THE EFFECTIVENESS OF MANDATORY CURRICULUM COURSES IN PROMOTING STUDENTS' CIVIC ENGAGEMENT IN HIGHER EDUCATION

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ABSTRACT

This study aims to examine the effectiveness of the Mandatory Curriculum Courses (Mata Kuliah Wajib Kurikulum or MKWK) in fostering civic engagement among university students. While previous research has emphasized the role of civic education in shaping character and social awareness, limited studies have specifically explored the contribution of MKWK as part of a national curriculum policy to enhancing civic engagement, particularly in technical and vocational higher education institutions. This study addresses this research gap by focusing on the implementation of MKWK in three different universities: ITB, POLBAN, and Telkom University. A quantitative approach was employed, using a closed-ended Likert-scale questionnaire distributed to active students from each institution. The collected data were analyzed using Pearson correlation to determine the relationship between MKWK and civic engagement, as well as simple linear regression to assess the level of contribution. The results indicate that students' perceptions of MKWK fall into the very high category, with the majority assigning scores in categories 5 and 4. These findings are supported by statistical analysis, showing a significant relationship between MKWK implementation and increased civic engagement, as indicated by a t_{value} of 15.883—far exceeding the critical t_{table} value of 1.652. Regression analysis reveals that MKWK contributes 56.3% to students' political participation, collective action, and community service. These results suggest that experiential and socially interactive learning approaches within MKWK play a crucial role in strengthening civic engagement in higher education settings.

Keywords: civic engagement, MKWK, higher education, student participation

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas Mata Kuliah Wajib Kurikulum (MKWK) dalam mengembangkan civic engagement di kalangan mahasiswa. Meskipun berbagai studi sebelumnya telah menyoroti pentingnya pendidikan kewarganegaraan dalam pembentukan karakter dan kesadaran sosial, masih terbatas penelitian yang secara khusus menelaah kontribusi MKWK sebagai bagian dari kebijakan kurikulum nasional dalam meningkatkan civic engagement mahasiswa di perguruan tinggi teknik dan vokasi. Untuk itu, penelitian ini hadir guna mengisi kekosongan literatur tersebut dengan menitikberatkan pada konteks implementasi MKWK di tiga perguruan tinggi berbeda, yaitu ITB, Polban, dan Universitas Telkom. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik pengumpulan data

berupa angket tertutup berskala Likert yang disebarkan kepada mahasiswa aktif pada masing-masing institusi. Data yang diperoleh dianalisis menggunakan uji korelasi Pearson untuk mengetahui hubungan antara pelaksanaan MKWK dan civic engagement, serta uji regresi linier sederhana untuk mengukur besar kontribusinya. Hasil penelitian menunjukkan bahwa persepsi mahasiswa terhadap MKWK berada pada kategori sangat tinggi, dengan mayoritas responden memberikan skor pada kategori 5 dan 4. Temuan ini diperkuat oleh hasil analisis statistik yang menunjukkan adanya hubungan yang signifikan antara pelaksanaan MKWK dan peningkatan civic engagement, sebagaimana ditunjukkan oleh nilai t_{hitung} sebesar 15.883 yang jauh melampaui t_{tabel} sebesar 1.652. Analisis regresi menunjukkan bahwa MKWK memberikan kontribusi sebesar 56,3% terhadap keterlibatan politik, aksi kolektif, dan pelayanan masyarakat mahasiswa. Hasil ini mengindikasikan bahwa pendekatan pembelajaran berbasis pengalaman dan interaksi sosial dalam MKWK berperan penting dalam memperkuat civic engagement mahasiswa di lingkungan pendidikan tinggi.

