






ANDRAGOGICAL APPROACH BASED ON CIVIC EDUCATION TO INCREASE THE SOCIAL PARTICIPATION OF UNIVERSITAS PAMULANG STUDENTS

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ABSTRACT

This study is motivated by the limited research on the application of the andragogical approach in Civic Education at the higher education level, particularly regarding its contribution to strengthening students' awareness and social participation. This research aims to describe the implementation of the andragogical approach and analyze its impact on students' social participation at Universitas Pamulang. A descriptive qualitative method was employed, using observations, in-depth interviews, and open-ended questionnaires involving early-semester students and course lecturers. The findings reveal that the andragogical approach is implemented through the recognition of students' prior experiences, critical discussions, problem-solving activities, case studies, community-based social projects, and reflective assessments conducted in the university library as an interactive dialogue space. These learning strategies were proven to enhance students' abilities to express ideas, analyze social issues, and participate actively in both campus-based and community social activities. The study concludes that the andragogical approach effectively strengthens students' critical awareness and social responsibility. The study recommends that the andragogical approach be used as a basis for developing learning strategies and designing curriculum policies that aim to improve students' sustainable social participation across higher education institutions.

ABSTRAK

Artikel mengkaji penerapan pendekatan andragogi dalam pembelajaran Pendidikan Kewarganegaraan di perguruan tinggi. Artikel mendeskripsikan penerapan pendekatan andragogi serta menganalisis dampaknya terhadap partisipasi sosial mahasiswa di Universitas Pamulang. Penelitian deskriptif kualitatif ini menggunakan teknik pengumpulan data observasi, wawancara mendalam, dan kuesioner terbuka yang melibatkan mahasiswa semester awal dan dosen pengampu mata kuliah. Hasil penelitian menunjukkan pendekatan andragogi diterapkan melalui pengakuan pengalaman mahasiswa, diskusi kritis, pemecahan masalah, studi kasus, proyek sosial berbasis masyarakat, dan penilaian reflektif yang dilaksanakan di ruang perpustakaan sebagai ruang dialog interaktif. Penerapan andragogi meningkatkan kemampuan mahasiswa mengemukakan gagasan, menganalisis isu sosial, serta terlibat dalam kegiatan sosial di lingkungan kampus maupun masyarakat. Pendekatan andragogi efektif memperkuat kesadaran kritis dan tanggung jawab sosial mahasiswa. Penelitian menegaskan pendekatan andragogi perlu dijadikan dasar dalam pengembangan strategi pembelajaran dan perumusan kebijakan kurikulum untuk meningkatkan partisipasi sosial mahasiswa secara berkelanjutan.

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INTRODUCTION

Higher education in the twenty-first century faces increasingly complex challenges due to rapid social change, advances in digital technology, and growing demands for citizens who are critical, reflective, and responsible participants in democratic life (Biesta, 2020; UNESCO, 2025). Universities no longer function solely as institutions for knowledge transmission, but also as strategic spaces for fostering students' character development, social awareness, and civic competence (Qazi & Taysum, 2021). In this context, students are positioned as active subjects of learning who are expected to think critically, act independently, and participate actively in social and democratic life. However, numerous studies indicate that learning practices in higher education remain largely instructional and lecturer centered, providing limited opportunities for students to develop learner autonomy and meaningful social participation (Kahu & Nelson, 2018).

Civic Education plays a strategic role in developing students' civic knowledge, civic skills, and civic dispositions as essential foundations for active participation in social and political life. Through civic-oriented learning, students are not only guided to understand fundamental concepts related to the state, law, and democracy, but also encouraged to build social awareness and civic responsibility as young citizens (Marlina, 2025). Furthermore, international evidence shows that effective civic education contributes significantly to students' readiness for civic and political participation by strengthening civic knowledge, trust in democratic institutions, and civic dispositions, which are essential for responding critically and constructively to social issues in a globalized context (Schulz, 2024). Nevertheless, several studies reveal that Civic Education learning in higher education remains largely normative and text-based, with limited connection to students' real-life experiences, resulting in low levels of student engagement and social participation (Owen, 2024).

Theoretically, the characteristics of university students as adult learners require learning approaches that differ from pedagogy. University students are generally in early adulthood (above 18 years of age), possess diverse life experiences, demonstrate problem-oriented learning needs, and show a tendency toward self-directed learning (Merriam & Bierema, 2014). Knowles' theory of andragogy emphasizes that adult learning should actively involve learners, be experience-based, and be oriented toward solving real-life problems (Knowles et al., 2014). Core andragogical principles such as self-directed learning, experiential learning, and problem-centered learning are highly relevant to higher education contexts that demand students become active, reflective, and responsible learners.

Several international studies indicate that the application of andragogical approaches in higher education contributes positively to student engagement, self-directed learning motivation, critical thinking skills, and social participation (Taylor & Cranton, 2012). Research on civic education for adult learners further confirms that learning oriented toward experience and critical reflection is effective in strengthening civic engagement and students' social awareness (Biesta, 2020). Through andragogical approaches, students are encouraged to connect academic knowledge with social realities, enabling learning outcomes to extend beyond the cognitive domain to include affective development and civic action. Theoretically, this study is grounded in a multi-level framework encompassing grand, middle, and applied theories.

