

## **Students' Perceptions of Project Based Learning in Democratic Voice : Interdisciplinary Approach in Citizenship Education and Islamic Religious Education**

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**Abstract: Students' Perceptions of Project Based Learning in Democratic Voice: Interdisciplinary Approach in Citizenship Education and Islamic Religious Education.**

**Objectives:** Through the theme of voice of democracy, the school designs project-based learning through an interdisciplinary approach to the subjects of citizenship education and Islamic religious education. This study aims to analyze students' perceptions of the project's learning based on perceptions of interest, motive, responsibility and objectivity. **Methods:** This research is a type of survey research with data collection through questionnaires, in-depth interviews and observations. The questionnaire was compiled based on a five-point Likert scale which was distributed randomly to 147 respondents in the form of students. Data analysis on the questionnaire used SEM (structural equality modeling) analysis with the SMART PLS 4.0 program. **Findings:** The results of this study are 1). The perception of interest negatively affects the objectivity of the election of the student council president. Awareness and interest of students need to be increased through learning and programs that increase student motivation. 2). The perception of motives and responsibilities positively affects objectivity and interest. **Conclusion:** Personal and group interests must be avoided in order to provide a sense of responsibility for students towards the objectivity of electing the student council chairman.

**Keywords:** students perceptions, democratic voice, interdisciplinary approach, citizenship education.

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### **■ INTRODUCTION**

Learning in the *merdeka belajar kurikulum* applies project-based learning using one approach, namely: multidisciplinary, interdisciplinary and transdisciplinary approaches (Donnelly & Fitzmaurice, 2005). Collaboration between subjects in learning is needed in using this approach. The subjects of civic education and Islamic religious education are subjects that

can be collaborated through an interdisciplinary approach (Jackson, 2003). An interdisciplinary approach is an approach that collaborates between two or more scientific disciplines to solve problems (Bruce et al., 2004) and provides a holistic understanding (Wagner et al., 2011). Both of these subjects have an important role in shaping and developing the nature and character of students (Zembylas & Loukaidis, 2018) which

is currently the main problem in education in Indonesia (Nurgiansah et al., 2020). Both subjects must be able to provide a holistic understanding so that good traits and characters of students emerge.

The emergence of extremist and radical thinking is caused by an understanding of Islamic teachings that are not moderate and rigid (Afroni, 2016). This arises from the assumption that the concept of a democratic state is not part of the ideology of Islam (Basyir, 2016). In fact, contextually, democracy is closely related to Islamic teachings. This is a challenge for Islamic religious and citizenship subject teachers to be able to collaborate to bring up religious or moral values in the concept of democracy in Indonesia.

Understanding of faith in God Almighty through worship carried out must be based on a sense of tolerance and moderation in religion (Anwar, 2021). The role of religious education is needed in this aspect to overcome extreme and radical ideas that will disrupt the integrity of the State (Westerhoff, 2012). Civic education is also needed to provide understanding to students that the state guarantees rights and obligations as citizens based on the principles of democracy, human rights and justice (Fernekes, 2016).

These three central principles that have become a controversy and conflict of opinion among experts are about the tendency of Islam to reject the term and application of democracy (Hakiki, 2016). This is strengthened by the emergence of groups and organizations that want to implement and even rebel to establish an Islamic caliphate state. One theory put forward by Samuel Phillips Huntington in his book "*The Clash of Civilizations and the Remaking of World Order*" states that if Islamic societies try to introduce democracy into their societies, then those efforts are likely to fail (Huntington & Jervis, 1997). This is because the doctrination of Islam

has been very influential in their lives, namely rejecting democracy. He further stated that the failure of democracy in Muslim countries is partly due to the unfriendly nature of Islamic culture and society to Western concepts of liberalism (Huntington & Jervis, 1997). But this theory was opposed by Saiful Munjani in his dissertation which stated that the Indonesian Islamic community is very accepting of democratic values and culture (Munjani, 2003). Even the involvement of Indonesian Muslims contributes greatly to political participation and support for democracy (Syahab, n.d.).

The theory presented by Munjani can be the basis that the two subjects, namely Islamic religious education and Civic education can be integrated into democratic voice material and applied to the project of electing school organization leaders. The concepts and values taught in these subjects will be applied to the school democracy voice project through the election of candidates for president and vice president of school organizations. The project will be designed like the conduct of official elections for state officials. The project involves all citizens with the collaboration of several subjects formed by the teaching team (Jones, 2024). The teaching team is tasked with organizing the implementation and collaboration between subjects in learning the voice of democracy project (Jang, 2006).

