



EFFECTIVE LEARNING STRATEGIES IN CITIZENSHIP LEARNING IN ELEMENTARY SCHOOLS

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Abstract

This study aims to analyze effective learning strategies in civics learning in elementary schools. Civics learning at the elementary school level has a very important role in shaping students' character about national values, rights and obligations as citizens. as good citizens. The purpose of civics learning in elementary school is to foster students' awareness of the rights and obligations as citizens, as well as to understand the values of Pancasila and the 1945 Constitution in the life of the nation and state. The learning strategy used by the teacher greatly influences the effectiveness of civics learning. Therefore, the selection and implementation of the right strategy are key factors in creating an active and meaningful learning atmosphere. To achieve these goals, effective learning strategies are needed so that students can understand civic values and apply them in everyday life. therefore, this study identifies several learning strategies that can improve student understanding and involvement, this strategy aims to identify and discuss several effective learning strategies that can be applied in civics learning in elementary schools. based on an analysis of the various methods and approaches applied, it was found that the use of a contextual approach, problem-based learning, and the application of active methods can improve students' understanding and involvement in civics material.

Keywords : Learning strategies, Citizenship learning, elementary school

Introduction

Civic education [PKN] at the elementary school level [SD] has a very important role in forming the character and positive attitudes of students as responsible members of society. Through this learning, students are expected not only to understand the basic concepts of rights, obligations, and national values, but also to be able to implement them in everyday life. Civics learning in elementary school is one of the subjects that has a strategic role in shaping the character and national values of students. The purpose of civics learning in elementary school is to foster students' awareness of the rights and obligations as citizens, as well as to understand the values of Pancasila and the 1945 Constitution in the life of the nation and state. The learning strategy used by the teacher greatly influences the effectiveness of civics learning. Therefore, the selection and implementation of the right strategy are key factors in creating an active and meaningful learning atmosphere. Civics learning in elementary schools has a very important role in shaping the character and national insight of children. In order for civics learning to run effectively, learning strategies are needed that can activate student participation, develop critical thinking, and strengthen understanding of rights and obligations as citizens. Various literature shows that there are various approaches that can be used to increase the effectiveness of civics learning in elementary schools. Based on existing studies, several effective strategies that can be applied in civics learning in elementary schools are contextual approaches, problem-based learning, active methods, and the use of technology. However, civics learning in elementary school is often theoretical and does not actively involve students. Therefore, an effective learning strategy is needed to make civics learning more interesting and understandable to students. Although

various learning strategies have been widely applied, there are still obstacles in their implementation, both related to human resources, facilities and infrastructure, and time management in the classroom. Therefore, it is important to evaluate and identify the most effective strategies in civics learning in elementary school, in order to provide an optimal learning experience for students.

Research Methodology

The method used in this study is a literature study, which aims to identify and analyze various references related to effective learning strategies in citizenship learning in elementary schools. The main focus of this study is to find strategies for more effective learning in developing knowledge, especially in the context of citizenship in elementary schools. The data obtained come from books, scientific journals, related articles, and relevant educational documents.

Result & Discussion

The method used this study aims to analyze and identify effective learning strategies in citizenship learning in elementary schools. Based on data obtained through references, the following are the research results found:

1. Application of contextual approach: students appear more enthusiastic and active when teachers relate the material to their experiences. They find it easier to understand the concept of citizenship when discussions are conducted with concrete examples that they encounter in everyday life.
2. Problem-based learning: students show increased analytical skills and more active group discussions. They are involved in discussions about the solutions to the problems given and can consider various perspectives in solving the problem. PBL encourages students to think more critically, not only receiving information, but also actively seeking solutions to the problems they discuss.
3. Methods : group discussions and debates show high student participation. Students appear more enthusiastic in expressing their opinions and listening to the opinions of their friends and simulations of general elections and the formation of social decisions provide direct experience for students in understanding democracy.
4. Use of technology in learning: The use of learning videos and interactive applications increases students' attention to the material. They feel more interested in learning that involves visual and interactive media. Online learning platforms are used to provide assignments and exams online, allowing students to study outside of class hours and be more flexible in accessing the material.