At the level of grand theory, the study draws on participatory democracy and civic engagement theories, which position social participation as a key indicator of citizenship quality in democratic societies (Qazi & Taysum, 2021). At the level of middle theory, the study employs andragogy, emphasizing learner autonomy, experience as a primary learning

resource, and problem-oriented learning aligned with adult learners' real-life contexts (Knowles et al., 2014).

At the applied theory level, this framework is operationalized within Civic Education learning in higher education through participatory, reflective, and contextual learning practices aimed at strengthening students' social participation. This multi-level framework is used to explain the relationship between andragogical approaches, Civic Education instructional design, and the enhancement of students' social participation.

In this study, students' social participation is understood not merely as involvement in organizational or community activities, but as a reflective process and form of civic action that develops through learning experiences. Civic learning oriented toward experience, critical dialogue, and social reflection has been shown to encourage students to engage actively with social issues in their immediate environments (Biesta, 2020). From an andragogical perspective, social participation emerges as an outcome of meaningful learning, in which students are able to connect civic knowledge with lived experiences, social concern, and their responsibilities as citizens. Therefore, social participation constitutes an important indicator for assessing the effectiveness of andragogical approaches in Civic Education learning.

Several national studies affirm that participatory and contextual Civic Education learning has been shown to enhance students' civic engagement and social awareness in higher education (Al Fikri, 2025). Contextual and experience-based Civic Education approaches further contribute to strengthening students' social participation and engagement with societal issues (Kabatiah et al., 2024). Strengthening civic literacy through Civic Education learning also plays an important role in fostering students' critical and participatory attitudes as young citizens (Sulistiani, 2021). Experiential learning approaches and civic project-based activities have proven effective in increasing students' democratic awareness and civic character (Yonas et al., 2024). The implementation of innovative learning models, such as project-based learning, problem-based learning, and reflective dialogue, further contributes to the strengthening of students' civic engagement (Owen, 2024). However, most national studies have not explicitly positioned university students as adult learners with andragogical characteristics, nor have they systematically examined the integration of andragogical approaches into Civic Education learning in higher education.

Beyond learning approaches, the learning environment also plays an important role in supporting andragogical learning. Adult learning is not always effective when confined to formal, instructor-centered classroom settings. Non-classroom learning spaces, such as university libraries, have the potential to function as andragogical learning environments by providing settings that encourage literacy development, self-directed exploration, reflective discussion, and more egalitarian academic interactions. Nevertheless, research that specifically examines the use of libraries as andragogical learning spaces in Civic Education and their impact on students' social participation remains limited, particularly in private universities in Indonesia.

Based on this mapping of the literature, it is evident that although andragogy has been widely examined in adult education and higher education, its specific application in Civic Education learning at the university level remains limited. Furthermore, studies that integrate andragogy-based Civic Education learning, the use of non-classroom learning spaces, and the strengthening of students' social participation are still scarce. This research gap provides a strong rationale for conducting the present study.

Therefore, this study aims to describe the implementation of an andragogical approach in Civic Education learning at Universitas Pamulang and to analyze its impact on students' social participation. The research questions address how the andragogical approach is implemented in civic education learning at Universitas Pamulang and how the approach contributes to enhancing students' social participation. The novelty of this study lies in the integration of andragogy with the utilization of the university library as a civic learning space, which functions not only as an alternative learning venue but also as an ecosystem of literacy and critical reflection for fostering students' civic awareness and social participation.

METHOD

This study employed a descriptive qualitative approach aimed at providing an in-depth description of the implementation of the andragogical approach in Civic Education learning and its impact on students' social participation (Hamidah & Syakir, 2021). The qualitative approach was selected because it enables the exploration of meanings, processes, and social interactions that occur naturally without manipulating research variables, which is consistent with the characteristics of educational research (Creswell & Poth, 2018). Through this approach, learning is understood as a contextual and dynamic process shaped by interactions among students, lecturers, and the learning environment.

The descriptive qualitative approach allows researchers to explore the subjective experiences of students and lecturers, understand learning contexts beyond conventional classrooms, and identify factors influencing students' social engagement. In this study, students are positioned as adult learners who possess life experience, learning autonomy, and the capacity for critical thinking and problem solving, in line with the principles of andragogy proposed by Knowles et al. (Knowles et al., 2014).

Furthermore, this approach enables direct observation of learning dynamics, including student interactions during discussions, decision-making processes, and the application of civic values in real campus activities. Thus, this study not only examines learning outcomes but also investigates the learning process and the development of students' social character in accordance with andragogy-based learning principles that emphasize participatory, reflective, and experience-relevant learning (McCauley et al., 2017).

