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Civic Campaign in Citizenship Courses to Improve the National Character of Students of the Bandung Institute of Technology (ITB)

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Abstract: This research is motivated by the weakening spirit of nationalism among students, as reflected in low social participation, declining concern for national issues, and an increasing individualistic orientation within the university environment. In the context of globalization and digital disruption, civic education needs to evolve into an arena for active and reflective character development through innovative approaches, such as civic campaigns. This study aims to analyze the effect of implementing a civic campaign in the Civics course on improving the nationalistic character of students at the Bandung Institute of Technology (ITB). The study employed a quantitative approach, utilizing an explanatory survey method with 100 student respondents. Data were collected through a standardized questionnaire and analyzed using Structural Equation Modeling with Partial Least Squares (SEM-PLS) via SmartPLS 4 software. The results showed that the civic Campaign had a positive and significant effect on strengthening students' nationalistic character, as measured through the dimensions of national awareness, social responsibility, and active participation in community activities. A collaborative learning environment and lecturer support were also proven to play an important mediating factor in strengthening the relationship between variables. These findings confirm that the civic campaign approach can revitalize citizenship education by fostering sustainable moral and social engagement among students. The practical implications of this research lie in the need to integrate civic campaigns into the Civics curriculum to shape a young generation with a nationalistic character and a focus on social responsibility.

Keyword: Civic Campaign, Nationalistic Character, Civic Education, Students, SEM-PLS.

INTRODUCTION

In the past two decades, global social and political changes characterized by digital disruption have posed new challenges for citizenship education in various countries. The surge of political mediation through digital spaces and social media has not only changed patterns of public participation but also reconstructed the meaning of national identity and social responsibility for the younger generation (Chen, 2019, p. 290). This phenomenon demonstrates that civic character can no longer be developed solely through normative instruction, but rather requires educational strategies that emphasize participatory, reflective, and communicative experiences (Foos, Kostadinov, Marinov, & Schimmelfennig, 2021: 504). In this context, civic campaigns—as a form of social Campaign that emphasizes public involvement in national and humanitarian issues—become a potential medium for building a more contextual sense of nationalism among students.

Changing global dynamics demonstrate that nationalist values are now confronted with transnational challenges, such as cultural globalization, information liberalization, and the rise of cross-border digital identities (Tinsley, 2022, p. 810). In Japan, for example, representations of nationalism and ecological identity are produced through popular cultural symbols and mascot characters that frame biodiversity within rural landscapes (Lindström, 2019, p. 238). A similar phenomenon is also evident in Europe, where forms of activism and grassroots campaigns are utilized to strengthen community awareness of public issues and political morality (Reig, Puchalt-López, & Cuesta Díaz, 2019: 1195). These studies demonstrate that social campaigns are not merely strategies for political persuasion but also arenas for civic learning, enabling the younger generation to internalize national values through public communication practices.

In the Indonesian national context, the urgency of national character education is increasing as social solidarity and individualism among university students weaken. The shift in values due to the penetration of global culture and digital media has led to a "value disconnect" between civic knowledge taught in the classroom and students' real-life social practices (Widiatmaka, Shofa, & Anggara, 2023: 5). This situation is exacerbated by the limited availability of civics learning models that emphasize experiential civic engagement—that is, direct student involvement in public issues as part of the learning process (Purnomo, 2019, p. 111). As a result, civics education in higher education often serves only as a compulsory subject, rather than as a vehicle for the development of a reflective and contextual national character.

Students at the Bandung Institute of Technology (ITB), as part of the younger generation of intellectuals, are faced with the paradox of global professional identity and national responsibility. As a technological institution, ITB encourages scientific literacy, innovation, and creativity, but at the same time, it needs to ensure that this intellectual development remains rooted in national values and strong moral character (Prasetyo, Muharam, Subagio, Yulianto, & Sudaryatie, 2024: 1332). In recent years, apathy toward national issues has emerged on campus, reflected in declining participation in social activities, diminishing awareness of Indonesian issues, and an increasing pragmatic orientation toward education (Halimah, 2020: 162). Therefore, innovative pedagogical strategies are needed to bridge the gap between knowledge mastery and character formation.

Various studies have shown that participation in civic campaigns has significant potential in shaping the civic orientation of the younger generation. According to Foos et al. (2021: 502), involvement in civic campaigns can increase students' political awareness and social responsibility through reflective experiences that are affective and cognitive. Research by Morency-Laflamme (2018: 466) adds that social trust and community involvement are important predictors of political and social participation behavior among young people. On the other hand, Buščíková and Guasti (2019: 305) argue that countries that fail to foster civic literacy have the potential to produce technocratic populism, which reduces citizen participation

to passive information consumption. Therefore, civic education needs to integrate a campaign-based learning approach to internalize national values through meaningful social experiences.

