



PROJECT-BASED LEARNING: MORAL ETHICS EDUCATION FOR THE COMMUNITY TO SUPPORT NATIONAL RESILIENCE IN EAST JAKARTA

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ABSTRACT

The Community Service (PKM) program, themed "Moral Ethics Education for the Community to Support National Resilience in East Jakarta," will be conducted from March 2024 to December 2024. This program is an integral component of the project-based learning curriculum of Universitas Darma Persada, East Jakarta. The objective is to improve the community's comprehension of moral ethics and the significance of national resilience within the framework of effective governance. The deployed strategies consist of distributing banners, leaflets, providing direct education to the community, and disseminating educational content via YouTube. The program's effectiveness is underpinned by cooperation among the academic community of Universitas Darma Persada, government agencies in East Jakarta, the populace in ten sub-districts, and business entities. A poll of 527 students revealed a necessity for community service programs aimed at bolstering national resilience and governance, namely in the areas of improving the national legal system and anti-corruption initiatives.

Keywords: *Moral Ethics Education; National Resilience; Community Service; Universitas Darma Persada; East Jakarta*

1. INTRODUCTION

National resilience is essential for sustaining a nation's stability, particularly in the context of globalization and social dynamics. In East Jakarta, characterized by its diverse population and intricate social dynamics, comprehending moral ethics is essential for fostering governance rooted in integrity and virtue. Consequently, Universitas Darma Persada is implementing a Community Service program focused on educating the community about moral virtues.

Prof. Dr. Komaruddin Hidayat (2015) asserted that ethical and moral education constitutes the cornerstone for cultivating individuals of integrity. This education cultivates a feeling of accountability, integrity, compassion, and reciprocal respect. He asserts that these ideals are essential for fostering a harmonious community, which underpins national resilience.

Dr. Irwan Abdullah (2017) asserted that ethical and moral education can function as a tool for tackling social issues in East Jakarta, including the increase in crime and social discord. This education fosters societal compassion and tolerance, hence contributing to social stability. Dr. Arif Rahman, M.Pd. (2018) asserted that ethical and moral education had to be grounded in the principles of Pancasila. This education provides knowledge and skills while fostering ideals of nationalism, patriotism, and collaborative cooperation. Maintaining unity and the integrity of the nation is paramount in East Jakarta.



Figure 1. Chancellor of Darma Persada University and Representative of the Mayor of East Jakarta in outreach activities

Prof. E. Mulyasa (2016) stated that ethical and moral education is not only the responsibility of schools but also needs to be reinforced through education within families and communities. Parents and community leaders are essential in setting examples of ethics and morality. Prof. Dr. H. Suhardi (2019) emphasized that national resilience greatly depends on young generations with strong ethical and moral values. In East Jakarta, which faces modernization challenges, moral education can prepare the younger generation to resist negative external influences and maintain a commitment to national values. Dr. Suyanto, M.Ed. (2020) argued that good moral education can be a preventive measure against social conflicts. This education encourages people to think critically, respect differences, and seek peaceful solutions when facing problems. The above opinions show that moral and ethical education plays a role in individual development and is crucial in creating a stable, tolerant, and resilient society, all of which contribute to national resilience, especially in a complex area like East Jakarta.

Project-Based Learning Model (PjBL)

The implementation of project-based learning development for the MKWK learning model incorporates a theme pertinent to the content of four compulsory curriculum subjects: Religious Education, Pancasila Education, Citizenship Education, and Indonesian Language. The selected theme derives from a survey administered to students at Darma Persada University concerning a sustainability initiative for Indonesia Emas (Golden Indonesia) that must

be executed based on the 4 Pillars of Indonesian Development by 2045:

1. We are recognizing that the Indonesian populace is exceptional, sophisticated, and proficient in technology.

We are attaining a sophisticated and sustainable economy.

We are implementing equitable and inclusive development.

We are creating a robust, democratic, and transparent state.

The project-based learning team at Darma Persada University chose the fourth pillar: Establishing a democratic, robust, and transparent state, concentrating on the theme of "Strengthening National Resilience and Governance through the Enhancement of the National Legal System and Anti-Corruption Measures." The multitude of corruption charges and selective law enforcement have diminished public confidence in the administration. Consequently, educational initiatives are essential to improve integrity and ethics in governmental operations and to elevate public knowledge, thereby encouraging engagement in national resilience. The team employed the Project-Based Learning (PjBL) methodology to create the project-based MKWK entitled "Moral Ethics Education for the Community to Support National Resilience in East Jakarta." This title was selected based on a survey completed by 527 students from Darma Persada University. The statistics indicated that 55.8% feel that compliance with laws and the promotion of an anti-corruption culture are essential for establishing a democratic, robust, and transparent state. Democracy is regarded as a vital focus in the quest for Indonesia Emas 2045. East Jakarta was chosen for implementation because of its strategic proximity to Darma Persada University.

This educational effort seeks to enhance awareness among the community, governmental bodies, and business entities regarding the significance of active community engagement in complying with relevant regulations and promoting an anti-corruption ethos. Through robust collaboration across the community and many sectors, a culture of national resilience can be cultivated for all societal members.