The research was conducted during the odd semester of the 2024/2025 academic year, from December 2024 to February 2025, at Universitas Pamulang. Civic Education learning activities took place both in classrooms and in the campus library as a non-formal learning setting. The use of the campus library as a learning space was grounded in its capacity to provide a flexible and supportive environment that facilitates discussion, collaboration, and independent learning activities. Such characteristics enable students to actively engage in the learning process and manage their learning experiences autonomously, which is consistent with the principles of andragogy and self-directed learning (Wiyarsih et al., 2023)

The research subjects consisted of Universitas Pamulang students enrolled in the Civic Education course during the odd semester of the 2024/2025 academic year. Participants were selected using purposive sampling, focusing on students who were actively involved in the andragogy-based learning process and were therefore able to provide rich and in-depth information regarding their learning experiences and perceptions (Creswell & Poth, 2018).

In addition to students, Civic Education lecturers were involved as key informants due to their direct role in designing, implementing, and evaluating the learning process (Patton, 2020). The study involved 25 students and 2 lecturers, a number considered adequate for

qualitative research as it allowed the collection of rich and in-depth data until data saturation was achieved.

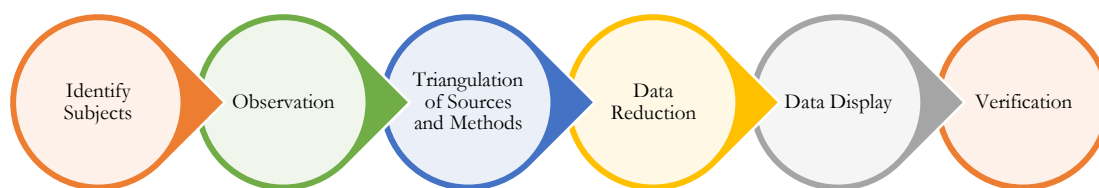
Data were collected using three complementary techniques: observation, in-depth interviews, and documentation studies (Patton, 2020). Observations were conducted to record the implementation of the andragogical approach during the learning process, with particular attention to learning interactions, student participation, and naturally occurring classroom dynamics. In-depth interviews were carried out with selected lecturers and students to explore their learning experiences, perceptions, challenges, and reflections related to andragogy-based Civic Education learning (Creswell & Poth, 2018). Documentation studies involved reviewing learning instruments, student assignments, and relevant academic documents. The data collection techniques and research instruments used in this study are summarized in Table 1.

Table 1. Data Collection Techniques and Instruments

No	Data Collection Techniques	Purpose	Instruments	Source
1	Observation	Recording the implementation of andragogy	Observation sheet	(Hamidah & Syakir, 2021)
2	In-depth interviews	Exploring participants' experiences, challenges, and reflections	Interview guide	(Creswell & Poth, 2018)
3	Documentation studies	Obtain supporting data, such as lecture materials and assignments	Academic documents	(Ismail et al., 2023)

The research procedures in this study followed a systematic flow that guided each stage of data collection and analysis. Figure 1 presents the overall research flow, illustrating how the researcher moved from subject identification to observation, triangulation, and the subsequent stages of data analysis. This flowchart helps clarify the logical progression of activities undertaken throughout the study.

Figure 1. Research Flow



Source: of Miles, Huberman & Saldaña (2013)

The data were analyzed using the interactive model of Miles, Huberman & Saldaña (2013) which operates through a continuous and cyclical process consisting of interconnected analytical activities. The first stage involved data reduction, where the researcher selected, simplified, and focused on the most relevant information from observations, interviews, and documentation. This process helped highlight key patterns related to the implementation of the andragogical approach. The next stage was data display, in which the organized data were presented in narrative descriptions, tables, or diagrams to make emerging relationships and themes easier to interpret. The final stage, conclusion drawing and verification, required the researcher to interpret the processed data to formulate credible findings. This stage was carried out throughout the research process and

strengthened through triangulation and member checking to ensure accuracy, consistency, and trustworthiness of the conclusions.

Conclusion drawing and verification: interpreting findings to obtain credible conclusions, carried out continuously during and after data collection (Patton, 2020). This analysis stage allows researchers to connect the andragogic learning process with increased student social participation, as well as affirm the credibility of the data through triangulation and member checks.

RESULTS AND DISCUSSION

The results of this research were obtained through direct observation of the learning process, in-depth interviews with students and lecturers, and documentation analysis of assignment reports, reflective journals, and students' social project outputs. These three data sources were analyzed triangulatively to obtain a comprehensive, credible, and systematic understanding of how an andragogical approach based on Civic Education is implemented to increase students' social participation at Universitas Pamulang. The use of triangulation strengthened the validity and reliability of the research findings by ensuring consistency across data sources.

Based on the observation results, Civic Education learning shows a significant pedagogical transformation from conventional instructional patterns to student-centered learning that positions students as adult learners. From the initial stages of learning, students are actively involved in identifying and determining the civic issues to be explored. The emerging themes include social tolerance, digital literacy, educational inequality, citizens' rights and responsibilities, and participation in digital public spaces. These issues are rooted in students' real social experiences, making the learning process more contextual, meaningful, and relevant to their lives.