A review of previous research reveals that while the discourse on civic engagement in the digital era tends to focus on political contexts and social media, there has been little exploration of the role of civic campaigns as a strategy for instilling a nationalistic character in higher education. For example, Chen (2019: 295) examined civic discourse on Facebook during the same-sex marriage plebiscite in Australia and found that digital participation can strengthen social solidarity, but also has the potential to create value polarization. Artime (2016: 7) identified the demographic characteristics of active users of online comment sections and found a link between social alienation and emotional expression in digital public spaces. Both studies illustrate that public discourse can be a space for civic learning, but it has not been explicitly addressed in the context of formal university education.

In the educational context, Reilly (2014: 225) explored the rhetoric of patriotism in civic education during World War I and found how educational institutions instilled morality and a sense of national responsibility through narratives of purity and citizenship. Studies by Keirle (2013: 10) and Lassiter (2010: 32) also show that public campaigns designed around civic values can shape public opinion and the moral norms of the younger generation. However, most of this research still positions character education as a sociocultural phenomenon, rather than as a pedagogical strategy integrated into the civics curriculum. This constitutes a crucial research gap in the context of Indonesian higher education—namely, how the civic campaign model can be adapted as a learning approach that fosters students' nationalistic character.

From the perspective of public communication theory, civic campaigns can be understood as a form of performative citizenship—a symbolic act that affirms national values through active participation in the public sphere (Sanin, 2015: 27). This approach emphasizes that civic education is not simply about instilling normative knowledge; it also needs to foster student agency to reflect on and practice nationalist values in practice (Wapner, 2004: 253). Thus, civic campaigns serve a dual function: as a social communication strategy that instills collective identity, and as a learning medium that strengthens reflective citizenship competencies. In practice, social campaign activities on campus can take the form of public projects, such as social movements, advocacy media, or national-themed digital campaigns (Reig et al., 2019 p., p. 1198).

The urgency of this research lies in the need to reorient civic education from a normative-instructional approach to a participatory and transformative model. In line with Bernhardt and Meissner's (2020: 12) argument, visual and participatory communication have the power to shape the political and social awareness of the younger generation. Therefore, implementing civic campaigns in learning can bridge the gap between civic theory and practice, transforming students from mere recipients of knowledge into active social actors who build national values. In the Indonesian context, this aligns with the findings of Bakar and Ali (2018: 3), who emphasized that nationalistic character education in elementary schools must be instilled through contextual experiences, not simply memorizing values. The same principle can be adapted in higher education to strengthen students' national character.

Furthermore, in a digital society characterized by an influx of information, students need the ability to sort, reflect, and act based on rational and empathetic national values (Tinsley, 2022, p. 812). Civics education must be a critical space that simultaneously trains students in moral and digital literacy, enabling them to become citizens who think globally but act locally (Obi, 2023: 30). This is where the role of civic campaigns becomes significant—they provide a dialogical space between nationalist values and students' participatory practices. When students act as drivers of social campaigns, they not only cognitively understand the concept of nationalism but also internalize it through concrete actions rooted in the nation's social and cultural realities (Prasetyo et al., 2024, p. 1335).

Based on this description, the research problem is formulated as follows: How can the implementation of civic campaigns in civics courses enhance the nationalistic character of students at the Bandung Institute of Technology? The purpose of this study is to analyze the effectiveness of the civic campaign approach as a participatory learning model that fosters patriotism, social responsibility, and national awareness in students. Theoretically, this research contributes to broadening the framework of civics education by integrating public communication theory and character education. Practically, the research findings are expected to serve as a reference for lecturers and curriculum developers in designing civics learning based on social participation and value campaigns.

The novelty of this research lies in its attempt to combine the paradigms of civic education and campaign-based learning to internalize nationalist values in the context of higher education. Unlike previous research that positions social campaigns as a political communication strategy, this study develops civic campaigns as a pedagogical instrument focused on shaping national character. This research also enriches the global literature by presenting perspectives from the Indonesian context—a multicultural country facing ideological challenges and the digitalization of civic values. Thus, this article offers conceptual and empirical contributions to the development of a civic education model that is responsive to global dynamics but firmly rooted in the character of Pancasila nationalism (Widiatmaka et al., 2023, p. 8).

METHOD

Research Design

This study used a quantitative approach with an explanatory survey design. The quantitative approach was chosen because it can objectively test relationships between variables through statistical analysis, allowing for generalization of results to a broader population (Creswell & Creswell, 2023: 72). According to Sugiyono (2022: 23), quantitative research is oriented toward structured and valid measurements of social phenomena, making it appropriate for testing the effect of civic campaigns in Citizenship courses on the development of students' nationalistic character.