Keywords: *civic engagement*, MKWK, pendidikan tinggi, partisipasi mahasiswa

A. INTRODUCTION

Civic engagement is an important concept in higher education that emphasizes student involvement in community service activities (Simamora & Dharma, 2024). Civic engagement or citizen involvement in social, political and community life is one of the important indicators in building a healthy democratic society(Pratama et al., 2024); (Prasetio & Muchtar, 2024). The current issue is that interpersonal intelligence has been eroded by the influence of globalization and the rapid pace of digitalization, which in part has had negative impacts (Saputra et al., 2023). One negative impact of digitalization is the increased intensity of social media use and the resulting moral degradation among the younger generation ((Afriani & Azmi, 2020); (Agustina et al., 2023)). Today's young citizens are beginning to exhibit signs of individualism in their social interactions. This lack of interpersonal intelligence may lead individuals to become passive and tend to neglect their surroundings. In fact, interpersonal intelligence is crucial in everyday life for all individuals, especially for young citizens (Mentari et al., 2024). In the context of a democratic country like Indonesia, active citizen participation is the main requirement for the realization of good governance and sustainable social development. However, various studies show that the level of student participation in socio-political activities is still relatively low, which indicates a serious problem in civic education at the tertiary level.

Civic engagement is a complex and multifaceted concept(Chittum et al., 2022). Many experts have provided definitions of the concept. According to Putnam, civic engagement can be defined as the active participation of citizens in social activities in the community, which includes participation in social activities, religious activities, disaster, and politics (Putnam, 2000). Meanwhile, according to Skocpol, civic engagement is

defined as participation in social and political organizations that fight for the interests of society (Skocpol, 2003). These definitions show that civic engagement includes active participation in social and political activities, as well as in organizations that fight for the public interest.

In line with that, Joakim Ekman explains that civic engagement is a form of individual and community involvement in political and social processes. Ekman and Amnå (2012) assert that civic engagement is not only limited to participation in elections, but also includes activities that can create social change, such as volunteer work, membership in civil society organizations, and participation in public discussions (Ekman & Amnå, 2012).

As part of the effort to build students' character and national insight, the Indonesian government requires the implementation of Compulsory Curriculum Courses (MKWK) in all universities. Higher education has a strategic responsibility not only to produce academically excellent graduates, but also to shape the character of citizens (Sahrona, 2024) who are caring, critical, and active in public life. Higher education is an educational institution that is formally entrusted with the duties and responsibilities to prepare students in accordance with the objectives of higher education ((Homaedi, 2022); (Kurnia, D., 2023). Higher education can also be interpreted as an educational institution that is formally entrusted with the duties and responsibilities to prepare students with higher education goals (Kurnia, D., 2023). Meanwhile, according to Sedyati, higher education is an educational unit that organizes higher education; the designation of students is students; and the designation of teachers is lecturers (Sedyati, 2022). Education is a very crucial thing in human life. High quality education is certainly able to improve the quality of life of the nati- on and state. Education always leads to prog- ress and develops according to the times be- cause it functions as a provision for humans to obtain an advanced and quality life (Mulasiwi et al., 2024).

This MKWK includes Pancasila Education, Citizenship Education, Indonesian Language, and Religion, with the aim of strengthening national identity and increasing awareness of nation and state among students. Decree of the Director General of Higher Education Number 84/E/KPT/2020 confirms that MKWK is aimed at shaping the character, character, and civilization of dignified students. This is becoming increasingly relevant in the midst of 21st century educational challenges that demand personal integrity in the face of social, technological and cultural disruption.

Pancasila Education has a psychopedagogical mission in the aspect of attitude, such as forming graduates who are pious, uphold human values, love the country, respect pluralism, care for social, obey the law, and have an entrepreneurial spirit. Therefore, Pancasila Education has a strategic position in transforming students' attitudes as citizens through the education and learning process. Project-based learning to shape the profile of Pancasila students has been carried out for kindergarten level (Sulistiyaningsih, S., & Sujarwo, 2023); elementary school ((Prastiwi et al., 2023); (Amalia, 2022); (Jamaludin et

al., 2022)), secondary school level ((Pare, 2023); (Zalukhu et al., 2023); (Sutriyati et al., 2019)) and college level ((Subekti & Hariyanto, 2019); (Rosidah et al., 2019); (Harahap et al., 2019)). The development of project-based learning is motivated by, among others, answering the challenges of the industrial revolution 4.0 era (Fadilah, 2019), strengthening and supporting the implementation of an independent campus for off-campus learning (Agil Nanggala & Suryadi, 2020) implementation of interactive learning (Istianah, 2023), and efforts to encourage religious moderation (Winata et al., 2020). Meanwhile, Civic Education emphasizes the importance of awareness of the rights and obligations of citizens in the life of society and the state. This course not only teaches the basic concepts of democracy and law, but also encourages students to be able to apply the theory of citizenship in real life.