These findings indicate the application of key andragogical principles that emphasize learner autonomy, the relevance of experience, and problem-oriented learning (Knowles et al., 2014). In the context of Civic Education learning in higher education, the application of these principles is consistent with Ulum and Hadawiah (2022), who emphasize the importance of learning that is grounded in students' authentic social experiences to ensure meaningful and contextual learning.

Furthermore, the subsequent stages of learning demonstrate a strong pattern of student independence in exploring learning resources. Students actively searched for information from books, scientific journals, and credible digital sources available in the library. The data indicate that students were not only collecting information but were also critically examining the credibility of sources, comparing different perspectives, and linking the obtained information to values and principles relevant to civic life. This reflects the development of students' information literacy, analytical skills, and critical thinking abilities.

These findings are consistent with Rahayu et al (2025), who argue that the integration of digital and information literacy in civic education enhances students' critical thinking skills and strengthens their civic disposition, enabling them to respond more critically and responsibly to social issues in the digital era. Interview findings further reinforce these results. Students stated that the learning process, which provided opportunities for independent exploration, discussion, and reflection, made them feel more respected as adult learners and increased their sense of responsibility in learning. Lecturers also acknowledged that the andragogy-based learning approach created a more dynamic, interactive, and dialogical learning atmosphere compared to conventional classroom patterns. These findings indicate

that the implementation of the andragogical approach not only changes learning strategies but also influences students’ learning attitudes and engagement in meaningful learning activities.

To clarify the stages and activities of andragogic learning based on civic education that are applied, the learning flow is presented in Table 2.

Table 2. Andragogic Learning Activities at Civic Education

Activity	Evidence from Observation	Evidence from Interviews	Documentation Evidence	Source
Independent research	Students explore books, journals, and online sources	Students report feeling responsible for learning	Research reports and presentations	(Knowles et al., 2014); (Ulum & Hadawiah, 2022)
Small group discussion	Active discussions in library	Students analyze and debate social issues collaboratively	Group discussion notes and reports	(McCauley et al., 2017); (Kholiq & Yusuf, 2022)
Reflection writing	Students write reflections	Students articulate personal understanding of civic roles	Narrative reflections	(Putri & Hidayat, 2022); (Wijaya, 2020)

Table 2 shows that each learning stage is designed to encourage learning independence, active student engagement, as well as the role of lecturers as facilitators, which are key characteristics of the andragogic approach.

The results of the interviews revealed that students' involvement in determining the direction of learning increased their sense of responsibility and confidence. A student stated that involvement in determining learning issues and resources made them feel more responsible for the learning process and more confident in expressing their opinion (personal communication, 2024). These findings are reinforced by learning documentation that shows that students are able to produce analytical reports, critical presentations, and reflective journals that integrate citizenship theory with personal experience. These results indicate that experiential citizenship learning contributes significantly to increased civic awareness and active student participation. Empirical evidence demonstrates that the integration of service learning within civic education allows students to engage directly with real social issues, thereby strengthening their civic knowledge, social sensitivity, and participatory attitudes (Ummah et al., 2025). In line with this, experiential learning approaches that integrate academic instruction with structured community engagement have been shown to enhance students’ civic engagement and sense of responsibility through active involvement in real-world contexts (Borhan, 2025).

The findings of this study indicate that the implementation of an andragogical approach not only shifts the learning pattern from teacher-centered to student-centered, but also reconstructs how students perceive their role as young citizens. Students’ involvement in determining learning issues, conducting independent exploration, engaging in critical discussions, and formulating solutions to social problems demonstrates an increase in learning autonomy, intellectual responsibility, and reflective awareness. This condition is in line with the core principles of andragogy, which emphasize self-directed learning, experience as a primary learning resource, and problem-oriented learning. These elements significantly

influence the development of students' capacity for social participation both within the campus environment and in the wider community.

The use of the library as the main learning space also has a significant impact on the dynamics of learning interactions. Observations show that libraries create a more egalitarian and less hierarchical learning atmosphere than formal classrooms. Students feel freer to discuss, express opinions, and express critical views without academic pressure. This condition encourages equal and collaborative dialogue, which is an important element in democratic citizenship learning. These findings are consistent with Zakia et al (2026), who demonstrate that active and participatory learning approaches in citizenship education enhance the quality of critical dialogue and promote democratic student participation through direct engagement in learning activities.

Furthermore, the findings reveal that the integration of an andragogical learning approach with literacy activities and reflective dialogue in the library strengthens students' abilities to evaluate public information, understand contemporary civic issues, and take a critical stance toward social problems. This condition demonstrates that participatory Civic Education learning is capable of simultaneously developing civic knowledge, civic skills, and civic disposition. Therefore, the andragogical approach does not merely enhance learning activity, but also makes a substantive contribution to the formation of students' civic engagement as an expression of social responsibility in democratic life.

