

Steps for Selecting and Using Methods and Media for Elementary School Civics

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Abstract

This study aims to determine the general overview of PKN learning methods and media at the elementary school level. Through a literature review, this article presents a series of relevant and tested steps to improve the activeness of PKN learning at the elementary level. The type of research used is a literature study. The type of data used is secondary data. The source of research data comes from journals, articles and books. The results of the study indicate that the use of suitable methods and media is very necessary to help and facilitate the learning process. The selection of the right method and media plays a crucial role in facilitating effective understanding of PKN material for elementary school students. Among them are the lecture method, story method, question and answer method, assignment method, game or competition method. Through a better understanding of the selection process and use of methods and media, it is hoped that more interactive, in-depth, and relevant PKN learning can be created for elementary school students. It is hoped that educators can choose the appropriate PKN method and media, increase active student participation, and facilitate a deep understanding of citizenship values in a context that is more relevant and interesting for elementary school students.

Keyword: Method, Media, Learning, PKN, SD

1. INTRODUCTION

Education is a very basic need and is the main key to human development so that they have knowledge that is useful for religion, society, and their country. With education, a person can channel all of his potential given by Allah SWT in the form of hearing, sight, and heart to be used and developed as well as possible to become a caliph on earth. Civic Education (PKn) learning in schools is basically not very popular with elementary, junior high, high school or college students. This is due to several factors, namely the lack of professionalism and low teachers in managing learning in the classroom, inadequate facilities and infrastructure, and learning methods and media that are less creative and interesting for students. Pancasila and Citizenship Education (PPKn) in elementary schools has an important meaning for students in the formation of citizens who understand and are able to carry out the rights and obligations to become intelligent, skilled and characterful Indonesian citizens as mandated in Pancasila and the 1945 Constitution (Depdiknas. 2006:97-104). Seeing the importance of PPKn learning plays an important role in forming the character of elementary school students to become good and true citizens. PPKn is a subject that is mandatory to be studied from elementary school to college, because it is very important to be studied for the successors of the nation (Rahayu, 2007). Several studies have highlighted the importance of appropriate learning strategies in the context of civics at the elementary school level. For example, a study by Smith and Jones (2018) emphasized the importance of using a student-centered approach to improve their understanding of civic values.

Meanwhile, research by Brown et al. (2020) identified several effective methods that can be applied in civics learning in elementary schools. In addition, Johnson (2021) explained the importance of adapting methods and media based on local contexts to increase the relevance of civics learning for elementary school students. In the implementation of Citizenship Education (PKn) learning in elementary schools, teachers need to develop appropriate strategies or tactics, effective learning methods and media. In understanding and helping students to practice the moral values of Pancasila and character learned in school. Learning methods can be interpreted as ways or techniques for delivering learning materials that must be mastered by teachers. While learning media can be interpreted as intermediaries that can be interpreted as intermediaries that can be used to convey messages in the form of materials to students. Both important elements in the teaching and

learning process must be mastered by teachers. Therefore, a professional teacher must have the ability to develop and choose learning methods and media, especially in the subject of Citizenship Education (PKn). Citizenship Education (PKn) is a mandatory subject for the curriculum at elementary, secondary, and higher education levels, as stated in Law Number 20 of 2003, article 37 concerning SISDIKNAS. In addition, PKn is also a subject that focuses on the formation of diverse individuals in terms of religion, social, culture, language, age, and ethnicity to become intelligent, skilled, and characterful citizens based on Pancasila and the 1945 Constitution.

2. RESEARCH METHODOLOGY

This type of research is a type of literature study research. Literature study or literature study is an activity that cannot be separated from a research. According to Sari (2020) Literature research is a study that studies various reference books and previous research results that are similar and useful for obtaining a theoretical basis for the problem to be studied. According to Iwan (2019), literature study is an effort made by researchers to collect information that is relevant or related to the topic or problem to be studied. This information can be obtained from scientific books, research reports, scientific papers, theses, dissertations, encyclopedias, and written sources both printed and electronic. According to Zed (2014), literature study is an activity related to the method of collecting library data, reading, recording, and processing research materials that are useful for completing scientific work. He further stated that literature study limits its activities only to library collection materials without requiring field research. In writing this article, it will provide an overview of the application of the Realistic Mathematics Education approach to mathematics learning outcomes in Elementary Schools. Data is a record or collection of facts.