Research on learning through an interdisciplinary approach has been widely conducted, including research by Boyer and Bishop on 77 students in three secondary schools that apply an interdisciplinary approach between subjects. The results showed that the majority found the experience helpful about long-term relationships, democracy in a learning environment by respecting their voices and empowering them as learners (Boyer & Bishop, 2004). In applying an interdisciplinary approach, collaborative teamwork is needed. Team teaching will make learners learn about tolerance, leadership skills

and collaboration with peers (Boyer & Bishop, 2004).

Another study by Dondavand and Hoskins on the involvement of civic education in political interests through controlled systematic testing. The authors found 25 studies using controlled study trials in examining causal claims between civic education programs and political engagement outcomes. The results of controlled tests show that civic education as a political tool and epistemological tensions are real in the discipline (Dondavand & Hoskins, 2021). Another study on project-based learning of the democracy voice in developing the profile of Pancasila students was conducted by Febriani at SMP Negeri Gunung Talang. The results of the study stated that the learning model contributed to critical reasoning, cooperation and global diversity. Student perceptions of the learning model were categorized as good as seen from the introduction of the voice of democracy project, contextual, implementation, reflection and evaluation (Febriani et al., 2024).

However, this study has differences and novelty with other studies, namely about students' perceptions of project-based learning on the material of the voice of democracy through an interdisciplinary approach. This study aims to evaluate students' perceptions of interest, responsibility, critical understanding, and learning motivation in the context of project-based learning that raises the theme of the Voice of Democracy. The hypothesis of this study is formulated based on the theory and two previous study results with the following hypothesis formulation (Wade & Tavis, 2005) (Planas Lladó et al., 2014):

- H1: Perception of interest positively affects objectivity.  
 H2: Perception of motives positively affects interest.

H3: Perception of motives positively affects objectivity.

H4: Perception of responsibility positively affects interest.

H5: Perception of responsibility positively affects objectivity.

## ■ **METHOD**

### **Participants**

This study is a type of survey research on student perceptions of project-based learning on democratic voice material through an interdisciplinary approach at SMK YPM 3 Taman. All school residents were involved in the learning project in the form of direct elections for the chairman and vice chairman of the school organization (intra-school student organization/OSIS). The democratic voice project-based learning was carried out for five days with details of four days of contextual stages and one day of implementation stages. The population in this study was 1148 students and 57 educators. The questionnaire was distributed via Google Form and the number of samples taken in this study was 10% (147 people). Samples were selected from four classes with details of the number: X-Accounting 1 (45 samples), X-Office 3 (42 samples), XI-Accounting 1 (25 samples) and XI-Accounting 2 (35 samples).

### **Research Design and Procedures**

The purpose of this study is to determine how to implement project-based learning through an interdisciplinary approach to the material of the voice of democracy. This study examines what problems arise and the percentage of success in implementing the project through the analysis of student perception paths. The design and procedures for project-based learning of the voice of democracy are divided into three stages, namely contextual, implementation, reflection and evaluation. The contextual stage is carried out for

four days, the implementation stage is carried out for one day and the reflection and evaluation stages are carried out for one day.

### Instruments

Data collection was done through observation, depth interviews and questionnaires. Observations were carried out twice, namely in the preparation and monitoring of learning

instruments and observations on the implemen of project-based learning. In-depth interviews were conducted with three people who played important roles in the implementation of the learning, namely the head of the teaching team who is also a civics teacher, an Islamic religious education teacher and one of the candidates for the head of the school organization. The following are the core statement items in the interview :

No.	Question
1.	How is the process of preparing learning instruments for the Democracy voice project?
2.	How to collaborate on Citizenship education and Islamic Religious Education subjects at the contextual stage?
3.	How is project-based learning implemented in the democracy voice?
4.	How are the results of reflection and evaluation on project-based learning on the democracy voice?

