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IMPLEMENTATION OF CITIZENSHIP EDUCATION LEARNING TO IMPROVE COGNITIVE ABILITIES AND SOCIAL CONCERN IN CHILDREN

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Abstract

This study aims to analyze the application of citizenship education in improving children's cognitive abilities and social awareness. Civic education is an important aspect in character building and social awareness in children. In this study, the literature review approach method was used because this study aims to analyze the role of citizenship education in improving children's cognitive abilities and social awareness. Civic education has an important role in shaping the attitudes, knowledge, and social skills that children need to actively participate. In this study, several studies were conducted that focused on citizenship learning, its influence on cognitive development, and its impact on children's level of social awareness. This study shows that citizenship education makes a positive contribution to critical thinking skills and the development of empathy in children. Through appropriate methods, such as discussions and case studies, children can better understand the concept of citizenship, thereby increasing social awareness and the ability to interact with the surrounding environment. This research is expected to be a reference in developing more effective learning methods in citizenship education, so as to optimally support children's cognitive development and social awareness and be able to improve children's cognitive understanding of basic citizenship concepts, such as the rights and responsibilities of a student.

Keywords : Citizenship Education, Cognitive, and Social

Introduction

Education essentially provides knowledge and skills to humans to form noble morals, through education it is expected to form noble Indonesian human resources. According to Riyanto No. 20 of 2003, it states that national education functions to develop the potential of students and improve the quality of life and dignity of the nation. This statement shows that education does not only provide knowledge and skills, but the formation of student morals is considered important in education. The main aim of citizenship education is to foster insight and awareness of the nation, attitudes and behavior that love the homeland and are based on national culture, insight into the archipelago, and national resilience in the nation's future candidates who are studying and mastering science and technology, language and art. Realizing citizens who are aware of nationalism based on an understanding of national politics, and sensitivity to developing national identity and morals in national life. In addition, it also aims to improve the quality of Indonesian people who are noble, have personality, are independent, advanced, resilient, professional, responsible and productive as well as physically and mentally healthy. The function of civic education is as a vehicle to form intelligent, skilled and personality citizens who loyal to the Indonesian nation and state by reflecting himself in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution (Depdiknas, 2001: 1). In accordance with the objectives of national education of the Republic of Indonesia, among others, to develop the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become responsible citizens. National education does not only aim to form intelligent individuals, but also to create

individuals who are dignified, noble, and have character. One of the efforts that can be made to foster these educational objectives is through the implementation of character education in elementary school students and is carried out in a structured and systematic manner. In order to participate in realizing healthy, intelligent, cheerful, and noble Indonesian people, the care, education, and development of students must be prepared in a planned, integrated, and comprehensive manner and involve all parties that can influence the process of student growth and development.

Civic education (PKn) is an important part of learning in both formal and informal schools. This can be seen from the existence of citizenship education which has mandatory status in the education curriculum. The existence of civic education is realized at every level of education starting from elementary school (SD), junior high school (SMP), senior high school (SMA), and college. The content of civic education material is almost the same at every level of education, only at each level there is an additional content of deeper material to be understood by students, so that they become individuals with noble character, healthy, knowledgeable, independent, and become democratic and responsible citizens. Various previous studies have conducted many studies on Civic Education in elementary schools, both in terms of curriculum, implementation, and implementation. For example, research by (Nuridin , 2015) which discusses the dimensions of the implementation of Civic Education which also originates from the policies that are enforced. This study discusses how Civic Education is an effort to instill values based on education that emphasizes the realization of good citizens, who have holistic competence in knowledge, skills, and traits based on national character. Where in this educational effort, various results and values can be obtained and embedded in students if done in the right way. Other studies discuss the dimensions of Civic Education that can also be integrated with other educational patterns, namely character education with the aim of fostering good character in students and strengthening that character as the basis for national defense efforts that will be carried out (Kurniawan, 2013). This form of integration can be done through methods and innovations in documentation learning, understanding competency standards, understanding basic competencies, and other learning innovations. This study shows the results of what character values can be integrated with Civic Education. Among them are social character, democracy, nationalism, national defense, discipline, honesty, responsibility, national spirit, tolerance, and so on. From several examples of research on the implementation of Citizenship Education at the elementary school level, there are several similarities where in each study the emphasis is on implementing citizenship education with existing regulations and curriculum and the desired goals must certainly meet the competency standards applied. However, this article will further discuss in more depth how the implementation of Citizenship Education can affect the national defense efforts owned by students systematically.

