development, social understanding, and active participation in society. Integrating these elements can help students become skilled, responsible, and conscientious citizens in an increasingly interconnected digital world.

Project-Based Learning in Civic Education

In the digital age, learning requires students to have digital skills aligned with the times. The current curriculum mandates student-centred learning to produce active, productive, creative, and innovative outputs. One student-centred learning approach based on digital skills is project-based learning.

Project-based learning is a learning model used in 21st-century learning that involves students in designing, implementing, and reporting their activities (Iru & Arihi, 2012). In project-based learning, teachers guide students to frame critical questions, create meaningful tasks, develop knowledge and social skills, and carefully assess what students have learned from their experiences (David in Basit et al., (2023).

Project-based learning uses projects (tasks) as a medium uses projects (assignments) as a medium where students explore, assess, interpret, synthesize, and use information to produce various forms of learning outcomes. This learning model emphasizes allowing students to learn by engaging in a project that results in a product, fostering the development of knowledge, attitudes, values, and skills.

The steps of the project-based learning model are: (Hartono & Aisyah, 2018)

1. It is determining a project in the form of a task directly related to the problem that needs to be solved.
2. Plan the measures to complete protection and compile the steps and activities to be completed.
3. I am creating a project schedule, including scheduling steps to complete the predetermined task or project.
4. We are completing the project with facilitation and monitoring from the teacher.

In line with this, further stages of the project-based learning model, according to Rais (cited in Wijaya et al., 2023), are as follows:

1. Initiating learning by posing questions that stimulate deep thinking.
2. We are designing a collaborative project between teachers and students, with planning that includes rules, a selection of activities supporting the answers to

essential questions, integrating various subjects, and providing information about the tools and materials needed to complete the project.

3. I scheduled activities to complete the project, set timelines, guided students on time management, and offered exploration opportunities while reminding them if their activities deviated from the project's goals.
4. We are monitoring the project's progress by the teacher, guiding students during each stage.
5. We assess the produced products, assist the teacher in measuring standard achievements, evaluate each student's progress, provide feedback on the student's level of understanding, and support the teacher in planning future learning.
6. Evaluating the activities and project outcomes allows students to share their feelings and experiences during the project implementation.

In civic education, the project-based learning model is implemented by providing freedom and opportunities for students to search, investigate, and discover or solve the context of the material they are studying. Project-based learning in civic education prioritizes group interests to solve problems, considering the students' abilities and aiming for students to produce their own products according to their abilities (Basit et al., 2023).

Infographics and video graphics are commonly used in civic education projects. In the context of project-based learning (PjBL), infographics and videographics are visual media used to present information or project results. Infographics visually represent information or data, usually in a combination of text, graphics, and other visual elements. Videographics use videos to convey information or messages.

The implementation of infographic and videographic projects in civic education can be an effective means of preventing cyberbullying. Here are the benefits derived from the use of infographic and videography projects in civic education:

1. Visual representation of statistical data and facts, where infographics can visually present statistics and facts related to cyberbullying, making it easier for participants to remember the provided information.
2. Education on digital ethics is used to convey messages about digital ethics and good online behaviour, such as through short videos.
3. Introduction to types of cyberbullying, including examples of behaviour in each category.

4. Prevention strategies include reporting incidents, maintaining online privacy, and promoting positive behaviour in social media interactions.
5. Anti-cyberbullying awareness campaigns encompassing testimonials, experiences, or interviews with experts to provide accurate information about preventing cyberbullying.

Project-Based Learning (PjBL) or project-based learning is a learning approach that emphasizes real projects or tasks that require critical thinking, collaboration, and problem-solving. Implementing PjBL in civic education can be beneficial significantly as it integrates citizenship concepts with practical experiences and direct real-life applications. By integrating infographics and videographics into the civic education curriculum, students can become more engaged and better understand cyberbullying-related issues. In civic education, which fundamentally focuses on moral aspects and living values, addressing citizenship issues, human rights, social justice, and citizens' responsibilities, project-based learning with infographics and videographics aims to build intelligent and good young citizens in the digital era.

CONCLUSIONS AND RECOMMENDATIONS

Using the Project-Based Learning (PjBL) model, Project-Based Learning in Civic Education can build intelligent and good young citizens to prevent cyberbullying in the digital era. Implementing Project-Based Learning in civic education to address bullying can be a practical approach. Using infographics and videographics in PBL enriches students' learning experiences, enhances their visual and multimedia skills, and effectively presents and communicates complex information. By implementing infographic and videographic projects, students can develop presentation, communication, and problem-solving skills, which are crucial aspects of the PBL approach.

Regarding cyberbullying, the project-based model plays a crucial role in preventing it. The projects produced from this model serve as tools to convey information, raise awareness, and provide guidance on addressing and preventing bullying. For example, through infographics presenting primary data and facts about cyberbullying, awareness among students, parents, and teachers can be increased. Similarly, videography can give real stories, interviews with experts, and scenarios to provide an understanding of cyberbullying and why it is dangerous.

Implementing Project-Based Learning (PjBL) in civic education to address cyberbullying is a highly positive and relevant step. This approach not only provides a profound understanding of citizenship issues but also teaches practical skills, collaboration, and problem-solving necessary to tackle the challenges of cyberbullying. Through focused projects, students gain insights into the negative impacts of cyberbullying and actively engage in finding constructive solutions. Thus, PjBL enhances citizenship knowledge and shapes students into skilled, responsive, and responsible individuals facing contemporary social issues in this digital era.

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