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Mechanism and Design of Project-Based Learning (PjBL):

a. Problem Identification

The main problem underlying this initiative is the community's awareness of complying with laws or regulations and fostering an anti-corruption culture. Many people believe that the responsibility for legal compliance and anti-corruption culture lies solely with government institutions or authorities.

b. Setting Objectives

This educational initiative aims to increase awareness among the community, government agencies, and private institutions about the importance of active community participation in adhering to the rules and fostering an anti-corruption culture. Strong cooperation between the community and various sectors can establish a culture of national resilience for all members of society.

c. Needs Analysis

The education should focus on increasing awareness among the community, government agencies, and private institutions about the risks of non-compliance with existing laws and corruption in their environment. This includes potential threats like crime, natural disasters, and other emergencies. The community and institutions must also understand their respective roles and responsibilities in maintaining order. This includes how the community can contribute to preventing security issues and responding to them. Additionally, the education should encourage active community participation in local security activities.

2. METHODS

This community service method uses Project-Based Learning (PjBL) with a collaborative theme of Indonesia Emas in four mandatory curriculum courses (MKWK), namely Religious Education, Pancasila Education, Citizenship Education, and Indonesian Language. This program utilizes both direct and indirect educational approaches. Direct education is conducted through outreach to communities in 10 sub-districts in East Jakarta, while indirect education includes the distribution of banners,

leaflets, and educational videos uploaded on YouTube. This process involves 527 students from Universitas Darma Persada who serve as facilitators during field activities. The project-based learning activity will be held in the East Jakarta area from March 2024 to December 2024.



Figure 2. The student team prepared leaflets to be distributed at outreach activities



Figure 3. Project output poster about morals and ethics

3. RESULTS AND DISCUSSION

The steps in project-based learning for Mandatory Curriculum Courses (MKWK) at Universitas Darma Persada, such as Religious Education, Pancasila Education, Citizenship Education, and Indonesian Language, can follow

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the general structure of Project-Based Learning (PjBL) but are adjusted to the context and objectives of higher education. Here are the relevant steps:

- 1) They identify the problem and determine the topic. Context: Lecturers and students jointly select a topic relevant to one of the four mandatory curriculum courses. This topic should reflect real challenges in community and national life, such as diversity, democracy, leadership, or good language use.
- 2) They are formulating Guiding Questions and Setting Objectives. Lecturers provide guiding questions that can help students direct their projects. These questions aim to explore the topic more deeply and guide research and discussions.
- 3) Project Planning. Students work in groups to plan the project, including determining community service methods, individual responsibilities, and the resources used. Lecturers provide guidance and help students develop a project schedule to ensure that tasks can be managed effectively.
- 4) Project Implementation. Students carry out the project according to the plan that has been made. This includes field research, observations, interviews, educational content creation, or literature reviews. Lecturers act as mentors, providing input when students encounter challenges or need clarification on the methods used.
- 5) They are monitoring and Evaluating the Process. Lecturers monitor the project's progress, provide regular feedback, and ensure the project proceeds as planned. Students can also conduct self-evaluation or group evaluations to assess what has been done well and what needs improvement.
- 6) They are presenting the Project Results. Students present the results of their projects in front of lecturers and peers. This presentation can be in the form of written reports, videos, posters, or project exhibitions. Lecturers and other students provide constructive feedback or criticism to improve future projects.

7) Reflection and Final Evaluation. After the presentation, students and lecturers reflect together on the process and outcomes of the project that has been carried out. Students are encouraged to reflect on what they have learned, how the project has influenced their views on the chosen topic, and how they can apply this learning in real life. Lecturers evaluate the achievement of the project's goals and provide assessments based on predetermined criteria, such as the quality of analysis, creativity, and teamwork.

8) Follow-Up. Based on the reflection results, lecturers can provide recommendations or follow-up actions for further project development. This can be by submitting the project to the community or campus or continuing the community service more deeply.



Figure 4. Reception of guests at outreach activities to the community



Figure 5. Project output banner was handed over to the community

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The above steps provide a structured guide for implementing Project-Based Learning (PjBL) at the university level, which is relevant to the context of higher education and the objectives of Mandatory Curriculum Courses. Through this community service project-based learning approach, students can develop critical thinking skills, collaboration, and skills that are relevant to the real world.



Figure 6. Unsada and East Jakarta community



Figure 7. Banner that has been installed in one of the East Jakarta sub-district offices

Through this program, the East Jakarta community has better understood the importance of applying moral ethics in daily life as a foundation to support national resilience. Furthermore, collaboration with government and private institutions has enabled the program to reach a broader audience, raising awareness of anti-corruption efforts and strengthening the national legal system. The active participation of

students and support from the government and the community has significantly contributed to the program's success.

4. CONCLUSION

This Community Service program has successfully made a positive impact in raising community awareness about moral ethics and national resilience. It demonstrates the importance of active roles from the academic community and collaboration with various stakeholders in building a society that is more aware of the significance of good governance. This program is expected to serve as a model for similar initiatives.

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