Along with the development of technology and learning needs, teaching methods in MKWK have also changed. Some universities have adopted project-based learning (PjBL) and case method approaches to link theory with real practice. Project-based learning has been applied at various levels of education, from kindergarten to university. However, the current global phenomenon also has a negative impact on students' academic life, such as the emergence of apathy, low social awareness, and lack of participation in responding to actual issues. Santyatmoko (2023) notes that this indifference is not only limited to campus, but can extend to the wider social environment. If not anticipated, this has the potential to weaken the collective spirit of the younger generation in answering national problems (Santyatmoko, 2023). Rahmat and Tanshzil (2017) emphasized that effective character development requires the involvement of various parties and must be integrated in the higher education system, one of which is through MKWK (Rahmat & Tanshzil, 2017). Thus, MHWK plays a central role in instilling progressive and transformative citizenship values and building students' collective awareness to be actively involved in society.

The importance of MKWK is normatively affirmed in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education, which requires each university to organize courses in Religion, Pancasila, Citizenship, and Indonesian Language. Higher education is not only tasked with producing academically superior graduates, but also forming humans with integrity, aware of nationality, and actively contributing to society. Through MKWK learning, students are expected to not only develop cognitive aspects, but also be able to internalize the nation's noble values and apply their knowledge contextually in solving social, national and humanitarian problems. MKWK is not just a complement to the curriculum, but an ideological and ethical foundation in shaping young generations with national character.

In line with the regulatory and philosophical framework, Mustari and MS emphasize that Mandatory Curriculum Courses (Mata Kuliah Wajib Kurikulum or MKWK) play a strategic role in strengthening students' disposition, moral commitment, and character as responsible citizens. However, this goal can only be achieved if MKWK is

implemented through a pedagogical approach that is relevant and transformative. Mustari and MS (2024) further assert that the learning process within MKWK must be participatory, interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and student-centered. Such an approach fosters active engagement, critical awareness, and contextual understanding of national values, making MKWK a dialectical space for shaping students' civic identity both reflectively and applicatively for the advancement of the nation and the state.

In this context, the present study introduces a significant novelty in the discourse of civic education in higher education by critically examining the role of MKWK as a catalyst for student civic engagement (Mustari & MS, 2024).. Unlike previous studies that tend to be descriptive or normative, this research adopts an evaluative approach grounded in social constructivism theory to explore how social interaction, contextual experiences, and critical reflection embedded in MKWK meaningfully contribute to the development of civic consciousness and participatory behavior among students. Within this theoretical framework (Fosnot, 2013), learning is not merely viewed as the transfer of knowledge, but rather as the internalization of values through dialogue, collaboration, and engagement with meaningful social realities.

Accordingly, this study highlights that the effectiveness of MKWK in fostering civic engagement lies not only in its curricular content but more crucially in how it is facilitated in a transformative and contextualized manner. Another key contribution of this research is the integration of empirical data and theoretical insights, which enables the formulation of a conceptual model of MKWK grounded in social constructivism to enhance civic engagement. This model serves as a critical response to the commonly bureaucratic and textual implementation of MKWK and proposes a new direction for national curriculum policy development that is more adaptive to the needs of forming active, reflective, and critical citizens in facing contemporary democratic challenges.

Based on this background, the study aims to evaluate the effectiveness of Mandatory Curriculum Courses in promoting students' civic engagement in higher education. The findings are expected to make a strategic contribution to strengthening civic education in universities and to provide input for the development of national curriculum policies that are more responsive to the formation of active, responsible, and critically engaged citizens.

B. RESEARCH METHOD

This research uses a quantitative method with a survey approach. This method is used to measure the relationship between variables objectively through numerical data obtained from distributing questionnaires. The quantitative approach was chosen because it is suitable for identifying the extent to which the implementation of Mandatory Curriculum Subjects (MKWK) contributes to the development of civic engagement in students in higher education.

The research subjects selected were universities located in Bandung City, namely Telkom University, the Bandung Institute of Technology (ITB), and the Bandung State Polytechnic (Polban). These three institutions were chosen because each applies a different model in the implementation of Mandatory Curriculum Courses (MKWK), thereby reflecting the uniqueness and diversity of approaches to civic education at the higher education level. This diversity became the main reason for selecting these institutions as the objects of study. The research involved a total of 198 student respondents.