The learning situation depicted in the library, as illustrated in Figure 2, reflects the potential of libraries as alternative learning spaces that support adaptive, reflective, and independent learning. In this environment, students at Universitas Pamulang are able to engage in egalitarian and participatory discussions, where the traditional hierarchical barriers often found in formal classrooms are minimized.

Figure 2. Utilizing Libraries as a More Adaptive, Reflective, and Independent Learning Place



Source: Research Data, 2024

The learning situation depicted in Figure 2 illustrates how an andragogical approach based on Civic Education is implemented by utilizing library learning resources to enhance the social participation of Universitas Pamulang students. In this environment, students actively engage in participatory and reflective discussions, take initiative in selecting civic issues relevant to their personal experiences and social contexts, and connect the information they gather from library resources with real-world social practices.

In this context, the library functions primarily as a supporting resource, providing access to diverse information and references that enable students to analyze, evaluate, and synthesize knowledge independently. This process encourages students to develop critical thinking skills, self-reflection, and decision-making abilities related to social action, consistent with the principles of andragogy.

Furthermore, the participatory learning environment allows students to practice democratic values, respect differing opinions, and collaborate constructively. Therefore, the use of library learning resources goes beyond mere information retrieval; it facilitates the development of students' social and civic competencies. Figure 2 demonstrates how an andragogy-based Civic Education approach, supported by learning resources, can effectively foster social awareness, responsibility, and active participation in community initiatives among students.

In addition to supporting democratic dialogue, libraries also function as a literacy ecosystem that strengthens civic learning. Access to various reading resources allows students to develop evaluative skills on public information, especially in dealing with disinformation and hoaxes in the digital space. These findings reinforce research indicating that literacy-based civic learning contributes to the development of students' critical attitudes and social sensitivity (Sukmayadi et al., 2025), demonstrate that strengthening civic literacy through civic education courses enhances students' understanding of democratic values, critical awareness, and social responsibility.

The results of the study also show that learning is enriched with reflective activities and socially designed social projects that are an andragogic approach based on civic education to increase the social participation of Universitas Pamulang students by using libraries and implementing them in the community. Students can be involved in various social projects, such as anti-hoax campaigns, tolerance advocacy, digital literacy, and environmental action. The project documentation shows that students are able to design action plans, carry out social activities, and evaluate the impact of these activities through written reflection. Through reflective journals, students associate these social experiences with the concept of citizenship, so that learning is not only cognitive, but also touches the affective and cognitive realms. These findings are in line with Subkhan et al. (2023), who demonstrate that reflective and participatory civic learning processes play a crucial role in shaping students' civic identity through active social engagement and critical understanding of civic roles..

The implementation of student social projects as part of Civic Education learning is shown in Figure 3.

Figure 3. Library-Based Andragogic Learning Flow



Source: Knowles et al. (2014)

The model emphasizes the relationship between the principle of andragogy, as well as the use of libraries as a learning ecosystem, especially in civic education, and strengthening student social participation as a learning output.

Overall, the integration of observation, interview, and documentation results shows that an andragogic approach based on civic education to increase the social participation of Universitas Pamulang students is able to strengthen student learning independence, critical thinking skills, information literacy, and student civic awareness and participation. Compared to previous research that generally positioned andragogy in the context of formal classrooms or online learning, this study shows that libraries can function as a democratic, reflective, and participatory civic learning ecosystem.

Based on the synthesis of these findings, the following discussion aims to provide a more detailed elaboration on the implementation, pedagogical meaning, and theoretical implications of applying an andragogical approach based on Civic Education to enhance the social participation of Universitas Pamulang students, with the use of library resources as one of the learning supports. The study shows that the implementation of andragogical principles in Civic Education learning engages students as active, reflective, and self-directed learners rather than passive recipients of information. From the beginning of the learning process, students are involved in identifying and selecting civic issues that are relevant to their personal experiences and social realities. This involvement reflects a significant shift in their role, giving students the autonomy to take ownership of their learning. According to interviews (personal communication, 2024), opportunities to choose topics and discuss them openly make students feel recognized as adult learners and more confident in expressing critical perspectives.

The findings also indicate that Civic Education becomes more meaningful and relevant when it addresses issues that directly relate to students' lives as young citizens. Topics chosen by students, such as social tolerance, digital literacy, and civic participation, reflect contemporary challenges of citizenship in their daily lives. This indicates that learning is not limited to the acquisition of normative civic concepts, but also develops into a process of critical understanding of social realities that shapes young people's trust in institutions, civic knowledge, and dispositions toward civic engagement (Schulz, 2024). By connecting theoretical knowledge with lived experience, students are able to strengthen their civic awareness and understanding of their responsibilities in society.

In this context, library resources serve as an important support in the learning process. Students utilize these resources to gather information, support discussions, and conduct small research projects related to their chosen civic issues. While the library is not the central focus, it provides an accessible and rich environment that allows students to bridge theory and practice, facilitating deeper engagement and reflection.

