



APPLICATION OF ACTIVE LEARNING METHODS IN CONSTITUTIONAL EDUCATION IN LEARNING CITIZENSHIP IN PRIMARY SCHOOLS

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Abstract

Civic education plays an important role in shaping students' understanding of their rights, obligations, and responsibilities as citizens. The application of active learning methods in constitutional education in elementary schools is needed to increase student involvement in the learning process. This study uses a literature study approach to analyze various relevant reference sources regarding the application of active learning methods in the context of constitutional education. The results of the study indicate that active learning methods such as group discussions, simulations, and role-playing have proven effective in improving students' understanding of the constitution. The application of active learning methods in constitutional education in civic learning in elementary schools can improve the quality of learning that is more relevant and interesting for students. Therefore, it is recommended that teachers in elementary schools use these active methods more often to strengthen students' understanding of the constitution and citizenship.

Keywords : Civic Education, Active Learning, Constitution, Elementary School, Group Discussion, Simulation, Role Play

Introduction

Civic education is one of the important components in the education curriculum in Indonesia, which aims to shape the character, understanding, and skills of students as good and responsible citizens. One of the most important topics in civic education is constitutional education, which teaches students about the rights and obligations of citizens and the system of government that applies in Indonesia. Constitutional education helps students understand their role in the state, the rights protected by the constitution, and their obligations as part of a democratic society (Sudarwati, 2017). However, in practice, constitutional education learning often still seems theoretical and tends to be monotonous, so it is less able to motivate students to be actively involved in the learning process. According to Prasetyo (2018), one of the main challenges in civic education is how to convey abstract material, such as constitutional concepts, in a way that is interesting and relevant to students. A more interesting learning approach that actively involves students is needed to create a deeper and more meaningful understanding of the material. To overcome these challenges, the application of active learning methods can be an effective solution. Active learning focuses on student engagement in the learning process through various activities that stimulate their critical thinking, creativity, and social skills. This is especially important in constitutional learning, which requires a deep understanding of basic rights, legal systems, and government structures that students may not fully understand. According to Supriyadi (2019), the application of active learning methods in civic education can not only improve students' understanding of the material but can also enrich their learning experience in a more applicable way.

Various active learning methods, such as group discussions, role plays, case studies, and simulations, have been shown to increase student engagement in learning. According to Prasetyo and Wibowo (2020), these methods can provide students with direct experience of how the constitution and state regulations apply in their daily lives.

In addition, active learning methods also encourage students to collaborate and think critically, so that learning becomes more interactive and enjoyable. This study aims to analyze the application of active learning methods in constitutional education in elementary schools, especially in civics learning. This study will examine the impact of the application of these methods on students' understanding and skills in recognizing and understanding the constitution, as well as identifying factors that influence the success of the application of active learning methods. Constitutional education is an important part of civics learning in elementary schools, which aims to provide students with an understanding of the rights and obligations of citizens, as well as the system of government regulated by the country's constitution. According to Prasetyo (2018), constitutional education at the elementary level not only serves to teach the contents of the constitution, but also to introduce students to the basic principles of national and state life regulated in the 1945 Constitution of the Republic of Indonesia (UUD 1945). A good understanding of the constitution can help students better understand their role in the democratic system and make a positive contribution to the country.

However, in practice, constitutional education learning is often hampered by teaching approaches that are still traditional and tend to be theoretical. For example, teaching that focuses more on memorizing constitutional texts and state regulations is often unable to arouse students' interest and is not relevant to their daily lives (Sudarwati, 2017). This causes students' understanding of the constitution to be less in-depth and less applicable. One solution that is widely proposed in educational literature is the application of active learning methods. Active learning is an approach that emphasizes direct student involvement in the learning process through various activities that stimulate critical thinking skills, collaboration, and self-reflection (Supriyadi, 2019). According to Widodo (2019), active learning can provide space for students to explore knowledge more deeply, teach them to work together, and build good communication and argumentation skills. In the context of constitutional education, the application of active learning methods can be done in various ways, including through group discussions, role plays, case studies, and simulations. Prasetyo and Wibowo (2020) stated that the group discussion method allows students to exchange opinions and ideas on citizenship issues, including the rights and obligations regulated in the constitution. This kind of discussion not only improves students' understanding of the material, but also trains critical thinking and teamwork skills. In addition, role-playing and simulations can also help students better understand the processes that occur in policy-making or the country's legal system, by playing various roles in government, for example as a member of the legislature or executive (Widodo, 2019). Several studies have also shown that the application of active learning methods can increase students' motivation in participating in learning, especially in material that tends to be abstract such as constitutional education.