Although there is an explanation of the importance of understanding social conditions from the perspective of participants, as expressed by Basrowi and Suwandi in a qualitative approach, in this study participants are positioned as respondents who provide data in the form of quantitative answers through questionnaires (Basrowi & Suwandi, 2008). Thus, the approach employed in this study remains within the framework of quantitative research, as its primary focus lies in the measurement, comparison, and statistical analysis of numerical data.

The data collection instrument in this study was a closed-ended questionnaire developed using a 5-point Likert scale, with response options ranging from "strongly disagree" to "strongly agree." The questionnaire included a number of indicators based on social constructivism (Vygotsky, 1978), which emphasizes collaboration and social experience, playing a crucial role in developing students' civic engagement. These indicators were classified into two main variables: the MKWK (Compulsory National Education Course) learning and civic engagement. Prior to being used for data collection, the questionnaire was tested for its validity and reliability through item validity testing using the Pearson Product Moment and reliability testing using Cronbach's Alpha.

The collected data were analyzed using an inferential statistical approach with the assistance of SPSS version 25. Pearson Correlation was used to measure the relationship between the main variables, while linear regression analysis was applied to examine the extent to which the independent variable influenced the dependent variable. This procedure was chosen because it aligns with the research objective of exploring the relationships and effects among variables in the context of developing students' civic engagement through the compulsory national education course.

C. RESULT AND DISCUSSION
RESULT

This study aims to measure the effectiveness of Mandatory Curriculum Courses (MKWK) in developing students' civic engagement. Data were collected through a questionnaire instrument on the effectiveness of MKWK in enhancing civic engagement, which had been tested for validity and reliability. The number of respondents in this study was 198 students from various universities who had taken MKWK.

Table 1. Kolmogorov Smirnov Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		198
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.05728876
Most Extreme Differences	Absolute	.055
	Positive	.036
	Negative	-.055
Test Statistic		.055
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the results of the normality test using the Kolmogorov-Smirnov method, a significance value of 0.200 (> 0.05) was obtained, indicating that the data were normally distributed. Meanwhile, the homogeneity test is described as follows.

Table 2: Homogeneity Test
Source: Data Processed by Researchers, 2025
Test Of Homogeneity Of Variance

College MKWK

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3079.268	43	71.611	1.320	.113
Within Groups	8354.186	154	54.248		
Total	11433.455	197			

Source: Data Processed by Researchers, 2025

The homogeneity test shows a significance value of 0.113 (> 0.05), which means that the data variance is homogeneous. After obtaining the data, then proceed with the t test analysis with the following hypothesis formulation:

H0 : There is no relationship between MKWK in higher education and developing civic engagement.

H1 : There is a relationship between MKWK in higher education and developing civic engagement.

The significance level used is 0.05 with the test conditions, if the Sig value. (2-tailed) > 0.05 then Ho is accepted and H1 is rejected, and vice versa.

1. **Test t**

Table 3. T-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	11.759	4.978		2.362
	College MKWK	.690	.043	.750	15.883

a. Dependent Variable: Civic Engagement

Source: Data Processed by Researchers, 2025

Based on the output of the t test results, it is known that the t [calculated] value is 15.883> t [(table) of 1].652 so that H [0] is rejected. This means that there is a relationship between MKWK in higher education with developing civic engagement.

2. **Regression Test**

To strengthen the results of this study, data processing was then carried out using SPSS software version 25 with simple linear regression analysis tests and the coefficient of determination. Simple linear regression testing is carried out to determine the effect of a unidirectional relationship between the independent variable and the dependent variable. The calculation of simple linear regression testing was carried out using the IBM SPSS Statistics version 25 application.