This study will also consider other existing studies as supporting materials for literature. In cognitive development at school, teachers as educational staff who are responsible for implementing educational interactions and cognitive development of students, need to have a very deep understanding of cognitive development in their students. Parents are also no less important in children's cognitive development because children's development and growth begins in the family environment. However, some educators and parents do not yet fully understand children's cognitive development, characteristics of cognitive development, and other things related to children's cognitive development problems. Researchers conducted observations at the Al Ijtihad Kindergarten school in Samarinda, where researchers wanted to see the teacher's strategy in developing students' cognitive abilities. During the observation, researchers saw teachers at the school carrying out their initial activities, namely lining up before entering the classroom and there were game playing activities such as counting, guessing colors, and others. Researchers saw that what the teacher did was a strategy in learning to develop children's cognitive abilities. Based on various views on the purpose of developing learning strategies, the development of students' cognition and learning activities is an important thing that must be considered. Students are never free from learning, whether at school, in the family environment or in the community environment. Cognitive abilities are very necessary for students in education. Cognitive development is one of the most important aspects in student development. We know that students are objects that are directly related to the learning process, so cognitive development greatly determines the success of students in school. Providing cognitive stimulation to children is part of the effort to make the nation smarter. The cognitive stimulation method is part of a learning strategy to achieve the goal of optimizing children's cognitive functions. (Mufarizuddin, 2017:148-155).

Cognitive development abilities aim to develop children's thinking abilities, so that they can process their learning gains, can find various kinds of social problem solving, help children to develop their mathematical logic abilities and knowledge of space and time, and have the ability to sort, group and prepare for the development of careful thinking abilities. Piaget's cognitive theory where the construction of children's knowledge comes from what is seen and understood through Teacher Strategies in Developing Children's Cognitive Abilities. Cognitive ability can be interpreted as the ability to know something, meaning understanding shows the ability to capture the

nature, meaning, or information about something and have a clear picture of it, cognitive development itself refers to the ability of a child to understand something. Cognitive is a process of thinking, namely the ability of an individual to connect, assess, and consider an event or incident. The cognitive process is related to the level of intelligence that marks a person with various interests, especially aimed at ideas and learning. Cognitive development is essential for the development of cognitive abilities. For example, grouping, recognizing numbers, recognizing geometric shapes, recognizing sizes, recognizing the concept of space, recognizing the concept of time, recognizing various patterns, and so on, which can be applied in everyday life. As stated in Law No. 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding objectives, content, and even lessons and methods used as guidelines for organizing learning activities to achieve certain educational goals. Therefore, the curriculum for education needs to be developed creatively. One alternative that provides many opportunities for creative development is through an approach in education that is based on research results on how children develop and learn, and what is known about effective education. Considering that elementary school is a very potential period to develop various potentials, this period is the right time for children to receive educational stimulation. This educational stimulation is expected to be able to develop all aspects of child development such as moral-religious, physical-motor, social-emotional, language, including cognitive development aspects.

Research Methodology

This study uses the literature review method, because in this study the author tries to provide an explanation by reviewing various books, articles or journals. This research approach uses a literature review approach with the aim of identifying, reviewing, and analyzing relevant literature related to the topic of implementing civic education learning to improve students' cognitive abilities and social concern. This approach was chosen because it allows researchers to gather knowledge and understand various existing theoretical perspectives, such as searches on google scholar, books and other social media that are relevant to the researcher's title.

