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## CHALLENGES AND STRATEGIES OF CITIZENSHIP EDUCATION LEARNING IN ELEMENTARY SCHOOLS

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### Abstract

Civic Education (PKN) in Elementary Schools plays an important role in shaping the character and awareness of nation and state in the younger generation. However, in its implementation, there are various challenges faced, including students' lack of understanding of basic citizenship concepts, low motivation to learn, and limited media and resources in the learning process. This journal aims to identify the challenges faced in the implementation of Citizenship Education (PKN) learning in Elementary Schools and develop effective learning strategies to overcome the challenges. The results of the study identified several major challenges, such as low student interest, limited learning methods and media, obstacles in mastering technology, and less relevant learning contexts. To address these challenges, several strategies are proposed, including project-based learning approaches, technology integration, collaborative methods, and contextualization of materials. With the implementation of these strategies, it is expected that civics learning will be more effective and increase student motivation and engagement. These findings have important implications for the development of educational policies and civics teaching practices in Indonesia in facing challenges in elementary schools. This research method is a type of qualitative research that uses a literature study method or literature review, and uses a data collection method that uses a literature review method. The conclusion of this study is that civics education (PKn) learning in elementary schools faces various challenges, to overcome these challenges, innovative and participatory learning strategies are needed.

**Keywords :** Citizenship Education, Elementary School, Challenges, Learning Strategies, Character

### Introduction

Civic education is one of the subjects that must be taught at all levels of education in Indonesia, including elementary schools (SD) (Khairunnisa, 2020). Through civic education, students are equipped with knowledge and understanding of their rights and responsibilities as Indonesian citizens and the national values that must be upheld (Fusnika, 2014). Civic Education (PKn) is one aspect of civic education whose content focuses on the role of citizens in national life and developing that role and becoming citizens in accordance with the provisions of Pancasila and the 1945 Constitution of the Republic of Indonesia. The state can separate itself (Cholisin, 2000: 9). Civic education includes every process that involves positive influences that aim to shape citizens' views on their role in society. Civics is more than just a subject. Citizenship involves participation in the positive influence of family, school, and society. Article 37 paragraph 1 and 2 of Law Number 20 of 2003 concerning the National Education System Number states that the curriculum of elementary, secondary, and higher education must include civic education. Civics covers contemporary phenomena and topics such as democratization, human rights, law, and globalization. With the increasingly broad scope of learning content, we hope that the content delivered can enable students to achieve quality learning objectives and achieve maximum results. To achieve these learning

objectives, civic education is one of the means to develop the character of good citizens and prepare students to become responsible citizens so that they can play an active role in society.

The role of civic education as a value and moral education based on the provisions of Pancasila and the 1945 Constitution provides an important contribution to the formation of national character that is expected to become students. They have skills and abilities, but still have a commitment to the values of democracy and ethics of Indonesian society. Likewise in achieving goals, especially in the field of education and moral development of students. Civic subjects that emphasize moral values, good character, and good character. Learning in general is a process of educational interaction to achieve educational goals. The learning components are all aspects that need each other. Learning will not be successful without learning components, and these learning components are closely related and cannot be separated. Learning according to Corey (in Ruminati, 2007:1.14) is "A process in which a person's environment is deliberately managed to allow him to participate in certain behaviors, so that in special conditions it will form a response to certain situations as well". In other words, according to Krisna (2009), "learning is a process to help students to be able to learn well." Elementary school age is the final childhood period that lasts from the age of six to approximately eleven or twelve years. The main characteristics of elementary school students are that they display individual differences in many aspects and fields, including cognitive and language abilities, personality and physical development of children. Meanwhile, according to Thornburg (in Pebriyenni, 2009:1), "elementary school children are individuals who are developing, and this is probably not in doubt anymore". Every elementary school child is in a physical and mental change for the better.

### Research Methodology

This research is a type of qualitative research that uses the library study method or literature review. A literature review is a comprehensive summary of research that has been done on a specific topic to show what is known and unknown about the topic, find the rationale for research that has been done, or to identify further research ideas (Laili et al., 2023). Literature study is mandatory in research, especially academic research that aims to develop theoretical aspects and practical benefits. Every researcher conducts a literature study to obtain a basis for building a theoretical foundation, framework of thought, and formulating a hypothesis. Through literature study, researchers can group, organize, and use various libraries in their fields, so that they have a deeper understanding of the problem being researched (Laili et al., 2023).

- a. Literature Study Procedures according to Yaniawati (2020):
  1. Selection of topics based on problems in existing phenomena
  2. Explore information to determine the focus of the research
  3. Determine the research focus based on the information obtained
  4. Collect data sources in the form of books, journals, research reports, and other literature that supports the research theme
  5. Read literature sources actively and critically to explore new ideas related to the research title
  6. Making research notes, which is an important stage in the entire research serie
  7. Process research notes to obtain conclusions which are compiled in the form of a research report
  8. Compile reports in accordance with applicable writing systematics.
- b. The main characteristics of Literature Studies according to Yaniawati (2020):
  1. Researchers are faced directly with text or numerical data, not with events or eyewitnesses
  2. The library is a laboratory for library researchers, so text reading techniques are a fundamental part.
  3. Library data is ready to use; researchers do not need to search for data in the field.
  4. The condition of library data is not limited by space and time, because the data is in the form of static information stored in written records.
- c. Literature research steps according to Sari & Asmendri (2020):
  1. Choose a research theme
  2. Search for information and data related to the theme
  3. Formulate the core of the research.
  4. Explore and group the required reading materials.
  5. Understand and make research notes.
  6. Review and add reading materials. Group the reading materials again and start writing the report.