Moreover, the flexibility of lecturers in facilitating the learning process is a critical component of applying andragogy. Lecturers act as facilitators, guiding discussions, providing conceptual reinforcement, and encouraging critical reflection, rather than being the sole source of knowledge. This interaction pattern represents a significant paradigm shift in Civic Education pedagogy, demonstrating that an andragogical approach is highly relevant for fostering participatory and democratic learning environments in higher education.

Overall, the study confirms that the application of andragogical principles based on Civic Education supported by library resources enables Universitas Pamulang students not only to master civic concepts but also to develop reflective skills, critical thinking, problem-solving abilities, and social participation. By integrating students' experiences, flexible

facilitation, and accessible learning resources, this approach transforms Civic Education into a holistic and contextually relevant learning process, equipping students to become active, responsible, and socially engaged citizens.

1. Implementation of the Andragogi Principle in Civic Education Learning

The results of this study demonstrate that the application of an andragogical approach based on Civic Education to enhance the social participation of Universitas Pamulang students extends beyond conceptual understanding and is clearly reflected in actual learning practices. From the earliest stages of learning, students are actively involved, particularly in identifying and selecting citizenship issues that are relevant to their personal experiences and social realities. This participatory approach signals a shift in the role of students from passive recipients of knowledge to active, reflective, and self-directed learners. According to student interviews (personal communication, 2024), the opportunity to choose issues and engage in open discussions makes them feel recognized as adult learners and encourages them to express critical opinions confidently.

This finding aligns closely with the principles of andragogy, which posit that adult learners have a fundamental need to exercise control over their own learning processes and to learn based on their life experiences. By allowing students to select topics that resonate with their personal and social contexts, Civic Education learning becomes more meaningful and relevant, bridging the gap between theoretical concepts and the students' lived realities. For example, students at Universitas Pamulang chose issues such as social tolerance, digital literacy, and civic participation, reflecting contemporary citizenship challenges they encounter in daily life. This approach highlights that learning goes beyond merely acquiring academic knowledge, fostering students' critical awareness and enabling them to interpret and respond to social realities through contextualized, issue-based education (Engeliq & Hotimah, 2025). This approach strengthens students' civic awareness by rooting learning in their own experiences and societal interactions.

In addition, the implementation of andragogical principles is also evident in the flexibility and role of lecturers in facilitating the learning process. Lecturers act as guides and facilitators, providing conceptual reinforcement, encouraging critical reflection, and directing discussions rather than serving as the sole source of knowledge. This approach promotes a democratic and participatory learning environment, where students feel empowered to explore ideas, engage critically, and collaborate with peers. Such a relationship between lecturers and students represents a significant paradigm shift in Civic Education pedagogy, highlighting the relevance of andragogical approaches in cultivating participatory, reflective, and socially engaged learners in higher education.

Overall, the study confirms that applying andragogical principles in Civic Education does not only improve students' comprehension of citizenship concepts, but also enhances their practical engagement, critical thinking, and sense of civic responsibility. By integrating students' experiences, flexible facilitation, and reflective practices, andragogy-based Civic Education becomes a powerful tool to strengthen social participation and democratic values among university students, particularly in the context of Universitas Pamulang.

2. Strengthening Information Literacy as a Foundation for Critical Citizenship

The results of the study indicate that the implementation of an andragogical approach based on Civic Education plays a crucial role in strengthening information literacy among students at Universitas Pamulang. In practice, students are actively involved in selecting civic issues and topics that are relevant to their personal experiences and social contexts.

The principles of andragogy emphasize that adult learners need to take control of their own learning process and learn based on experience, allowing students to develop initiative, critical reflection, and responsibility for their own learning.

Furthermore, the use of library resources as learning materials supports the andragogical approach by providing access to diverse references that students can use to analyze, synthesize, and evaluate information independently. Students are not only guided to locate sources, but also trained to assess credibility, compare different perspectives, and connect information with civic values. This approach demonstrates that responsible citizenship extends beyond merely understanding rights and duties; it involves developing digital literacy skills to critically evaluate public information and make informed, responsible decisions within social and democratic contexts (Rahayu et al., 2025).

The findings also show that the andragogical approach enhances the pedagogical meaning of learning. By engaging in participatory and experience-based learning, students are able to connect theory with real-life practice, develop critical thinking skills, and cultivate reflective and responsible civic dispositions. Implementing learning space strategies in the library emphasizes that the library is not merely a source of materials but functions as an active epistemic environment, where students construct knowledge through exploration, analysis, and synthesis, while engaging with social issues and public matters relevant to their experiences (Wiyarsih et al., 2023). Overall, the application of andragogical principles in Civic Education, supported by library resources, not only strengthens the information literacy of Universitas Pamulang students but also promotes social participation, critical reflection, and the development of comprehensive civic competence. This approach demonstrates that andragogy-based Civic Education can effectively shape students into active, responsible, and critically engaged citizens in a democratic society.