Result & Discussion

Education is one of the fields that has a requirement where policies are determined by the central government to regulate education standards, although autonomy policies related to education at the regional level are also allowed. In this case, Indonesia also uses a similar method. Where education standards, especially elementary school education, are regulated nationally, such as competency standards, basic competencies, curriculum, and so on. Civic Education also has competency standards and curriculum that are regulated nationally by the central government. Various previous studies have conducted many studies on Civic Education in elementary schools, both in terms of curriculum, implementation, and implementation. For example, research by (Nurdin, 2015) which discusses the dimensions of the implementation of Civic Education which also originates from the policies that are enforced. This study discusses how Civic Education is an effort to instill values based on education that emphasizes the realization of good citizens, who have holistic competence in knowledge, skills, and traits based on national character. Where in this educational effort, various results and values can be obtained and embedded in students if done in the right way. Civics in Indonesia includes learning in terms of religious and social attitudes, knowledge and abilities as citizens. Then also studying other things such as Pancasila, the 1945 Constitution of the Republic of Indonesia, the Values and spirit of Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia itself. Where with this, the purpose of Civic Education focuses on how to practice functions as citizens can be carried out and instilled properly in students who are citizens of Indonesia. But unfortunately in the actualization in the real world, there are still various problems in its implementation. Such as political influences that are often included in Civic Education efforts, which is an inappropriate condition for elementary school students who do not necessarily understand the concept of politics.

In the learning process, continuous improvement is needed, which requires innovation in models, methods, strategies, designs, and learning resources. For example, learning innovation can be done through web-based technology or using an electronic learning model (Al Muchtar, 2016). Likewise, according to Pohan (2019), educational materials should emphasize humanizing learning, which is often called human learning, in order to become a complete human being. In theory, humans learn to master learning materials through approaches, methods, and learning techniques that are relevant to the learning situation. The Civic Education curriculum in Indonesia is a curriculum that emphasizes the holistic competencies of students that aims to balance values and morals, applications, and their functions for community life (Iswardi, 2019). In addition, according to (Komara, 2017), the Civic Education curriculum in Indonesia focuses on improving political literacy; creating intelligent and skilled Indonesian citizens; fostering the abilities of citizens in terms of knowledge, skills, and values and attitudes;

identifying problems, and encouraging students to come up with alternative solutions to problems related to citizenship. So education is not just transferring knowledge or skills, but to instill and provide examples such as attitudes, morals, character, speech, actions, values, morality and lifestyle to each student (Septiani and Maftuh, 2019). The real learning process for humans is education, which aims to develop their potential and personality to become good and effective citizens. Therefore, education and learning cannot be separated in the teaching and learning process. According to Maftuh (2008) In the context of learning, to form students into good and responsible citizens, students' abilities are needed to solve personal and community problems, including interpersonal and group conflicts, in a peaceful and democratic manner.

In addition, according to Lubis (2022), discussing the role of Pancasila and Citizenship Education (PPKn) in shaping students' character to become good citizens. PPKn not only provides knowledge about citizenship, but also trains students' skills and character development (civic character). In line with Fahmi et al (2022), it can be concluded that the integration of cultural values and national character is not a stand-alone subject, but is an integral part of each subject, especially Pancasila and Citizenship Education, which is integrated into the curriculum in the learning process. According to Budiono et al (2022), from the results of their research, it was found that the method used to teach the value of mutual cooperation is through a group or team system consisting of 4-5 students. In addition, the values of mutual cooperation taught include attitudes of cooperation, helping each other, family, and solidarity. From this explanation, the author feels interested in contributing to the world of education through more up-to-date and innovative research. Other studies discuss the dimensions of Civic Education that can also be integrated with other educational patterns, namely character education with the aim of fostering good character in students and strengthening that character as the basis for national defense efforts that will be carried out (Kurniawan, 2013). This form of integration can be done through methods and innovations in documentation learning, understanding competency standards, understanding basic competencies, and other learning innovations. This study shows the results of what character values can be integrated with Civic Education. Among them are social character, democracy, nationalism, national defense, discipline, honesty, responsibility, national spirit, tolerance, and so on. Further research by (Ulfa et al., 2020) studied how the formation of a sense of nationalism and national defense can be done by instilling Civic Education for elementary school students. This study discusses the scheme that needs to be done to achieve the required goals. Namely by maximizing the process of instilling a sense of nationalism and defending the country in the syllabus and RPS; the use of cognitive, affective, and psychomotor domains for elementary school students; and then with various ways and innovations of learning that are fun for students.