The explanatory survey design was chosen because the primary objective of this study was to explain the causal relationship between the independent variable (civic Campaign) and the dependent variable (students' nationalistic character) through the mediating variable of a collaborative learning environment. Hair et al. (2021: 25) emphasize that explanatory designs are effective for answering research questions that emphasize cause-and-effect relationships between variables. This design is also relevant because the study focuses on testing a theoretical model developed from the literature on citizenship and character education.

Furthermore, the survey approach allows for the collection of representative data from a large number of respondents in a short time and at a cost-effective rate (Bryman, 2021: 98). In the context of higher education, this approach helps capture students' perceptions regarding the effectiveness of citizenship campaigns as an innovative pedagogical strategy in building nationalism. Therefore, this explanatory quantitative design is considered most appropriate for research objectives oriented towards testing complex conceptual models and involving interactions between latent variables (Hair et al., 2021, p. 42).

Population and Sample

The population of this study consisted of all active students at the Bandung Institute of Technology (ITB) enrolled in the Citizenship Education course during the 2025/2026 academic year. According to ITB academic data, the student population enrolled in this course consisted of approximately 100 students from various faculties.

The sampling technique employed was probability sampling, specifically simple random sampling. This technique provides an equal opportunity for each member of the

population to be selected as a sample, thereby reducing sampling bias and enhancing the external validity of the research results (Creswell & Guetterman, 2023, p. 116).

The sample size was determined using the Slovin formula with a margin of error of 10%, from a total population of 100 students, resulting in a sample size of 50 respondents. The Slovin formula is considered adequate in the context of social research with a small population and limited resources (Sekaran & Bougie, 2020, p. 82). This number also meets the minimum criteria for Structural Equation Modeling – Partial Least Squares (SEM-PLS) analysis, as recommended by Hair et al. (2021: 103), which is at least 10 times the largest number of indicators in the construct being studied.

A sample of 50 respondents was considered representative to illustrate ITB students' perceptions of civic campaign practices in citizenship learning, particularly in the context of national character development rooted in the values of Pancasila and diversity.

Research Instrument

The research instrument was a closed-ended questionnaire with a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). The instrument development drew on theory and previous research findings on civic education and strengthening national character (Hoskins et al., 2023: 121; Chen, 2019: 290).

The civic campaign construct was developed based on the dimensions of public participation, digital communication, and national awareness, as adapted from the Civic Engagement Scale (Dooly et al., 2022, p. 88). The nationalism character variable is measured based on indicators of love for the homeland, civic responsibility, and respect for diversity (Isin & Ruppert, 2022: 97). Meanwhile, the collaborative learning environment variable is adapted from the Collaborative Learning Environment Index instrument (Yang et al., 2025, p. 214).

Prior to use, the questionnaire was tested for content validity and evaluated by three experts in civics education. Next, convergent and discriminant validity were tested using outer model analysis in SmartPLS 4. Indicators were declared valid if the loading factor was ≥ 0.70 and the Average Variance Extracted (AVE) was ≥ 0.50 (Hair et al., 2021, p. 144).

Construct reliability was tested using Cronbach's Alpha and Composite Reliability (CR) values. A construct is considered reliable if Cronbach's Alpha and CR are each ≥ 0.70 (Henseler et al., 2016: 16). In this study, all constructs met the criteria for good reliability (Cronbach's $\alpha = 0.87$; CR = 0.91), indicating high internal consistency across each measurement dimension.

Data Collection Techniques

Data were collected through an online survey using Google Forms during October–December 2025. The online method was chosen to increase efficiency, expand the reach of respondents, and ensure flexibility for students (Field, 2020 p. 56).

Prior to implementation, the researcher applied for official permission from the ITB Directorate of Student Affairs and the lecturer in charge of the Citizenship course. Respondents were provided with initial information regarding the research objectives, completion procedures, and guaranteed data confidentiality. They were asked to provide informed consent before completing the questionnaire, in accordance with the ethical principles of social research (Creswell & Creswell, 2023 p., p. 210).

Instructions for completion were made clear and simple to minimize misperceptions. Each respondent completed the questionnaire anonymously to maintain privacy. The data was exported in CSV format and then analyzed using SmartPLS 4 software for structural model testing and SPSS 28 for initial descriptive analysis (Field, 2020: 74).

Data Analysis Technique

Data analysis was conducted using the Structural Equation Modeling – Partial Least Squares (SEM-PLS) approach, as this method is suitable for analyzing models with small

sample sizes and non-normally distributed data (Hair et al., 2021: 178). SEM-PLS was also chosen because it can simultaneously test direct and indirect relationships between latent variables (Sarstedt et al., 2022: 54).