3. Library as a Democratic and Participatory Learning Space

The findings of this study indicate that the library at Universitas Pamulang functions as a more democratic and participatory learning space compared to formal classrooms. Students at Universitas Pamulang feel freer to express opinions, raise critiques, and share diverse perspectives, particularly when learning is facilitated using an andragogical approach based on Civic Education. Interactions in the library are egalitarian and dialogical, allowing students to engage in discussions, challenge ideas, and practice constructive disagreement. This demonstrates that the library provides a concrete space for students at Universitas Pamulang to practice democratic values within the Civic Education learning process actively.

In the context of Civic Education learning, the library at Universitas Pamulang acts as a mini-public sphere, where students are not merely recipients of knowledge about democracy, citizenship, and social participation but also have the opportunity to experience these principles in practice. Students engage in dialogue, negotiate meaning, and learn to respect differing viewpoints. Several students reported that the library environment made them feel more confident to voice their opinions and participate actively in discussions compared to formal classrooms, which are often more rigid and teacher-centered.

Moreover, the physical and organizational design of the library at Universitas Pamulang, including open layouts, flexible seating, and accessible learning resources, encourages collaboration and shared responsibility in the learning process. Students are observed to be more proactive, initiate discussions, and engage in collective problem-solving. This illustrates that democratic learning environments promote students as active

participants in knowledge construction, rather than passive recipients of information, which aligns with core principles of andragogy.

The experiences of students at Universitas Pamulang also indicate that the library contributes to the development of civic dispositions, such as tolerance, empathy, and critical thinking. By practicing dialogue and deliberation in a real social setting, students begin to appreciate the importance of listening, respecting differences, and acting responsibly in social interactions.

Overall, the findings of this study show that the library at Universitas Pamulang is not merely a space for accessing information, but a democratic learning arena where students internalize democratic values through direct experience, reflection, and active engagement. The andragogical approach based on Civic Education implemented in the library allows students at Universitas Pamulang to learn participatively, critically, and reflectively, thereby strengthening their capacities as active and responsible citizens.

4. Integration of Citizenship Theory with Students' Social Experiences

The findings of this study indicate that the application of an andragogical approach based on Civic Education through social project-based learning provides students at Universitas Pamulang with meaningful opportunities to actively increase their social participation while connecting citizenship theory with real-world social experiences. From the beginning, students are actively involved in selecting civic issues, designing projects, and planning community interventions that are relevant to both their personal experiences and the needs of their local communities. This participatory approach reflects the core principles of andragogy, which emphasize that adult learners are self-directed, experiential, and responsible for their own learning outcomes.

Students reported that participating in projects such as community digital literacy workshops, environmental awareness campaigns, and local social service initiatives allowed them to directly practice values such as democracy, solidarity, and social responsibility. These experiences reinforced their understanding of the role of responsible citizens and motivated them to engage more actively in social initiatives (personal communication, 2024).

Reflective narratives also demonstrate that social projects transform students from passive recipients of knowledge into proactive agents of social change. They learned to collaborate with diverse stakeholders, evaluate multiple perspectives, and develop practical solutions aligned with civic values. This is consistent with (Subkhan et al., 2023), who highlight that revitalizing Civic Education in higher education through authentic social experiences and student-centered approaches is essential for fostering reflective, responsible, and participatory civic identities.

The integration of social projects within an andragogical framework further strengthens the relevance of Civic Education learning, as students are empowered to make decisions, take initiatives, and critically reflect on their societal roles. For example, when students organized a community recycling campaign, they analyzed local waste management challenges, collaborated with community leaders, and reflected on how sustainable practices could improve community welfare. These activities show that learning extends beyond conceptual mastery, evolving into critical interpretation, practical problem-solving, and socially responsible action.

Thus, social projects serve as a practical bridge between theory and practice, where Civic Education is experienced not merely as abstract knowledge but as dynamic,

participatory, and socially impactful learning. Through these authentic and reflective activities, students at Universitas Pamulang develop critical thinking, ethical reasoning, and a sustained commitment to community well-being, in line with andragogical principles. This approach ensures that students not only gain theoretical understanding but also act as socially engaged, responsible, and critically reflective citizens. Overall, the study indicates that andragogy-based Civic Education combined with experiential social projects effectively cultivates students' social participation, critical reflection, and democratic engagement, aligning with Brown & Khalaf (2021), who argue that experiential learning and critical reflection form the foundation for meaningful civic engagement.

5. Pedagogical Implications for the Development of Civic Education Learning

The results of the discussion indicate that the andragogical approach based on Civic Education has substantial pedagogical implications for the development of Civic Education learning in higher education. In the context of this study, which involved students at Universitas Pamulang, the approach fosters a fundamental transformation in learning orientation, shifting from teacher-centered instruction to learner-centered engagement, and from purely theoretical and normative approaches toward reflective, dialogical, and applicative learning. This transformation positions Civic Education not merely as a subject for transferring knowledge about citizenship, law, and democracy, but as a dynamic and transformative learning process in which students actively engage with real-world civic issues, critically analyze social contexts, and reflect on their own roles and responsibilities as citizens.