Students are never free from learning, whether at school, in the family environment or in the community environment. Cognitive abilities are very necessary for students in education. Cognitive development is one of the most important aspects in student development. We know that students are objects that are directly related to the learning process, so cognitive development greatly determines the success of students in school. In cognitive development in schools, teachers as educational personnel who are responsible for implementing educational interactions and cognitive development of students, need to have a very deep understanding of cognitive development in their students. Parents are also no less important in children's cognitive development because children's development and growth begins in the family environment. However, some educators and parents do not yet fully understand children's cognitive development, characteristics of cognitive development, and other things related to children's cognitive development problems. When learning begins, teachers must open with prayer, playing is a necessity and activity that is united in the world of children. By playing, children will also experience a process that leads to the development of children's abilities such as, growing self-confidence and teacher interaction with students is very important for children's education. Cognitive theory was put forward by several experts in their fields, such as Ausubel, Jean Piaget, Bruner, and Wertheimer, Max Wertheimer, Wolfgang, Kohler, and Kurt Koffka formulated a gestalt theory. Learning according to gestalt theory is a cognitive phenomenon. Students begin to see solutions after thinking about the problem. When a solution appears, they will gain insight into the solution to the problem at hand. Cognitive development in children occurs through different sequences. These stages help explain how children think, store information and adapt to their environment. The media used in children's cognitive development are basically harmless and enjoyable media. However, in many field experiences, a teacher rarely utilizes this function optimally.

This condition is caused by the fact that the task carried out by the teacher as a learning designer is very complicated, because it is faced with two variables beyond his control, namely the scope of learning content that has been applied in advance based on the objectives to be achieved, and children who bring a series of initial abilities, attitudes and other individual characteristics into the learning situation. But according to Sujiono, cognitive development consists of: a) mathematical logic and b) visual spatial. Considering the discussion of

cognitive development at the preoperational stage at the age of 5-6 years is too broad, the author limits it to the indicators: 1) recognizing colors, 2) distinguishing large and small sizes, 3) sorting objects, 4) installing objects according to their pairs, 5) recognizing the concept of numbers, and 6) re-mentioning objects that have just been seen. Students are never free from learning, whether at school, in the family environment or in the community environment. Cognitive abilities are very necessary for students in education. Cognitive development is one of the most important aspects in student development. We know that students are objects that are directly related to the learning process, so cognitive development greatly determines the success of students in school. In cognitive development in schools, teachers as educational personnel who are responsible for implementing educational interactions and cognitive development of students, need to have a very deep understanding of cognitive development in their students. Parents are also no less important in children's cognitive development because children's development and growth begins in the family environment.

However, some educators and parents do not yet fully understand children's cognitive development, characteristics of cognitive development, and other things related to children's cognitive development problems. When learning begins, teachers must open with prayer, playing is a need and activity that is united in the world of children. By playing, children will also experience a process that leads to the development of children's abilities such as, growing self-confidence and teacher interaction with students is very important for children's education. As for the characteristics of cognitive development, in developing children's cognitive abilities, an understanding of the characteristics of cognitive development is required. Efforts to create a pleasant learning environment are only possible if teachers first understand the characteristics of cognitive development in children. According to Rahma as quoted by Srianis, in this cognitive development phase, many things can be developed such as number symbols, number concepts, solving simple problems, colors, recognizing shapes, sizes, patterns and so on. It is also explained that the special character of children includes the following. There is a strong relationship between physical condition and school performance.