The research instrument in the questionnaire consists of 12 statements grouped into 4 variables, namely interest and motive variables (Wade & Tavriss, 2005) (Sugiyono, 2013) and responsibility, objectivity (Planas Lladó et al., 2014). The questionnaire is compiled based on a Likert scale with 5 answer indicators. The Likert scale is used to measure individual behavior by responding to five choice points on each item question with a linear scale model. The questionnaire instrument that has been compiled has been validated by a material expert validator through a one-time revision process (Likert, 1932).

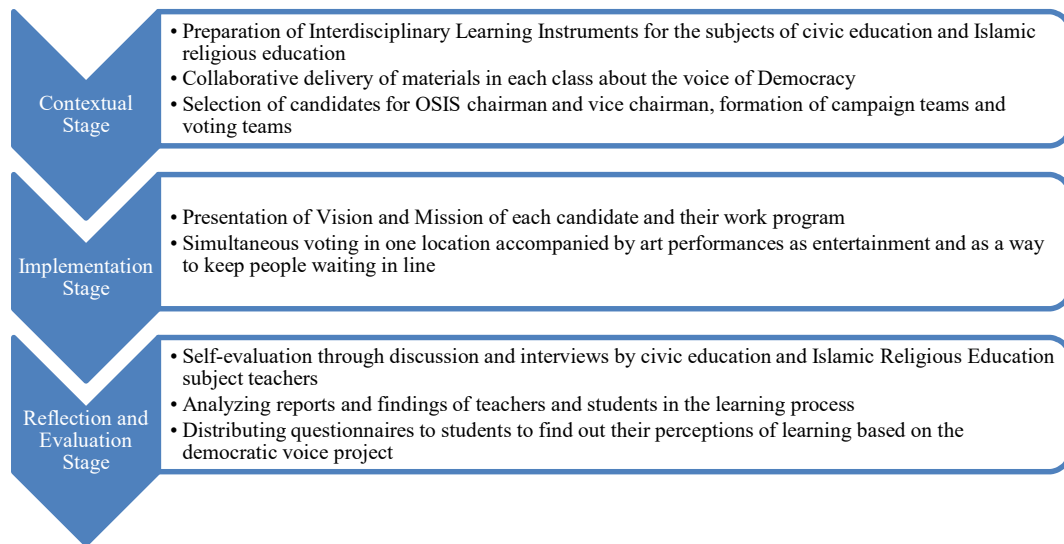
### Data Analysis

The observation and interview data analysis techniques used modified analytical induction techniques (Vachruddin et al., 2023) and the Miles, Huberman, and Saldana interactive model data analysis techniques, namely data condensation, data presentation, and verification/ conclusion drawing (Huberman, 2014). Data validity checks through credibility, dependability, confirmation, and delivery (Creswell & Poth, 2016). The questionnaire data analysis used SEM

(structural equation modeling) analysis with the SMART PLS program. SEM analysis was carried out in this study with the aim of: 1). Checking the validity and reliability of the instrument (confirmatory factor analysis), 2). Testing the relationship model between variables (path analysis), 3). Selection of a suitable model for prediction (structural model and regression analysis) (Harahap & Pd, 2020). SEM analysis is used to conduct path analysis with latent variables variables (Ghozali & Latan, 2015).