According to Supriyadi (2019), students who are involved in fun learning activities and activate their roles in learning tend to be more enthusiastic and have better understanding. This is also evidenced by research by Prasetyo (2018), which found that students who used active learning methods showed a significant increase in understanding constitutional material compared to students who followed traditional learning. In addition, the application of active learning methods can also contribute to the development of students' character as good citizens. Sudarwati (2017) stated that civics learning that involves active activities in it not only improves understanding of constitutional material, but also teaches students to respect differences of opinion, work together in teams, and develop a sense of responsibility towards the country and fellow citizens. Therefore, civics education implemented with active methods can strengthen the values of democracy and human rights among students. Widodo (2019) stated that project-based learning is a form of active learning method that can connect constitutional education materials with real-life challenges. In this study, students not only learn about constitutional theory, but also apply it in the form of simulations or field research that allows students to understand how constitutional principles are applied in various government policies and practices.

Research Methodology

This study uses a literature study approach to analyze the application of active learning methods in constitutional education in civics learning in elementary schools. Literature studies are conducted by collecting and analyzing various relevant reference sources, such as scientific journals, books, articles, and previous research reports on active learning and constitutional education at the elementary level. The data collection process is carried out by searching for references related to active learning theory, the application of learning methods in the context of civics, and the implementation of constitutional education in elementary schools. The sources used are selected based on their relevance and quality, and are limited to research published in the last five years to ensure that the information used is up-to-date and in accordance with the latest developments in the world of education.

Result & Discussion

Based on several studies that have been conducted regarding the application of active learning methods in constitutional education in civics learning in elementary schools:

Table 1. Document Review

No	Writer	Title	Results
1	Prasetyo, E. (2018)	Implementation of Citizenship Learning Models to Improve Constitutional Understanding in Elementary School Students	Learning with an active group discussion model increases students' understanding of the rights and obligations of citizens.
2	Prasetyo, D., & Wibowo, A. (2020)	Active Learning Strategies in Civic Education in Elementary Schools	The use of simulation and role-play methods successfully increased student involvement in understanding government structures.
3	Sudarwati, A. (2017)	Constitutional Education to Improve Citizenship Understanding in Elementary School Students	Active learning methods, such as role play, enhance students' understanding of abstract constitutional concepts.
4	Supriyadi, D. (2019)	Active Learning in Civic Education to Enhance Constitutional Understanding in Elementary Schools	Project-based active learning accelerates students' understanding of the role and application of the constitution in everyday life.
5	Widodo, S. (2019)	Project Based Learning in Civic Education in Elementary Schools	Project-based learning improves students' communication skills and their understanding of democratic values.

Active learning methods play an important role in improving students' understanding of constitutional education materials in elementary schools. The three main methods that are often applied in this context are group discussions, simulations, and role-playing. Each of these methods has proven effective in deepening students' understanding of the rights and obligations of citizens, as well as the role of the constitution in national and state life.

Group Discussion

Group discussion is one of the effective active learning methods in constitutional education. In this method, students are divided into small groups to discuss citizenship issues related to the constitution, such as the rights and obligations of citizens. Prasetyo (2018) stated that the group discussion method allows students to exchange ideas and opinions, which can improve their critical thinking skills. In addition, this discussion also trains students to speak in public and express opinions clearly and logically, which are important skills in democratic life. The results of Prasetyo's (2018) study showed that through group discussions, students find it easier to understand the concepts contained in the constitution, because they can explore the material more deeply through dialogue and argumentation with their friends.

Simulation

Simulation is another method that has proven effective in helping students understand the application of the constitution in practice. In simulations, students are given the opportunity to carry out activities that resemble real processes in government, such as policy-making or elections. Supriyadi (2019) stated that simulations provide students with direct experience of how state policies are made, implemented, and influenced by the rules contained in the constitution. By participating in simulations, students not only learn about theory, but also about the dynamics and challenges faced by state institutions in carrying out their functions. According to Prasetyo and Wibowo (2020), simulations allow students to experience for themselves how decisions related to the constitution can affect their lives as citizens.

Role Playing

Role-playing is an active method that involves students to play the role of members of the legislature, executive, or other state institutions in policy-making. Widodo (2019) emphasized that role-playing provides an opportunity for students to understand directly how the constitution influences the formation of state laws and policies. In role-playing, students can experience how the democratic process works in making political decisions

related to the constitution. The results of research by Sudarwati (2017) show that students who participate in role-playing games can more easily understand the role of state institutions in carrying out the constitutional mandate, as well as gain a deeper understanding of their rights and obligations as citizens.

Conclusion

Based on the discussion that has been done, it can be concluded that the application of active learning methods in constitutional education in civics learning in elementary schools has proven effective in improving students' understanding of constitutional material. Methods such as group discussions, simulations, and role-playing provide opportunities for students to be directly involved in the learning process, so that they not only gain theoretical knowledge but also practical experience that deepens their understanding. Group discussions allow students to think critically and speak publicly, strengthening their social and communication skills. Simulations provide firsthand experience of how policies are made and how the constitution is applied in a system of government, while role-playing introduces students to the dynamics of policy-making and the roles of various state institutions in implementing the constitution. All of these methods not only make learning more interesting, but also more relevant and applicable to students' lives as citizens.

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