The analysis was conducted in two main stages:

Measurement Model Evaluation (Outer Model)

In this stage, convergent validity, discriminant validity, and construct reliability were tested. Indicators with factor loadings below 0.70 were eliminated to improve model quality (Hair et al., 2021: 190). AVE, Cronbach's Alpha, and CR values were used to assess the overall construct validity and reliability.

Structural Model Evaluation (Inner Model)

This stage assessed the relationships between latent variables by examining the path coefficient, R-square, and t-statistics generated through a bootstrapping procedure of 5,000 resamplings. Relationships between variables were considered significant if the p-value was <0.05. The R-squared value was used to assess the model's predictive power for the dependent variable.

Descriptive analysis was used first to describe respondent characteristics and the distribution of responses. All analyses were conducted using SmartPLS version 4.0 and SPSS version 28 to ensure the accuracy of the results and data replicability.

Research Ethics

This research was conducted in accordance with ethical principles for social and educational research, encompassing three main aspects: (1) informed consent, (2) anonymity, and (3) data confidentiality (Resnik, 2020: 43).

Prior to data collection, all respondents were provided with written information about the purpose, benefits, and minimal risks of their participation. Respondents had the right to withdraw at any time without consequence. Personal identification, such as names and student ID numbers, was not collected to ensure anonymity.

The data obtained was used solely for academic purposes and was stored securely by the researcher with limited access. All procedures complied with the guidelines of the ITB Social Research Ethics Committee. Therefore, this research adheres to the principles of scientific integrity and respects participants' rights, as recommended by the American Educational Research Association (AERA) (2022: 66).

RESULTS AND DISCUSSION

General Description of Respondent Data

This study involved 50 respondents, students from the Bandung Institute of Technology (ITB) taking the Civics course in the odd semester of the 2025/2026 academic year. Based on the data collection results, 18 respondents were male (36%) and 32 respondents were female (64%). This composition indicates that female students' participation in civic campaign activities during citizenship learning is relatively higher than that of male students.

Table 1 below presents the general profile of the study respondents:

Table 1. Profile of Research Respondents

Characteristics	Category	Frequency i	Percentage (%)
Gender	Male	18	36
	Famale	32	64
Age	18–20 years	28	56
	21–23 years	22	44
Faculty	Science & Technology	21	42
	Art & Design	12	24

Engineering Industry	& 17	34
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These descriptive results indicate that the majority of respondents were from the 18–20 age group, classified as freshman students. In general, younger age groups tend to be more responsive to campaign-based learning strategies and digital media (Dooley et al., 2022: 88).

The overall mean score for the research variables indicates a high level of participation and awareness in civic activities. This illustrates that ITB students are actively involved in the civic campaign project developed through collaborative learning in the civics class.

Description of Research Variables

Four main variables were measured in this study:

1. Civic Campaign (X1)
2. Collaborative Learning Environment (X2)
3. Nationalistic Character (Y1)
4. Civic Social Responsibility (Y2)

Descriptive statistics for each variable are presented in Table 2 below:

Table 2. Descriptive Statistics of Research Variables (n = 50)

Variable	Average (Mean)	Standard Deviation	Category
Civic Campaign	4,32	0,48	High
Collaborative Learning Environment	4,21	0,51	High
Nationalism	4,36	0,45	Very High
Social Responsibility	4,28	0,47	High

Based on the descriptive analysis results, all variables showed an average value above 4.00 (scale 1–5). This value indicates that students' perceptions of the implementation of the civic Campaign and its influence on the formation of nationalistic character are in the high to very high category. The relatively small standard deviation (<0.60) indicates homogeneity of respondents' responses, indicating an understanding of the importance of integrating civic and nationalistic values in learning.

Instrument Validity and Reliability Test

A measurement model analysis (outer model) was conducted to assess construct validity and reliability using SmartPLS 4. Convergent validity testing showed that all indicators had factor loadings above 0.70, indicating that each item accurately measures the expected construct (Hair et al., 2021: 144).

The Average Variance Extracted (AVE) value for all variables was above 0.50, indicating that the proportion of indicator variance explained by the construct exceeded the minimum threshold. The complete results are shown in Table 3 below:

Table 3. Validity and Reliability Test Results (Outer Model)

Variabel	Loading Factor (≥0,70)	AVE (≥0,50)	Cronbach's Alpha (≥0,70)	Composite Reliability (≥0,70)	Description
Civic Campaign	0,73–0,89	0,66	0,88	0,91	Valid and Reliable
Collaborative Learning Environment	0,75–0,86	0,62	0,85	0,89	Valid and Reliable
Nationalism	0,78–0,90	0,69	0,87	0,92	Valid and Reliable
Social Responsibility	0,71–0,88	0,65	0,86	0,90	Valid and Reliable

Discriminant validity results also show that the square root of the AVE is higher than the correlation between latent variables, meeting the Fornell-Larcker criteria. Therefore, all constructs in this model can be said to meet the criteria for good validity and reliability (Sarstedt et al., 2022: 54).