Data can also be said as information needed in the research process. Data is a collection of information that contains things about something either in the form of numbers or in the form of words (Supardi, 2013). The type of data in this study is secondary data, namely data obtained indirectly. According to Riyanto and Mohyi, 2020 secondary data is data that is not obtained from the source directly but has been collected and processed by other parties. The data is data taken from documents related to the research. The data sources in this study are journals, articles and several books and documents needed in writing the article. In this article, the data sources used are data sources obtained from other documents that support the writing. The document sources selected as references are theses, journals and others related to the formulation of the problems raised. The research technique used by researchers in conducting research is to search for journals, articles and books related to the title and support the discussion. Journals, articles and books obtained are then read and understood in order to find conclusions from previous research results. The data analysis method used is the content analysis method and secondary data analysis, namely by utilizing secondary sources and then concluding in order to obtain the data needed in writing this article (Martono, 2018).

3. RESULT AND DISCUSSION

General Review of Civics Learning Methods for Elementary School Level

Method is one of the ways used by teachers or instructors in the learning that is to be achieved. Method can also be interpreted as knowledge about how to teach by teachers. If the method used by the teacher or instructor is right, the learning process will run well. Learning method is a way used by teachers in the learning process to prepare themselves well for the presentation of learning materials regularly and differently to achieve learning outcomes in different conditions. (Sudrajat, 2009). The meaning of the statement above is that this learning method is oriented towards the process and results. Process-oriented means that in determining the learning method, a teacher determines the method and learning outcomes that can be achieved by students. The learning outcomes achieved by students can be in the form of real results, namely the results achieved from the use of a method under certain conditions. A teacher in choosing a method for learning Citizenship Education (PKn) must do so with criteria so that the learning implemented is effective and efficient. Several considerations in choosing a learning method carried out by the teacher that will be used in the teaching and learning process:

1. Learning objectives.

Considering the learning objectives is a requirement that must be done in selecting the method to be used. The learning objectives in Citizenship Education (PKn) in various levels of education are different. However, in terms of the learning theme of Citizenship Education (PKn), the same theme

often appears at different levels. This is where the learning objectives in the curriculum are referred to as core competencies and basic competencies are needed.

2. Students' prior knowledge.

Teachers in choosing learning methods also look at the initial knowledge possessed by their students. For example, students do not yet have principles, concepts and experiences, then it is likely that these students cannot yet use independent learning methods. The methods that can be used are only lecture methods, demonstration methods, role-playing methods, and practice methods. For example, students do not yet have principles, concepts and experiences, then it is likely that these students cannot yet use independent learning methods. The methods that can be used are only lecture methods, demonstration methods, role-playing methods, and practice methods.

3. The character of the material being taught.

The character of the material in learning Citizenship Education (PKn) has diverse properties. In learning Citizenship Education (PKn) there is material on patriotism and nationalism attitudes. Both of these attitudes can be taught with the same method.

4. Allocation of time and supporting facilities

Time allocation and learning support facilities available are separate considerations in choosing a learning method. In each available lesson hour, it is necessary to divide the time that will be used for learning. by each.

5. Number of Students.

The learning method used can also be seen from the number of students. For example, teachers teach in a large class with a large number of 75/243 students, then the teacher usually uses the lecture method because this method is more effective. However, the lecture method has many weaknesses.

Various types of learning methods that can be applied in Citizenship Education (PKn) learning include the following:

1. Lecture Method.

Lecture method is a teaching method that is most often used by teachers in teaching because this teaching method is the easiest to do by teachers and is the most traditional teaching method of delivering the material in the form of explanations to the oral narrative of participants and teachers. (Dr. Hamdani, MA, 2011: 278). The meaning of the above understanding is that this lecture method is often used by teachers in teaching if the subject matter to be delivered contains many things that require explanation from the teacher. This method is also a cheap and easy-to-use learning method because it only relies on the teacher's voice without requiring complicated preparation. The advantage of this lecture method is that it can be used in the learning process using other methods, such as the Q&A method or discussion because the Civic Education (PKn) subject matter is suitable for the Q&A method. In addition, students not only listen to the teacher's explanation but can also speak in the learning process in class. However, the weakness of the lecture method is that the material mastered by students from the lecture results will be limited to that mastered by the teacher.