Table 4. Simple Linear Regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.750[a]	.563	.561	9.56500

a. Predictors: (Constant), College MKWK

b. Dependent Variable: Civic Engagement

Table 5. ANOVA

Source: Data Processed by Researchers, 2025

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23081.228	1	23081.228	252.283	.000[b]
	Residuals	17931.902	196	91.489		
	Total	41013.130	197			

a. Dependent Variable: Civic Engagement

b. Predictors: (Constant), College MKWK

Source: Data Processed by Researchers, 2025

The table above shows that the result of simple regression analysis on the questionnaire score of variable x and questionnaire variable y is 0.750 or it can be said that MKWK in Higher Education has a correlation of 0.750 with the development of *civic*

engagement. The F count from the table above is 252.283 with a significance level of 0.000 which is smaller than a = 0.005. Thus, there is an influence between MKWK in higher education and the development of *civic engagement*. To determine the magnitude of the influence of MHWK in Higher Education on *civic engagement* can be sought through the coefficient of determination (Rsquare). It can be seen from the table above that the coefficient of determination is 0.563, which means that the influence of MHWK in Higher Education on *civic engagement* is 56.3%. Furthermore, each indicator of the variable is explained as follows.

The following diagram presents the results of a questionnaire regarding the effectiveness of Compulsory Curriculum Courses (MKWK) based on several predetermined indicators. The data displayed reflects respondents' perceptions of the role of MKWK in higher education. The percentage in the diagram shows the level of respondent agreement with each indicator used in this study.
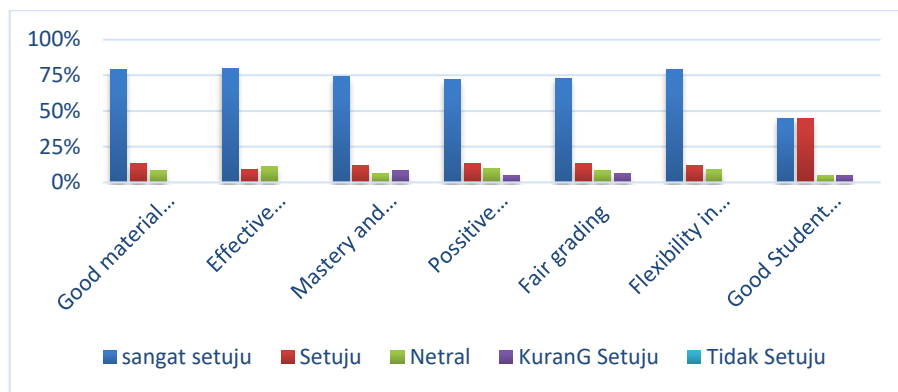

Figure 1: Diagram of Student Respondents

Source: Data Processed by Researchers, 2025

The figure above illustrates the responses of student participants regarding the effectiveness of Mandatory Curriculum Courses (MKWK) based on several predetermined indicators. In terms of material organization, the majority of respondents (79%) rated it as very good, followed by 13% who rated it good, and 8% who rated it fairly good. No students rated this aspect as poor or very poor, indicating that the course materials were generally well-structured. Similarly, for the communication aspect, 80% of respondents considered it very effective, 9% rated it good, and 11% rated it fairly good, with no negative assessments recorded.

Regarding the lecturers' mastery and enthusiasm for the subject matter, 74% of students rated it very good, 12% good, 6% fairly good, and 8% less good, suggesting that while most students found the delivery strong, some saw room for improvement. For the positive attitude of lecturers toward students, 72% gave a very good rating, 13% good, 10% fairly good, and 5% less good. Similarly, in terms of fairness in grading, 73% of respondents felt the system was very fair, 13% rated it good, 8% fairly good, and 6% less good, indicating that while the majority viewed the grading process as just, some respondents called for more transparency and equity. For the flexibility of the learning

approach, 79% of students rated it as very good, 12% as good, and 9% as fairly good. Again, no negative ratings were recorded, though some students suggested expanding variety and innovation in learning strategies.

The final indicator, student learning outcomes, revealed a more divided perception. While 45% of respondents believed their learning outcomes were excellent, an equal proportion (45%) rated them poorly. Additionally, 5% rated their outcomes as good and another 5% as fair. These varied responses highlight the need for a deeper evaluation of how MKWK supports students' academic development and how it can better accommodate diverse learning experiences.