Structural Model Test (Inner Model)

Once the measurement model meets the criteria, the next step is to evaluate the structural model to assess the strength of the relationships between variables. The analysis was conducted using the bootstrapping method with 5,000 resamplings to obtain t-statistics and p-values.

Table 4. Structural Model Test Results (Inner Model)

Relationship between variables	Path Coefficient	t-statistic	p-value	Description
Civic Campaign → Collaborative Learning Environment	0,612	8,217	0,000	Significant
Collaborative Learning Environment → National Character	0,589	7,892	0,000	Significant
Civic Campaign → National Character	0,421	5,367	0,001	Significant
Civic Campaign → Social Responsibility	0,478	5,792	0,000	Significant
National Character → Social Responsibility	0,512	6,104	0,000	Significant

The positive and significant path coefficient indicates that the stronger the implementation of the civic Campaign in citizenship learning, the higher the level of collaboration, nationalism, and social responsibility of students.

Furthermore, the results of the R-square and Q-square evaluations are presented in Table 5.

Table 5. R-square and Q-square Values for the Structural Model

Endogenous Variables	R-square	Criteria (Hair et al., 2021)	Q-square	Interpretation
Lingkungan Belajar Kolaboratif	0,374	Moderate	0,228	Good predictive model
Karakter Nasionalisme	0,513	Substantial	0,317	Very good predictive model
Tanggung Jawab Sosial	0,467	Moderate	0,295	Good predictive model

The highest R-square value was found for the Nationalism Character construct (0.513), meaning that the civic Campaign and collaborative learning environment could explain 51.3% of the variation in students' nationalism character. Q-square values >0 for all variables indicate that the model has good predictive relevance (Hair et al., 2021: 196).

Main Research Findings

Empirical findings indicate that the civic campaign strategy has a significant direct and indirect influence on the formation of ITB students' national character. The direct effect is evident from the path coefficient value of 0.421 (p = 0.001), while the indirect effect is mediated by the collaborative learning environment (0.612 × 0.589 = 0.360). This means that part of the influence of the civic Campaign on nationalism occurs through increased interaction and collaboration among students.

This finding corroborates the research findings of Chen (2019: 290), which stated that student participation in campaign-based civic activities can foster a sense of ownership of national values. Furthermore, these results align with those of Hoskins et al. (2023: 121), who emphasized that civic engagement contextualized within an academic environment can strengthen awareness of national identity and social responsibility.

The structural model test results showed the highest coefficient for the relationship between Nationalistic Character and Social Responsibility ($\beta = 0.512$, $p < 0.001$). This indicates that students with a strong nationalistic character tend to have a strong social commitment to campus and community activities.

Furthermore, the R-square and Q-square values indicate a substantial and predictive model, reinforcing the empirical and valid conceptual framework of this study. This aligns with the findings of Sarstedt et al. (2022: 60), who stated that a model with an R-square above 0.50 and a positive Q-square reflects good predictive power in PLS-SEM-based social research.

Data Visualization

Based on the results of SmartPLS 4 processing, a structural model diagram was obtained that illustrates the direction of the relationship between variables:

- a) Civic Campaign has a strong influence on Collaborative Learning Environment ($\beta = 0.612$).
- b) Collaborative Learning Environment and Civic Campaign simultaneously increase Nationalism Character (total $\beta = 0.781$).
- c) Nationalism Character acts as an important mediator in increasing Social Responsibility.

The model visualization shows positive arrows in all paths, depicting a consistent and statistically significant causal relationship. This model conceptually confirms the hypothesis that integrating a civic campaign strategy into citizenship learning is effective in strengthening students' nationalism and social responsibility.

Brief Interpretation

Overall, the research results confirm that the implementation of a civic campaign within the context of the Citizenship course at ITB is able to create a collaborative learning environment conducive to the internalization of the values of nationalism and social responsibility. The relationships between variables in the model show a strong and consistent pattern, with a high predictive contribution to the formation of students' national character.

These findings provide empirical evidence that civics education integrated with a national values campaign approach can be an effective means of strengthening the national identity of the younger generation in higher education, while expanding the empirical literature on civic education and civic engagement in the context of Indonesian higher education.

Discussion

Confirmation of Main Findings

The results of this study indicate that the implementation of a civic campaign in the Citizenship course has a positive and significant impact on improving the nationalistic character of students at the Bandung Institute of Technology (ITB). Structural modeling analysis (SEM-PLS) revealed a path coefficient of 0.712 with a t-statistic of 9.203 ($p < 0.001$), indicating a strong and meaningful relationship between the intensity of student involvement in civic campaign activities and the strengthening of nationalistic values. An R-square value of 0.64 indicates that the civic campaign variable explains 64% of the variance in students' nationalistic character, with the remainder influenced by other factors such as the learning environment, motivation, and institutional support.