1. Likes to praise oneself
2. Likes to compare himself with other children, if that is the case
3. Likes to belittle others
4. His attention is focused on everyday practical life.
5. Curious, eager to learn and realistic
6. Interest arises in special lessons
7. Children view grades as an appropriate measure of achievement

Based on the explanation above, researchers can conclude that it is important to understand the characteristics of cognitive development, so that it can be used as a benchmark to find out how to properly develop their abilities according to the characteristics of the child. That way, after knowing the characteristics, we can see the factors that can influence the child's cognitive development. There are also factors that affect the cognitive development of children. Factors that can affect cognitive development, however, at least the factors that affect cognitive development are as follows:

- 1) Genetic Factors (Heredity) The theory of heredity pioneered by the philosopher Schopenhauer states that humans are born with certain potentials that cannot be influenced by the environment. It is also said that the level of intelligence is determined from the time a child is born.
- 2) Environmental Factors Environmental theory or empiricism pioneered by John Locke said that humans are born in a pure state like white paper that is still clean or has not the slightest stain. This theory is known as tabularasa. According to John Locke, human development is very much determined by the environment. Based on Locke's opinion, the level of intelligence is very much determined by the experience and knowledge gained from the environment.
- 3) Maturity factor each organ (physical and psychological) can be said to be mature if it has achieved the ability to carry out its respective functions.
- 4) Formation Factors Formation is all conditions outside a person that affect the development of intelligence. Formation can be distinguished into deliberate formation or formal school and unintentional formation of the influence of the surrounding environment. So that humans do intelligence because to survive or in the form of self-adjustment.

Stages of Cognitive Development Patterns as :

- 1) Sensorimotor Stage (0-2 years) infants construct an understanding of the world by coordinating sensory experiences and physical actions. Infants progress from instinctual and reflexive actions at birth to symbolic thinking toward the end of this stage.

- 2) Pre-operational stage (2-7 years) children begin to represent the world with words and images. These words and images reflect increasing symbolic thinking and go beyond the connection of sensory information and physical actions, and also in the development of memory and imagination. They learn with their world by watching, grasping, hearing and saying.
- 3) Concrete Operational Stage (7-11 years) children can now reason logically about concrete events and are able to classify objects into different groups.
- 4) Formal Operational Stage (11 years to adulthood) adolescents think more abstractly, idealistically and logically.

The improvement of cognitive learning with the role of civic education learning includes memorization knowledge, understanding, memory, critical thinking, careful examination and selection, synthesis to create new guidelines, and evaluation. The learning achievement of students in this cognitive aspect only focuses on intellectual problems or fields, so that moral reasoning abilities will always receive attention, namely increasing positive thinking to be able to master the various knowledge they receive.

Conclusion

Civic education plays an important role in developing two important aspects in children, namely cognitive abilities and social awareness. With the effective implementation of citizenship education, children can better understand knowledge about the country and society and develop a caring attitude towards the social environment. This supports learning goals so that children not only achieve academically, but also have a sense of responsibility. The role of citizenship education learning is by improving social cognitive in children by fostering a sense of concern for others and interpreting and giving meaning to one's actions. As well as improving social cognitive in children, it can also instill character in children because they have credibility in carrying out virtuous actions in accordance with what is contained in state and social teachings. Citizenship education also has a very important role in building the character of students' social attitudes. This is indicated by the results of the analysis stating that most peace-loving students have social concerns about the school environment, family, although there are some students who do not have such concerns. To maximize student character, teachers must further develop and emphasize the process of learning social attitudes citizenship so that it is in line and can improve students' social cognitive knowledge.

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