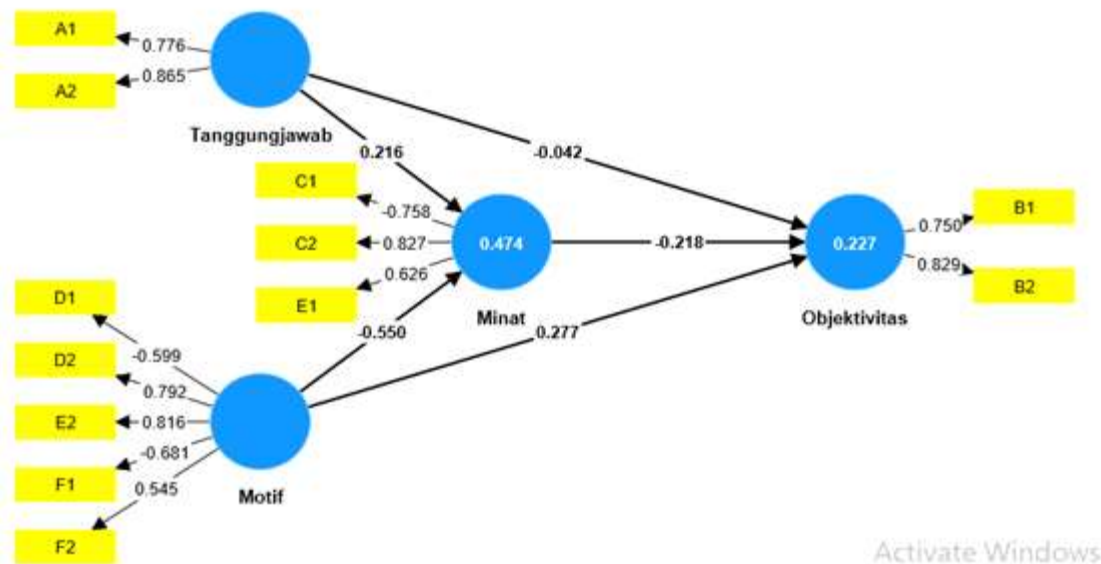
## ■ RESULT AND DISCUSSION

Based on the results of observations and interviews with teachers of civic education, Islamic religious education and one of the candidates for the head of the school organization, in general, the learning activities based on the democratic voice project ran smoothly according to the learning instrument plan that had been prepared. The following are details of the process and design of the democratic voice project-based learning that has been implemented:



In the reflection and evaluation stage, an analysis of students' perceptions of democratic voice project-based learning is required. Then respondents selected from the class randomly are required to fill out the questionnaire. Data obtained

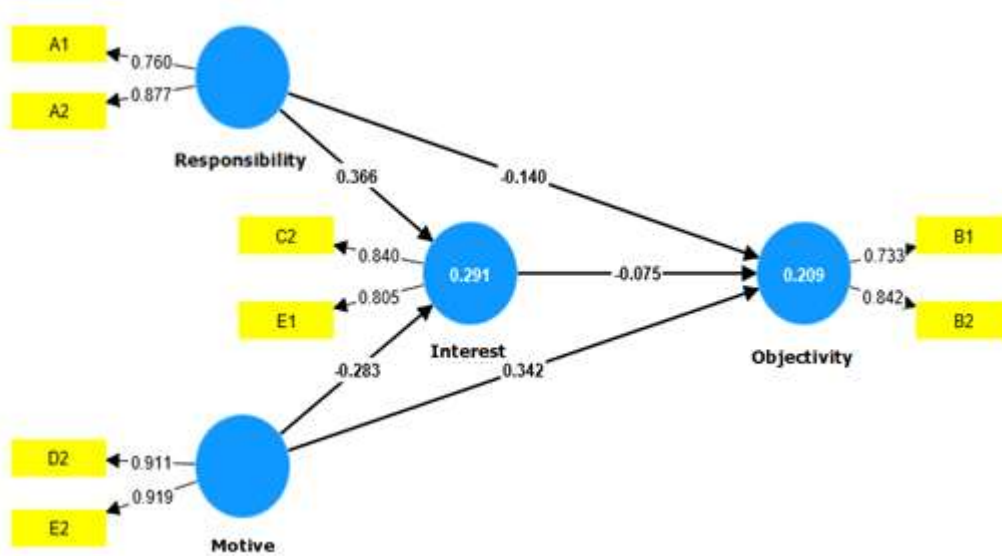
through the distribution of questionnaires with a sample number of 147 with a total of 12 statements inputted in the SMART PLS 4.0 application. The data is analyzed through PLS algorithm and produces the following model image:



**Figure 1.** Data input model design of PLS algorithm

The correlation value of the indicator is declared realistic if the correlation value is above 0.7 then items C1, D1, F1 and F2 that have a loading factor value below 0.7 must be removed from the model (Pering, 2020). The output result

of the correlation between the indicator and its construct can be seen from the outer loadings. Indicators in red in outer loadings should be removed from such models. Here is the SEM model that has been realized:



**Figure 2.** Realistic SEM models student perceptions of the election of student council president through project

Learning with an interdisciplinary approach are influenced by a sense of responsibility, interest, motive and objectivity as seen in Image 2. The accuracy of measurement indicators on exogenous

and endogenous variable is considered valid based on the convergent validity in Image 2. The following are the results of the loading factor score test on the variable indicators of our study:

**Tabel 1.** Loadings factor

Code	Indicator	Loadings
<b>Responsibility</b>		
A1	Follow a learning project with completion	0.760
A2	Complete tasks	0.877
<b>Objectivity</b>		
B1	Free from conflict of interest	0.733
B2	Disclosure of factual-compliant conditions	0.842
<b>Interest</b>		
C2	Feeling Happy	0.840
E1	Student engagement and interest	0.805
<b>Motive</b>		
D2	Integrative and social interaction	0.911
E2	Personal development	0.919

All of these indicators are considered appropriate if the load factor is above 0.700 (Chin, 1995). Therefore, the load factor figure above is considered genuine and appropriate (Hutabarat & Phongsavath, 2023). The construct reality test is measured by two criteria, namely composite reliability and Cronbach's alpha. The

construct is declared realistic if the value of composite reliability and Cronbach's alpha is above 0.70. Here is the table Construct Reliability and Validity:

The result of *composite reliability* on all constructs > 0.70 then all constructs are declared reliable. While *Cronbach's alpha* at objectivity

**Tabel 2.** Construct reability and validity

	<b>Cronbach's alpha</b>	<b>Composite reliability (rho a)</b>	<b>Composite reliability (rho_c)</b>	<b>Average variance extracted (AVE)</b>
Interest	0.522	0.525	0.807	0.676
Motive	0.805	0.806	0.911	0.837
Objectivity	0.402	0.415	0.767	0.624
Responsibility	0.523	0.554	0.804	0.673

<0.50 is declared unreliable. The average extracted variance (AVE) in this study had a value of >0.50, which means that the validity converges reliably and accurately (Henseler et al., 2009).

Path coefficient is performed to show the direction of the variable relationship has a positive

or negative direction. The value of the path coefficient is between -1 to 1. Values ranging from -1 to 0 mean that they have a negative relationship, while a range of values from 0 to 1 has a positive relationship. Data path coefficients through PLS algorithm as follows:

**Tabel 3.** Path coefficients

<b>Exogenous Variables</b>	<b>Endogenous Variables</b>			
	<b>Interest</b>	<b>Motive</b>	<b>Objectivity</b>	<b>Responsibility</b>
Interest			-0.075	
Motive	-0.283		0.342	
Objectivity				
Responsibility	0.366		-0.140	

Analysis of the table contained 2 exogenous variables that had a positive relationship with 2 endogenous variables, and 3 exogenous variables that had a negative relationship with 3 endogenous variables. Based on data findings and data analysis, the relationship between exogenous variables and endogenous variables (influence between structures) was found in the coefisine pathway as follows:

### **H1: Perception of interest positively affects objectivity**

The score of the item of perception of interest in objectivity in Table 3 shows a score of -0.075. This indicates that the perception of interest in objectivity has a negative relationship. So the first hypothesis (H1) which states that the perception of interest has a positive effect on

objectivity, is rejected. The results of observations on the implementation of student council elections through interdisciplinary learning found data that some students were not interested in participating in student council elections, thus negatively affecting the objectivity of the student council president election. Based on the results of an interview with one of the students, it was found that they did not know the student council president candidates at all because they were not from their class and had never socialized with them. Although observational data states that candidates for student council president are given the opportunity to introduce themselves and convey the vision-mission in each class.

It can be said that because they feel burdened so they choose candidates for student council president not with objectivity in

themselves. Conflicts of interest will affect behavior, especially in self-objectivity (Smith, 2006). This research is in accordance with research by Raden Agrosamdhyo which concluded that the perception of student interest in the objectivity of opening a business (entrepreneurship) has a negative effect. In the sense that interest does not affect student objectivity in entrepreneurship (Agrosamdhyo, 2019).

The main purpose of project learning as in constructivist learning theory is to provide knowledge that is built by students through interactive experiences with the environment, not passive acceptance (Waite-Stupiansky, 2022). The teacher is a facilitator and learning can be carried out effectively through collaboration and social interaction built by students (Wang, 2014). So in order to form students' interests, it is necessary to emphasize strong motivation by the teacher so that project-based learning can run effectively and more meaningfully.

## **H2: Perception of motives positively affects interest**

Furthermore, the second hypothesis (H2) is that the perception of motives negatively affects interest. So the second hypothesis that the perception of motives has a positive effect on interest is rejected. Some teachers in the learning project found data that some students had motives of interest in choosing candidates for student council president such as because of one class, friendship or other position motives. But it turned out that these motives did not affect their interest in participating in student council elections through project learning with an interdisciplinary approach. This perception rejects the theory that extrinsic and intrinsic motivational factors in motives play an important role in motivating students related to learning interests (Hidi, 2000).