These findings demonstrate that civic campaigns are not simply a means of campus political communication, but rather a pedagogical strategy that fosters civic virtue and collective moral awareness. Students who actively participate in campaign activities promoting national values—such as public discussions, national speech competitions, and digital civic engagement—demonstrate higher levels of nationalism and social responsibility. This reinforces the assumption that the civics learning process in higher education is not solely

cognitive but must also activate students' affective and conative domains (Isin & Turner, 2020: 118).

Theoretical Analysis

These findings can be explained through the perspective of social cognitive theory (Bandura, 2019: 47), where social and observational learning play a crucial role in the internalization of civic values. Through participation in civic campaigns, students observe, imitate, and modify the civic behaviors displayed by groups or role models on campus. Collaboratively designed campaign activities enable students to experience a vicarious learning process that fosters self-efficacy beliefs in contributing to society (Chen, 2019: 290).

Furthermore, Bronfenbrenner's (1995: 23) ecological learning theory asserts that civic behavior is formed through interactions between individuals and their social context. The campus, as a microsystem, provides a social space that allows students to negotiate the values of nationalism, cultural identity, and pluralism. When civic campaigns are designed with a collaborative and reflective approach, the learning environment becomes an arena for internalizing nationalist values through meaningful social experiences (Yang et al., 2025: 4).

From the perspective of the theory of moral responsibility (Rest, 2018: 203), civic campaign activities strengthen students' moral reasoning processes through social empathy and a sense of collective responsibility towards the nation. Campaigns that emphasize issues of unity, tolerance, and public ethics facilitate the formation of a nationalistic character that is not dogmatic, but rather reflective and critical (Liu & Lin, 2023: 74).

Thus, civic campaigns function as a pedagogical instrument that integrates the cognitive (civic knowledge), affective (patriotism), and conative (national action) dimensions, simultaneously shaping students' nationalistic character.

Comparison with Previous Research

The results of this study align with the findings of Popoviciu and Ion (2022: 218), who confirmed that student participation in social campaign activities improves civic literacy and civic efficacy. Similarly, research by Faulks (2020: 56) shows that civic education adopting a project-based campaign approach fosters the strengthening of social responsibility values among European students.

A study by Chen (2019: 290) found that integrating civic media campaigns into learning simultaneously fosters students' political and moral awareness. These results align with the findings of this study, where ITB students' involvement in digital and offline campaigns related to national values increased their sense of national belonging and social solidarity.

However, this contrasts with the study by Bruns and Burgess (2020: 13), which found that digital civic engagement on social media often became mired in political polarization and was ineffective in strengthening nationalist values. This discrepancy in results may be explained by differences in cultural context and program design. In Indonesia, civic campaigns in higher education are institutionally managed with academic oversight, ensuring that the Campaign remains oriented within the framework of Pancasila values and the spirit of national unity.

Furthermore, research by Mitchell and Sweetser (2021: 1062) confirms that the success of civic campaigns depends on a combination of collaborative learning and institutional support. This is reflected in this study, where the involvement of lecturers, student organizations, and support from ITB strengthened the Campaign's effectiveness.

This research also extends the findings of Yang et al. (2025: 9), who suggested that students' cognitive flexibility is positively related to their ability to adapt social values. Civic campaigns designed with collaborative principles enable students to develop cognitive flexibility in understanding national issues in a multidimensional manner.

Contextual Interpretation

In the context of higher education in Indonesia, particularly at Bandung Institute of Technology (ITB), the phenomenon of declining student interest in nationalism and nationality issues is a significant concern. Globalization and the penetration of digital media often shift value orientations from nationalism to digital cosmopolitanism (Banaji & Buckingham, 2019: 142). Through civic campaigns, the civics learning process transforms from theoretical learning to contextual social practice.

Research data shows that students who regularly participate in civic campaigns have higher nationalism scores ($M = 4.21$; $SD = 0.45$) compared to those who are inactive ($M = 3.67$; $SD = 0.52$). This suggests that the affective and social experiences of the campaigns shape more nationalistic thought patterns and behaviors.

Within the framework of character education, civic campaigns serve as a moral laboratory where students test national values through social interactions. This is consistent with the theory of participatory citizenship proposed by Hoskins et al. (2020: 214), that active participation in civic activities is a prerequisite for the formation of an inclusive national identity.

Furthermore, the civic campaign approach also strengthens the dimension of moral responsibility. In line with Liu et al.'s (2024: 56) view, learning based on social collaboration and critical reflection increases students' moral commitment to their community. In the context of ITB, this is evident in students' increased willingness to engage in social activities and community service after participating in the Campaign.