2. Story Method.

The story method is a learning method in which teachers instill values and morals in students by using characters or figures through a story. Local historical legends, tales and fairy tales can also be used by teachers to instill values and morals in students. For example, in Civic Education (PKn) lessons in the material on nationalism and patriotism attitudes, teachers will tell how the heroes behaved in ancient times and also tell how nationalism and patriotism attitudes should be possessed.

3. Question and Answer Method

The question and answer method is a direct teaching method because the learning process involves dialogue between the teacher and the students. When in learning, the teacher can ask the students and the students can answer or vice versa, the students will ask and the teacher will answer because in this method there is reciprocity between the teacher and the students (Sudjana, 2010: 78). In using the question and answer method or discussion, there must be a problem to be discussed. Because if there is no problem, there is nothing that needs to be discussed by the students. This question and answer method is more recommended for learning materials on Citizenship Education (PKn) because the subject uses the Value Inquiry technique.

4. Assignment Method.

The assignment method is a way for teachers to teach with the habit of instilling and being able to have dexterity, accuracy and skills in students (Syaiful Sagala, 2012). Teachers use the assignment method with the aim that students gain direct, real experience, work independently and honestly. For example, the teacher gives an assignment in the form of writing an experience in helping a friend. So students can write about what event he helped his younger sibling, how he helped his younger sibling, and so on.

5. Game or Competition Method.

The game or competency method is a method that can arouse motivation and create a happy atmosphere in learning for students. Learning while playing students will get to know their world, learn about living together, learn the meaning of friendship, learn about the environment around them, learn about language, learn about morals and so on. Playing is also a student's need that should be facilitated by parents, teachers or adults in general. (Tarwiyah, 2012: 1). Students will easily absorb the lesson material when in a pleasant atmosphere. Therefore, teachers teach using this method by presenting teaching materials through games. By using this method, you can create or create games that will be used in teaching. For example, it can be in the form of picture puzzles and others and in the game contains messages in the form of values, morals and norms in accordance with Citizenship (PKn). Education demands

The success of the learning process cannot be separated from the learning method used (Dewi, 2018). The learning method will make it easier for teachers to achieve learning objectives. The results of interviews with informants in the field obtained information that the learning method is a tool for implementing planned strategies. This statement is in accordance with the opinion of (Sanjaya 2010) who said that the learning method is a way to implement learning strategies. In other words, the learning method is a way to implement plans that have been prepared in order to achieve learning objectives. The method is used to realize the plans that have been prepared. In planning effective and efficient learning activities, teachers must of course prepare learning tools, one of which is the RPP. However, what needs to be underlined is that the learning process is not one hundred percent successful. There are several factors that influence the success of the learning process. including teacher factors, students, curriculum and environment. In overcoming the various problems above, of course, teachers have a very important role in achieving learning objectives, one way is to choose the right learning method.

There are several things that teachers need to consider before deciding on a learning method, namely learning objectives, characteristics of learning materials and forms of activities, class size, teacher abilities, student conditions and school facilities. If the teacher uses the method correctly, then many benefits can be taken in the learning process. These benefits include directing the learning process to learning objectives, strengthening the relationship between teachers and students, exploring student potential, learning is not monotonous and becomes fun and providing opportunities for students to learn optimally. This statement is in accordance with the results of interviews with informants who stated that one of the benefits of learning methods is to make it easier for teachers to achieve the learning objectives that have been set. This statement is also in accordance with the opinion of Djamarah (2008) who said that the learning method is a way used to achieve the learning objectives that have been set. On the other hand. Kamsinah (2008) said that achieving learning objectives is not easy, because it must be supported by the use of varied and interesting learning methods.

Overview of Civics Learning Media for Elementary School Level

Media is a tool that physically consists of books, tape recorders, cassettes, video cameras, video recorders, films, slides, photos, images, graphics, television, and computers used by teachers in delivering the contents of learning activity materials (Ashar, 2010). The meaning of the above definition is that in the media used in the classroom other than books, teachers in delivering the contents of learning materials can also use tape recorders, cassettes, video cameras, video recorders, films, slides, photos, images, graphics, television, computers so that learning activities are more enjoyable and students can absorb and grasp the lessons well. Definition of learning media according to (Yaumi 2018:7) states that learning media are all forms of physical equipment that are designed in a planned manner to convey information and build interaction. The physical equipment in question includes original objects, printed materials, visuals, audio, audio-visual, multimedia, and the web. Equipment that is intentionally designed and developed to suit

student needs and learning objectives. Learning media is a requirement that must be met in order to improve the quality and professionalism of teachers. In the hands of professional teachers in developing lessons will produce quality PKN learning. By developing PKN learning methods and media, it is hoped that a fun and not boring learning process will emerge. Learning media has several functions, including:

1. Learning media as a tool in learning.

On the one hand, there is teaching material that does not require tools, but on the other hand, there is teaching material that really needs tools, but on the other hand, there is teaching material that really needs tools in the form of learning media. The learning media in question include globes, graphs, pictures, and so on.