Meanwhile, the following diagram illustrates the results of student respondents regarding *civic engagement* based on several key indicators, namely involvement in community service, collective action, political engagement and social change. The data displayed shows the level of participation and attitudes of respondents towards each aspect of civic engagement. The percentages on the diagram reflect the respondents' level of agreement with each of the indicators analyzed in this study.
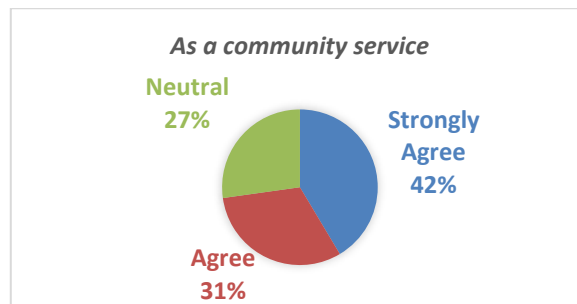

Figure 8: Diagram of Student Respondents

Source: Data Processed by Researchers, 2025

The questionnaire results on the "*As Community Service*" aspect show that the majority of respondents have a positive perception. A total of 42% of respondents strongly agreed with this indicator, while 31% agreed. In addition, 27% of respondents gave neutral answers, while no respondents chose the category of disagree. More than 70% of respondents showed support for this indicator, which indicates that community service activities as a form of civic engagement are well received.
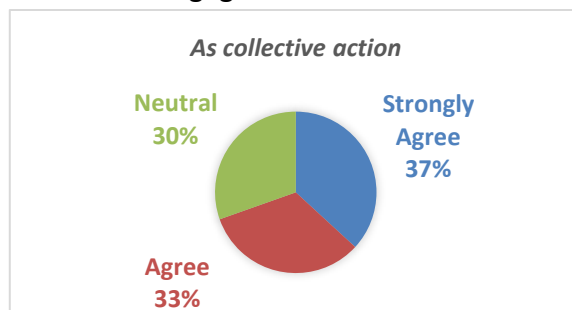

Figure 9: Diagram of Student Respondents

Source: Data Processed by Researchers, 2025

The results of the questionnaire focusing on "*As Collective Action*" show that the majority of respondents have a positive view of collective action in civic engagement. 37% of respondents strongly agreed with this indicator, while 33% agreed. In addition, 30% of respondents gave a neutral answer, and no one chose the disagree category. These results show that most respondents support the concept of collective action as a form of civic engagement, which indicates a fairly good awareness and participation in joint activities for social interests.
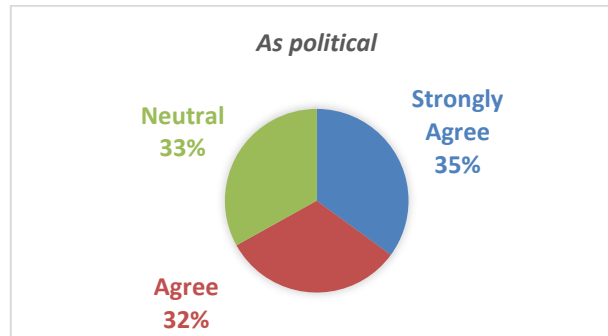

As political

Neutral 33%
Strongly Agree 35%
Agree 32%

Figure 10: Diagram of Student Respondents

Source: Data Processed by Researchers, 2025

The results of the questionnaire focusing on "*As Political*" show that most respondents have a positive view of political involvement in civic engagement. 35% of respondents strongly agreed with this indicator, while 32% agreed. In addition, 33% of respondents were neutral, and no one chose the disagree category. These results reflect that while the majority of respondents support political engagement as part of civic engagement, there is also a group of respondents who are neutral towards this aspect. This shows that there is a fairly good political awareness among respondents, although there are still some who do not have a firm stance on political engagement.
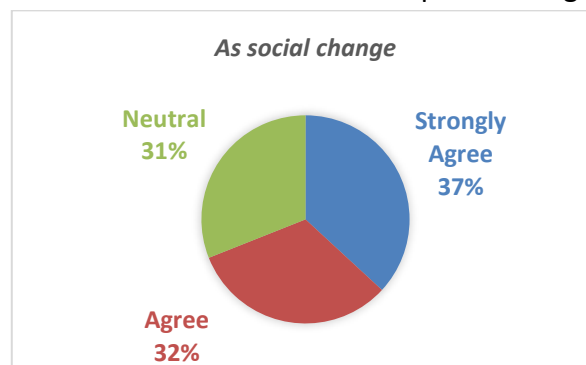