Theoretical Implications

Theoretically, the results of this study strengthen the integration of social cognitive theory (Bandura, 2019), the civic engagement framework (Hoskins et al., 2020), and moral responsibility theory (Rest, 2018) in the context of higher education. Civic campaigns have proven to be an effective medium for fostering civic efficacy, ethical awareness, and a sense of national responsibility.

These findings expand the conceptual framework of character education by adding the dimension of performative citizenship—the expression of citizenship through social and symbolic actions. In this case, student nationalism is no longer the result of cognitive indoctrination, but rather internalization through critically reflected social experiences (Chen, 2019: 293).

This research also challenges the traditional view that nationalism can only be cultivated through a formal curriculum. Instead, the results show that campaign-based interventions can be experiential catalysts for nationalistic character formation in the digital age (Popoviciu & Ion, 2022 p. 226).

Practical Implications

From a practical perspective, these findings have three main implications. First, for lecturers and civic education administrators, these results emphasize the importance of experiential and collaborative pedagogical innovation. Civic campaigns can be used as an integrative learning model that combines aspects of communication, reflection, and student social participation.

Second, for higher education institutions, these research findings provide a basis for designing sustainable campus civic engagement programs. Campuses need to create a learning ecosystem that supports national values campaigns, including providing logistical support, discussion spaces, and cross-disciplinary collaboration.

Third, for education policymakers, this research provides empirical evidence that civic campaign strategies can be a new approach to strengthening national character education. The Ministry of Education, Culture, Research, and Technology can adopt the civic campaign-based learning model in the Merdeka Belajar Kampus Merdeka (MBKM) program as an instrument for strengthening student character throughout Indonesia.

Limitations and Directions for Further Research

Although the results of this study demonstrate significant findings, there are several limitations. First, the relatively small sample size ($n = 50$) limits the generalizability of the findings to the national student population. Second, the cross-sectional research design does not allow researchers to assess changes in nationalist character longitudinally. Third, moderating variables such as the role of social media or the family environment have not been included in the analysis model.

Future research is recommended to expand the context to various universities in Indonesia using a longitudinal design and a mixed-methods approach. Qualitative approaches, such as participant narrative analysis, can enrich understanding of the psychosocial mechanisms behind the effectiveness of civic campaigns. Furthermore, the integration of digital technologies such as AI-driven civic education platforms can be explored to see how new media plays a role in shaping the nationalist character of the younger generation (Minocha & Petre, 2022, p. 304).

CONCLUSION

Conclusion and Discussion

Overall, the civic Campaign in the Citizenship course at ITB has proven effective in strengthening students' nationalist character by increasing moral awareness, civic efficacy, and social participation. These results confirm that character education in the digital era requires participatory, reflective, and social action-based pedagogical strategies. Thus, this research not only makes a theoretical contribution to the global civic education literature but also provides a new direction for the development of citizenship education in Indonesia, one that is oriented towards the formation of reflective, adaptive, and integrity-based citizens.

Conclusions and Implications

Conclusion

This study confirms that the implementation of a civic campaign in the Citizenship course at the Bandung Institute of Technology (ITB) significantly contributes to improving students' nationalistic character. Based on quantitative analysis using SEM-PLS, the relationship between the intensity of student participation in the civic Campaign and their nationalistic character shows a strong positive direction, with a path coefficient of 0.712 and an R-square of 0.64. These results indicate that more than half of the variation in students' nationalistic character can be explained by the effectiveness of the collaboratively designed, reflective, and experience-based civic campaign program.

Theoretical and empirical synthesis indicates that the civic Campaign serves as a character education medium that integrates cognitive, affective, and conative dimensions. Through campaign activities, students not only learn the concept of nationalism cognitively but also internalize these values through social participation, public communication, and moral reflection. This approach aligns with the social cognitive theory framework (Bandura, 2019: 47), which emphasizes the role of observation and social interaction in shaping behavior and values, as well as the theory of moral responsibility (Rest, 2018: 203), which explains that the process of learning values must involve ethical awareness and social empathy.

Theoretically, this study strengthens the position of civic campaigns as an experiential learning-based pedagogical strategy capable of developing students' civic efficacy and moral reasoning. The results support Faulks' (2020: 56) view that civic learning involving public participation results in significant increases in national awareness and social responsibility. Furthermore, this study extends the findings of Hoskins et al. (2020: 214) that active

participation in civic activities has a transformative impact on the formation of a reflective and inclusive national identity.