This may happen because students are not interested in participating in school organization (OSIS) activities or programs. Some students feel

that the school organization (OSIS) program under the previous leadership did not lead to things that were in accordance with their wishes. So if we relate it to Self-Determination Theory (SDT) on the point of intrinsic motivation, they do not have the drive within themselves to carry out the learning because it is not interesting and enjoyable for them (Ng, 2018). This condition is termed amotivation. Then intrinsic motivation is based on the need for autonomy so that they are free to choose according to their personal values even though there is no interest in themselves to participate in the learning activities (Ryan & Deci, 2000).

## **H3: Perception of motives positively affects objectivity**

The third hypothesis is that the perception of motives has a positive effect on objectivity based on table 3 with an item score of 0.342. So the third hypothesis, which states that the perception of motives positively affects objectivity, is accepted. One candidate for student council president stated that in order to get maximum student votes, they apply identity politics. Through the winning team they promised food for the learners who voted on their candidates. The motive is strong will be full of personal interests. Conflicts of interest will affect behavior, especially in self-objectivity (Smith, 2006). Personal interests and community leadership are the main motives in their engagement based on objectivity (Eaton et al., 2019). There is a bias between cognitive and motive so that in seeing others there is a disposition between one's own opinion and the influence of others (Pronin et al., 2004).

## **H4: Perception of responsibility positively affects interest**

Also in the fourth hypothesis (H4) the perception of responsibility has a positive effect on interest based on table 3 with an item score of 0.366. So the fourth hypothesis, which states that



the perception of responsibility has a positive effect on interest, is accepted. In this project, students are able to be responsible for the tasks given to them individually and in groups. The tasks in the project are related to the winning team, the vote muting team to the vote counting team. This hypothesis relates to norm-activation theory which states that environmentally-supportive behaviors often focus on personal norms and on two situational activators: awareness of situational needs and responsibilities (Harland et al., 2007). The perception of students' responsibility to be actively involved in learning greatly influences their interest in following learning with a feeling of pleasure. This hypothesis is also in accordance with research that states that the perception of tourist responsibility in promoting information accessibility affects tourist interest in visiting tourism (Gao et al., 2017).

#### **H5: Perception of responsibility positively affects objectivity**

The fifth hypothesis (H5) is that the perception of responsibility negatively affects objectivity. So the fifth hypothesis, which states that the perception of responsibility has a positive effect on objectivity, is rejected. The perception of responsibility in learners is closely related to environmental concern and sustainable personal behavior (Jung et al., 2019). The understanding of responsibility is formed based on the object of positive activity and the negative impact of misappropriation of that activity. As in social media activities, it is necessary to understand the responsibility in the form of media awareness so as not to use the media as a tool for provocation, the spread of hoax news and other negative elements (Rusdiyah et al., 2020).

#### **■ CONCLUSION**

Project-based learning about the voice of school democracy through an interdisciplinary

approach to civic education subjects and Islamic religious education subjects is a form of collaboration and synergy between subjects. The school supported the whole project from organizing funds to eligibility tests for student council president and vice president candidates. The project is a mini form of holding elections in Indonesia. By involving students as a whole, the project teaching team meets all aspects and requirements in the implementation of democracy in schools. Starting from the winning team, voting team, calculation team, supervisors to quick calculations through the distribution of survey questionnaires.

The results of the study of students' perceptions of learning based on the school democracy voice project through an interdisciplinary approach to civic education subjects and Islamic religious education subjects are: 1). Perceptions of interest negatively affect the objectivity of the election of the student council president. Awareness and interest of students need to be increased through learning and programs that increase student motivation. 2). The perception of motives and responsibilities positively affects objectivity and interest. Personal and group interests must be avoided in order to provide a sense of responsibility for students towards the objectivity of the election of the student council president. Through this research, it is expected that the measurement of students' perceptions of learning is built on perceptions of interest, motives, responsibility and objectivity. It is expected that this research can be a guideline for school leaders and teachers in making policies to improve students' understanding of the concept of democracy and social responsibility. Researchers recommend that project-based learning of democratic voices in schools must be well prepared through valid and concrete stages in order to achieve learning objectives effectively and efficiently.

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