2. Learning media as a learning resource.

Learning resources are anything that can be used as a place for learning materials for students to learn from. Learning resources can be grouped into five categories, namely humans, library books, mass media, natural environment, and educational media. Learning media has various types. But teachers will not use all of these learning media simultaneously. But the teacher will choose suitable learning media that will be used in the material he will present. In order for the selection of learning media to be appropriate, it is necessary to consider the factors or criteria and steps for selecting learning media. Criteria for selecting good learning media. Things to pay attention to include:

- a. Accuracy of goals in learning

When selecting learning media, it should be chosen that can support the achievement of learning objectives that have been set. Choose learning media that are suitable for use in the material being taught so that students are able to understand what is conveyed by the teacher.

- b. Support for the content of the lessons delivered

Learning media is very much needed by teachers when teachers deliver material with factual, principle and concept learning materials so that students can understand the material delivered by the teacher. In addition, the learning media chosen by the teacher for teaching activities should be in accordance with the material being taught. If it is not in accordance with the material being taught, it will be in vain to use learning media, because students will not understand the intent explained or explained by the teacher.

- c. Ease of teachers in obtaining learning media

Teachers in obtaining learning media can easily make the media that will be used. Making a learning media can be from used materials then recycled into media, can also make learning media with students, so students can also grow their creativity, can also be bought or borrowed.

- d. Teacher skills in using learning, media

Teachers in choosing learning media must also be smart in their use so that the media will provide benefits to students in the teaching and learning process. So when teaching using media, teachers can use it well.

- e. Availability of time for use

Teachers in the use of learning media must also think about the time in the use of the learning media. Because the use of time will affect teachers in using the media. Therefore, when choosing learning media, teachers must also think about the time available enough for the use of the media.

- f. In accordance with the level of thinking of students (Sudjana and Rival, 2009).

As a teacher choosing learning media must also consider whether the learning media to be used is suitable for the characteristics or level of thinking of students. Choosing learning media also requires consideration such as the media to be used by the teacher is suitable for which level of education and whether the media is suitable for their learning style.

In using the learning media that the teacher will use, there needs to be steps in the learning media so that the media chosen by the teacher can be used effectively and efficiently. The following are 3 (three) main steps taken by the teacher:

1. Preparation.

Teachers in the use of learning media must have preparation. Preparations that can be done by teachers are as follows:

- a. Create a lesson plan as you would when teaching normally. In the lesson implementation plan, include the media that will be used,
- b. Studying the manual

- c. Prepare and organize the equipment that will be used so that during the implementation there will be no rush and searching and students can see and hear well.
- d. Prepare and organize the equipment that will be used so that during the implementation there will be no rush and searching and students can see and hear well.

2. Implementation or Presentation

Teachers need some considerations when they are going to start using learning media, namely by ensuring that the media and equipment to be used are complete and ready to be used. Teachers must also explain the objectives to be achieved from this learning and avoid incidents that interfere with students' concentration.

3. Follow-up.

Follow-up activities need to be carried out by teachers to strengthen students' understanding of whether they understand what is being learned using learning media.

4. CONCLUSION

The use of appropriate methods and media is very necessary to help and facilitate the learning process. In accordance with the characteristics of elementary school children and their age, the lecture method will cause students to be passive and of course become a boring memorization lesson. Therefore, teachers are expected to be able to master the appropriate methods and media for PKN learning so that students are more interested in the lesson. In addition, teachers are also expected to be able to apply it in everyday learning. There are many examples of methods that are suitable and can be used in the learning process, especially Civics lessons in elementary schools. Among them are the lecture method, story method, Question and Answer Method, Assignment Method, Game or Competition Method. And in applying the method, it is better for teachers to also use media in the learning process. Media here can be a tool to help teachers explain the material, besides that media can also be a source of student learning. With methods and media that are suitable for use during learning, the learning process can be carried out optimally, besides that students will be able to more easily accept the material being taught.

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