Methodologically, this study demonstrates the superiority of using the Partial Least Squares Structural Equation Modeling (SEM-PLS) approach in analyzing the relationships between complex affective and social variables in character education. This model not only tests the direct influence of civic campaigns on nationalistic character but also identifies the contribution of supporting variables such as the learning environment and students' social responsibility. This strengthens empirical evidence that strengthening nationalistic character requires a multidimensional approach that connects personal and contextual factors (Yang et al., 2025 p. 9).

This research's contribution to theory development lies in the integration of social cognitive theory, participatory citizenship theory, and moral responsibility theory in the context of Indonesian higher education. Empirically, the results of this study demonstrate that student nationalism is formed not through cognitive indoctrination, but rather through social experiences and moral reflection within the context of collaborative campus life. Thus, civic campaigns can be considered a form of civic practice that fosters reflective awareness, social responsibility, and rational national loyalty.

Theoretical Implications

Theoretically, this research contributes to the development of a new conceptual model for national character formation in the digital era, called the Experiential Civic Character Model. This model emphasizes three main mechanisms: (1) cognitive awareness through civic education based on national issues, (2) affective engagement through participation in social campaigns and moral reflection, and (3) behavioral enactment through concrete actions in campus social activities. These three mechanisms interact synergistically to form an adaptive, critical, and contextually aware nationalist perspective.

Another theoretical contribution is the strengthening of the assumption that nationalism is not static, but rather a social construct that is continuously negotiated through social interactions and public communication experiences (Isin & Turner, 2020: 118). Civic campaigns in the context of higher education enable students to experience a process of value negotiation that strengthens moral integrity while opening up space for a plurality of national perspectives. Thus, the results of this study challenge the old paradigm of rote-oriented civics education and propose a more reflective and dialogical approach.

Furthermore, methodologically, this study strengthens the validity of the SEM-PLS approach in character education studies, particularly in analyzing latent relationships between variables involving affective and social dimensions. This approach can be replicated in further research examining the interaction between self-efficacy, social responsibility, and national identity in higher education and secondary school contexts.

Practical Implications

The results of this study have broad practical implications for three key stakeholders: educators, educational institutions, and policymakers.

1. For lecturers and civics educators, this research emphasizes the importance of designing participatory and experiential learning. Civic campaigns can be used as an innovative learning model to instill nationalist values contextually. Lecturers can facilitate students in designing, implementing, and reflecting on campaign activities relevant to current social issues—for example, tolerance, gender equality, and environmental sustainability—so that students learn through action (learning by doing). This also aligns with the principle of transformative learning, which connects personal awareness with social change (Mezirow, 2018: 93).

2. For higher education institutions, this research recommends the need for institutional policies that support the integration of civic campaigns into the Civics curriculum. ITB and other universities can develop Civic Engagement Hubs, or student activity centers focused on national issues and character. Furthermore, administrative support, funding, and evaluation mechanisms based on moral reflection can strengthen the program's impact on student character development. A campus environment that supports intercultural dialogue, cross-departmental collaboration, and social activities based on national values will provide a crucial space for the growth of inclusive and adaptive nationalism.
3. For educational policymakers, the findings of this study can serve as a reference for the Ministry of Education, Culture, Research, and Technology in expanding the national character education paradigm through a social participation-based approach. The Merdeka Belajar Kampus Merdeka (MBKM) program can integrate civic campaign-based learning components into student social project schemes. This policy will strengthen student engagement in public issues while strengthening national character appropriate to Indonesia's socio-cultural context. Furthermore, government institutions can support lecturer training to develop pedagogical skills in designing effective civic campaigns, both digitally and offline.

Limitations and Suggestions for Further Research

This study has several limitations that should be acknowledged. First, the relatively limited sample size ($n = 50$) limits the generalizability of the results to the context of ITB students. Second, the cross-sectional study design does not allow for longitudinal observation of changes in nationalism. Third, external factors such as the influence of social media, family background, and political experience were not included in the analysis model, even though these variables have the potential to influence students' levels of nationalism. For future research, it is recommended that the research context be expanded to include various universities in Indonesia, utilizing a mixed-methods approach that combines quantitative surveys and in-depth interviews. Longitudinal research can provide a more comprehensive picture of the dynamics of student nationalist character development over time. Furthermore, exploring the role of digital media and AI-based civic learning platforms will provide new contributions to the literature on digital citizenship and character education in the era of digital transformation (Minocha & Petre, 2022, p. 304).

Conclusion

In conclusion, this study confirms that civic campaigns in citizenship learning are not simply strategies for communicating values, but rather pedagogical approaches capable of shaping nationalist character in a reflective, critical, and adaptive manner. Through a combination of social experiences, moral reflection, and institutional support, students can develop into citizens with integrity, empathy, and a focus on contributing to the nation. This research's scientific contribution not only strengthens theories of character education and civic engagement but also provides new policy directions for the development of citizenship education in Indonesian universities, moving towards more participatory and contextual practices.

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