The study shows that when an andragogical approach is applied, students at Universitas Pamulang acquire more than conceptual knowledge; they cultivate reflective thinking, critical analytical abilities, problem-solving competence, and readiness for social action. For example, students reported that group discussions, community-based projects, and problem-solving activities in real contexts helped them understand the complexities of social issues, evaluate multiple perspectives, and formulate responsible solutions. By linking theoretical civic knowledge with lived experiences, students are able to see the relevance of Civic Education in their daily lives and social environments.

Furthermore, this approach simultaneously strengthens three interconnected dimensions of civic development: civic knowledge, civic skills, and civic dispositions. Civic knowledge refers to understanding democratic principles, legal frameworks, and social responsibilities; civic skills include critical thinking, communication, collaboration, and ethical decision-making; and civic dispositions involve attitudes such as empathy, tolerance, and proactive social responsibility. The study highlights that fostering all three dimensions concurrently is essential to preparing students to become active, responsible, and socially engaged citizens capable of contributing meaningfully to a democratic society.

In summary, the findings suggest that the andragogy-based Civic Education approach at Universitas Pamulang provides a robust pedagogical framework for higher education. It not only enhances students' mastery of knowledge but also promotes reflective practice, critical engagement, and active participation. By integrating theory, reflection, and practical experience, this approach transforms Civic Education into a holistic learning process that equips students with the competencies and dispositions necessary to navigate and respond to contemporary civic challenges effectively.

The novelty of this research lies in the development of an andragogic approach based on civic education that is systematically integrated with the use of libraries as an ecosystem to increase the social participation of Universitas Pamulang students. In contrast to

previous research that generally positions libraries only as learning support facilities, this study shows that libraries can function as democratic learning spaces that facilitate the strengthening of information literacy, critical dialogue, and civic practices, as well as increasing the social participation of Universitas Pamulang students.

These findings also reinforce the novelty of this research, namely the integration of the andragogical approach with the utilization of the library as a democratic learning space. Unlike previous studies that predominantly focused on Civic Education learning within formal classroom settings, this study provides evidence that non-classroom learning environments, such as libraries, are able to create more egalitarian, dialogical, and reflective interactions. Such learning environments encourage students to be more open in exchanging ideas, more confident in expressing opinions, and more sensitive to social realities through authentic learning experiences. Thus, this study offers both conceptual and practical contributions to the development of Civic Education learning models in higher education, particularly in strengthening students' social participation sustainably.

Through this integration, this research makes a conceptual contribution to the development of Civic Education learning in higher education, especially in the context of contextual and participatory adult learning. Thus, this research not only expands the application of the andragogy approach in Civic Education, but also offers an alternative learning framework that is relevant to the characteristics of adult learners as well as contemporary civic challenges.

CONCLUSION

This study concludes that the systematic implementation of an andragogical approach in Civic Education at Universitas Pamulang effectively enhances students' social involvement by fostering a participatory, contextual, and experience-based learning environment. Learning activities that integrate critical discussion, problem-solving, real-world case analysis, community-based projects, and reflective assessment promote equitable academic interactions and strengthen students' socio-political literacy, empathy, and social awareness. The strategic use of the university library as a dialogic learning space further supports democratic engagement and collaborative learning practices. The novelty of this research lies in demonstrating that the integration of andragogical principles with the utilization of the university library as a civic learning ecosystem can transform Civic Education into a more democratic, reflective, and socially responsive learning process, particularly among early-semester university students who have received limited attention in previous studies. This approach moves beyond positioning the library as a supplementary facility, instead framing it as an active learning space that facilitates critical dialogue, information literacy, and civic practice.

These findings imply that Civic Education curricula in higher education should be designed not only on strong theoretical foundations but also with sensitivity to students' social realities and lived experiences. Such curricular alignment is essential for fostering sustained civic participation within and beyond the university context. Future research is recommended to examine the long-term impact of andragogical approaches through longitudinal studies and to explore hybrid learning models that integrate andragogy with interactive digital media to enhance accessibility and instructional effectiveness in contemporary Civic Education.

Acknowledgments

Based on the findings of this study, several concrete recommendations are proposed to strengthen the implementation of the andragogic approach in Civic Education at the higher education level. First, Civic Education programs are encouraged to integrate andragogic principles into curriculum implementation by ensuring that learning outcomes, teaching strategies, and assessment systems explicitly promote adult learning characteristics such as self-direction, experience-based learning, and problem-solving. Second, universities should provide structured lecturer training focused on andragogical pedagogies, facilitative teaching skills, and strategies to activate students' prior experiences so that lecturers are better equipped to guide autonomous and participatory learning processes.

Third, the development of non-formal learning spaces such as civic engagement workshops, community service collaborations, student led civic forums, and digital participation platforms should be expanded to provide students with meaningful opportunities to practice social participation beyond the classroom. These recommendations aim to strengthen the practical application of the andragogic approach in Civic Education and to enhance university students' social participation in both academic and community contexts.

Disclosure of Interests

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