As social change

Neutral 31%
Strongly Agree 37%
Agree 32%

Figure 11: Diagram of Student Respondents

Source: Data Processed by Researchers, 2025

The results of the questionnaire focusing on "*As Social Change*" show that the majority of respondents have a positive view of the role of civic engagement in driving social change. A total of 37% of respondents strongly agreed with this indicator, while 32% agreed. In addition, 31% of respondents gave a neutral answer, and no one chose the disagree category. These results show that most respondents realize the importance

of social engagement in creating change, although there is still a group of respondents who are neutral. This indicates that in general, awareness of the role of civic engagement in social transformation is quite good among respondents.

DISCUSSION

Compulsory Curriculum Courses (MKWK) in higher education are not only a place to transfer academic knowledge, but also a space to absorb ethical, moral and social values. With the right approach, MKWK has great potential to shape superior personalities in students. Mandatory Curriculum Courses (MKWK) as a reinforcement of civic engagement have become a major focus in many universities. However, what is the student response to the effectiveness of this MKWK. The following is a narrative about students' experiences and responses to efforts to increase civic engagement through MKWK. The overall recapitulation related to the results of the questionnaire on the effectiveness of MKWK in higher education (variable x) on increasing student civic engagement (variable y) obtained the following results.

Table 6: Questionnaire on the Effectiveness of MKWK in Higher Education

Criteria	Percentage (%)
Strongly Agree	79
Agree	29
Neutral	9
Disagree	0
Strongly Disagree	0

Source: Data Processed by Researchers, 2025

The questionnaire results show that the majority of students have a positive perception of the effectiveness of Mandatory Curriculum Courses (MKWK) in increasing civic engagement. A total of 79% of students stated Strongly Agree (SS), 29% Agree (S), and 9% Neutral (N), while no respondents chose Disagree (TS) or Strongly Disagree (STS). The dominant percentage in the SS and S categories reflects a strong belief that MKWK plays an important role in shaping students' awareness and involvement in social and political life. This finding is in line with the concept of civic education developed by the Association of American Colleges and Universities (AAC&U) and the views of Ehrlich (2000), who defines civic engagement as an effort to create change in social life through a combination of knowledge, skills, values, and motivation. Civic Education in higher education plays a role in preparing students as "civic-minded graduates" who have a personal identity, commitment, and understanding of professional norms and institutional values that support their involvement in the community (Ehrlich, 2000).

Furthermore, MKWK in the college curriculum has been implemented with a Project-Based Learning (PBL) approach, which emphasizes project-based learning to develop student character and skills in accordance with the demands of the 21st century. This approach allows students to apply knowledge directly in solving real problems in society, thus encouraging active participation and deeper social engagement. Students

are not only required to understand the theory of civic engagement but also trained to develop ideas, creative ideas, and innovative solutions in improving the quality of community life.

Support for the effectiveness of MKWK is also reinforced by various empirical studies. Fauzi's research (2020) shows that this course broadens students' insights into social and political issues that are essential for society. Thus, it can be concluded that MKWK is not only a compulsory course that is normative, but also a strategic instrument in building students' civic engagement through active and contextual learning.

The implications of these findings emphasize the importance of universities to continue developing MKWK to be more applicable and relevant to the needs of the times. Project-based approaches and direct involvement in the community need to be strengthened so that students can develop as individuals who have high social awareness, are critical of public issues, and are able to contribute actively in building a democratic and civilized society. In addition, the use of technology in learning can be an additional strategy to expand the reach and effectiveness of MKWK in instilling civic engagement values among students.

Then, for student civic engagement, we can see from the following indicator table:

Table 7. Student Civic Engagement Questionnaire

Indicator	Percentage					Total Percentage
	5	4	3	2	1	
As a community service	42	31	27	0	0	**100**
As collevtive action	37	33	30	0	0	**100**
As political	35	32	33	0	0	**100**
As social change	37	32	31	0	0	**100**

Source: Data Processed by Researchers, 2025

Based on the data in the table above, the accumulated results of each indicator of variable Y, namely student civic engagement, show that the "As community service" aspect has the highest distribution on scores 5 and 4, with a total percentage of 73% (42% chose score 5 and 31% chose score 4). The "As collective action" indicator also shows high participation, with 70% of respondents giving scores of 5 and 4 (37% on score 5 and 33% on score 4). Furthermore, on the indicator "As political," 67% of respondents chose scores of 5 and 4, with 35% on score 5 and 32% on score 4. The last indicator, "As social change," recorded 76% of respondents choosing scores of 5 and 4, with 39% and 37% respectively.