## Result & Discussion

This study explores the challenges and strategies of Civic Education (PKn) subjects in elementary schools. Using a qualitative approach, data were obtained from interviews with teachers and education experts and surveys of students. The findings indicate that there are various challenges in civic education in elementary schools. Here are some of the challenges faced and strategies to overcome these challenges.

**Table 1. Challenges of Learning Citizenship Education in Elementary Schools**

No.	Challenge	Description
1.	Low Student Interest	Civics material is often considered monotonous and less interesting by students because the delivery tends to be textual and theoretical. This makes student involvement in the learning process low.
2.	Limitations of Learning Methods and Media	Teachers tend to use lecture methods with minimal media, so that learning is less varied and it is difficult to motivate students to actively participate.
3.	Obstacles in Mastering Technology	Some teachers have difficulty integrating technology into civics learning, such as using digital platforms or interactive tools.
4	Less Relevant Learning Context	Learning is often not linked to real situations or everyday problems, making it difficult for students to understand the relevance of the material to their lives.

From the table, it can be seen that there are still several challenges in learning citizenship education in elementary schools, especially in the subject of PKn in elementary schools. One of the biggest challenges is the low interest of students in learning Citizenship Education (PKn) in elementary schools. In addition, the limitations of learning methods and media, there are also obstacles in mastering technology, and learning contexts that are less relevant. In table 1 number 3, there are challenges, namely obstacles in mastering quality digital technology, especially for citizenship learning. Lack of access to technology and the internet limits the use of digital learning resources. This makes it difficult for teachers and students to find relevant and up-to-date learning resources, which affects the quality of learning. Although digital-based citizenship learning resources are limited, teachers and students can still utilize other resources such as books, magazines, and other printed media. They can also use direct experience to learn citizenship values through environmental cleanliness activities, social activities, and others. To overcome this challenge, schools and governments need to provide adequate learning resources, including technology and internet access. The role of teachers is also important in developing relevant and up-to-date learning materials, as well as providing opportunities for students to experience citizenship learning directly. The results of the study indicate that the low interest of students in learning Citizenship Education (PKn) in Elementary Schools.

In addition, limited learning methods and media, there are also obstacles in mastering technology, and less relevant learning contexts are the main challenges in learning PPKn in elementary schools. To overcome these challenges, strategies that must be applied in learning citizenship education (PKN) in elementary schools such as project-based learning approaches (Project-Based Learning), technology integration, collaborative methods, contextualization of materials. These findings have important implications for the development of education policies and PPKn teaching practices in Indonesia. Civic Education as one of the supporting pillars in building the character and personality of the community implies that metro instruction teaches citizens to become productive members of society, brilliant citizens not with the progress of the world that stands in a serious time. Thus, city schooling provides arrangement to citizens, both scientific knowledge, scientific insight, social insight, and deep insight. The importance of PKn in further developing public schools is very important and also closely related to

the arrangement of city people embedded in students through quality-based methodology, quality presentation, but also disguises this quality to students to achieve these traits general public depicted by being devoted to God Almighty, having a just and prosperous humanity, united in the Unitary State of the Republic of Indonesia, being fair and reasonable, having civil rights for every individual Indonesian, being diverse, maintaining basic freedoms and commitment and love of world harmony. This study shows that the group discussion method is effective in improving students' understanding of Civic Education material. Group discussions not only improve understanding of the material, but also develop critical thinking, communication, and collaboration skills. However, challenges such as time management and student participation need to be considered so that the implementation of this method can run more optimally.

## Conclusion

Civics or Citizenship Education is one of the subjects that must keep up with the times. In today's world of education, this subject is sometimes ignored and taken lightly because it is considered not to follow changes and is less useful against the global flow of competition. This study explores the challenges and strategies of learning Civics (PKN) in elementary schools. Learning Civics (PKN) in elementary schools faces various challenges, such as low student interest in the material, monotonous learning methods, limited mastery of technology by teachers, and lack of relevance of the material to everyday life. This has an impact on low student participation and learning effectiveness. To overcome these challenges, innovative and participatory learning strategies are needed, including: (1) Project-Based Learning, to engage students in practical activities relevant to citizenship values (2) Technology Integration, to make the material more interesting and interactive (3) Collaborative Approach, which encourages cooperation and discussion among students (4) Contextualization of Material, by linking it to current issues and students' daily lives. This study uses a qualitative approach, data obtained from interviews with teachers and education experts and surveys of students. The findings indicate various challenges and strategies for learning civics education in elementary schools. In addition, continuous teacher training and the provision of adequate learning facilities are important supporting factors. By implementing these strategies, civics learning is expected to be more interesting and effective in forming a young generation that has a strong national character and a sense of responsibility as citizens.

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