Social constructivism theory emphasizes that knowledge and skills are developed through social interaction and shared experiences in a broader social context ((Vygotsky, 1978); (Wertsch, 1991)). In the context of the implementation of compulsory courses (MKWK) in the higher education curriculum, this theory provides a strong foundation for understanding how the learning process in these courses can affect the development of student civic engagement. Based on the results of the study which showed that most respondents (37.75%) were in category 5, which reflects a high level of civic engagement,

it can be explained through the social constructivism framework which emphasizes the importance of collaborative experiences in shaping students' understanding and social awareness (Schunk, 2012).

The results showing high levels of student civic engagement, with the highest scores in categories 5 and 4, indicate that compulsory courses in the higher education curriculum play a major role in facilitating deep social interaction. Interactive experiences in the classroom and outside the classroom, facilitated by collaboration and reflection-based learning, provide students with opportunities to construct their knowledge of citizenship and social engagement more meaningfully (Palincsar, 1998). Vygotsky (1978) stated that social interaction is a crucial aspect in individual cognitive development, which also applies to the formation of students' social awareness.

Furthermore, the results of statistical tests that show a significant relationship between MKWK in higher education and increased student civic engagement with a tcount of 15.883 which is greater than the ttable of 1.652, and a regression correlation coefficient of 0.750 support the view that experiential learning and social interaction contained in these compulsory courses can increase political engagement, collective action, and community service. This is in line with the concept of zone of proximal development (ZPD) proposed by Vygotsky (1978), where students, through social interaction and support from teachers or peers, can develop more complex and contextualized civic understandings and skills.

This result is also reinforced by the regression analysis which shows an influence of 56.3% between MKWK and the development of civic engagement. This suggests that 56.3% of changes in the development of civic engagement can be explained by the influence of compulsory courses, which in social constructivism theory serve as a medium to bring students closer to relevant social experiences and contexts. Thus, a curriculum that focuses on social interaction, critical discussion, and reflection in compulsory courses can build a deeper social awareness, which in turn encourages students to be more involved in social and political issues relevant to their lives (Fosnot, 2013).

Overall, the findings confirm that learning based on social constructivism, which emphasizes collaboration and social experience, plays an important role in developing students' civic engagement. The learning that occurs in this compulsory course not only enriches students' theoretical knowledge, but also invites them to be more actively involved in social and political life, in accordance with the principles taught in the higher education curriculum.

Thus, it can be understood that the implementation of compulsory courses in the higher education curriculum contributes positively to increasing student civic engagement. This conclusion is also based on the results of the t-test output which shows the t-count value is 15.883> t-table of 1.652 so that H0 is rejected. This means that there is a relationship between MKWK in higher education and developing civic engagement. In addition, the results of a simple regression analysis of the x variable questionnaire score

and the y variable questionnaire are 0.750 or it can be said that MKWK in Higher Education has a correlation of 0.750 with the development of civic engagement. And obtained F count from the table above of 252.283 with a significance level of 0.000 which is smaller than a = 0.005. So, there is an influence between the MKWK in Higher Education with the development of civic engagement with a large influence of 56.3%.

D. CONCLUSION

The effectiveness of the Compulsory Curriculum Course (MKWK) in developing civic engagement is proven to be high based on the perceptions of respondents, the majority of whom gave ratings in categories 5 and 4. This shows that MKWK has succeeded in becoming a learning space that encourages meaningful social interaction among students. The results of statistical analysis also reinforce this finding, where there is a significant relationship between the implementation of MHWK and increased civic engagement, with a tcount value of 15.883 which far exceeds the ttable of 1.652. The regression coefficient of 0.750 indicates the strong contribution of MHWK to students' political engagement, collective action, and community service, with an influence of 56.3%. This finding confirms that the experiential learning approach and social interaction integrated in MKWK play a strategic role in strengthening civic engagement in higher education.

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