In this study is a literature study, which aims to identify and analyze various references related to effective learning strategies in citizenship learning in elementary schools. The main focus of this study is to find strategies for more effective learning in developing knowledge, especially in the context of citizenship in elementary schools. The data obtained come from books, scientific journals, related articles, and relevant educational documents. Civics learning in elementary schools has the main objective of instilling national values, rights and obligations as citizens, as well as the formation of responsible characters in national and state life. However, to achieve these goals, learning strategies are needed that can stimulate active student involvement and enable them to understand the material in depth. Civics learning in elementary schools has a very important role in shaping the character and national insight of children. In order for civics learning to run effectively, learning strategies are needed that can activate student participation, develop critical thinking, and strengthen understanding of rights and obligations as citizens. Various literature shows that there are various approaches that can be used to increase the effectiveness of civics learning in elementary schools. Based on existing studies, several effective strategies that can be applied in civics learning in elementary schools are contextual approaches, problem-based learning, active methods, and the use of technology.

Contextual learning in citizenship education

According to Rusman (2015), the contextual approach in learning aims to link the material taught with the real life of students. Contextual learning is very relevant for civics learning, because it can help students to more easily understand the concepts of citizenship in the situations they experience every day. Students can learn about the rights and obligations of citizens by seeing real examples in their environment, for example through activities at school or in the community. By linking theory and practice, learning becomes more meaningful and can encourage students to be more active in discussions and problem solving.

Problem-based learning

Problem-based learning [PBL] is one strategy that can be used to improve students' critical thinking skills in civics learning. According to Arends [2012], PBL involves students in solving problems that are relevant to real life. In the context of civics, the problems presented can be social issues or citizenship problems that exist in society, such as injustice or violations of citizens' rights. Students will be invited to work in groups to find solutions to these problems, which can develop their ability to collaborate, think critically, and be responsible as citizens.

Active and innovative methods in learning

Active methods are learning strategies that prioritize student involvement in learning. According to Suyanto (2015), in civics learning, active methods can be in the form of group discussions, debates, simulations, or case studies. By using active methods, students not only act as recipients of information, but also as active participants in the learning process. Group discussions, for example, provide opportunities for students to share opinions, listen to the opinions of others, and think critically about the values taught in civics. In addition, innovation in the use of technology, such as interactive learning applications, can also be an effective tool to increase student involvement in learning materials. In addition, simulations or role-playing can also be used to describe situations involving decision-making in the context of citizenship. With this method, students can understand how the democratic process works, such as in general elections or decision-making at the government level, through direct experiences that they do in simulations. Another innovative method is the use of technology in learning. The use of applications or digital media, such as learning videos, interactive quizzes, and game-based learning, can make civics learning more interesting and fun. Students can learn through virtual simulations about various civic issues or take quizzes to test their understanding of the material they have studied. Technology also provides opportunities for students to learn independently and more flexibly, both inside and outside the classroom.

Project-Based Learning

Project-based learning [PBL] is a method that integrates learning with real activities that must be completed by students in groups. In the context of civics, the projects given can be assignments that are directly related to citizenship issues, such as social campaigns about the importance of tolerance, making posters about the rights and obligations of citizens, or fundraising projects for social activities. Pjbl not only develops academic skills, but also social, communication, and managerial skills. Students must work together in groups, plan the necessary steps, and present their work in front of the class. Through this project, students learn how to apply citizenship concepts in real life and develop a sense of responsibility for their surroundings. This project also provides students with the opportunity to interact with the outside world, such as holding social activities in the community or working with non-governmental organizations. This experience will enrich their understanding of the importance of contributing as good citizens.

Use of Technology in Pkn Learning

Technology provides a great opportunity to enrich the learning experience in elementary schools. In civics learning, technology can be used to support various interactive learning methods, students can obtain information in a fun and easy-to-understand way. In addition, technology allows students to connect with extensive learning resources, such as documentary videos of the history of the struggle for the nation or simulation applications that introduce the government system. With technology, teachers can also facilitate distance learning or blended learning, where students can access civics materials online and have discussions or collaborate with their friends virtually. Technology can also increase students' motivation to be more active in learning, because it can be adjusted to the interests and learning styles of each student.

Challenges in Implementation

Even though there are various learning strategies that can increase the effectiveness of civics learning in elementary schools, implementation in the field does not always go smoothly. Some of the challenges faced by teachers and schools in implementing these strategies include:

Time constraints

One of the biggest challenges in implementing effective learning strategies is the limited time available in the learning schedule. Civics learning in elementary schools is often limited to a short time, so teachers have difficulty implementing methods that require more time, such as problem-based learning or in-depth group discussions. In

this condition, teachers often have to simplify or speed up the learning process, which can reduce the depth of the material presented.

Limited resources and facilities

The application of technology in civics learning, such as the use of learning videos, internet applications, or online learning platforms, requires adequate facilities and infrastructure. In some schools, especially those located in rural or less developed areas, limited technological facilities are a major obstacle. These schools may not have stable access, computer devices, or other technological tools needed to support technology-based learning to be less than optimal, although this strategy can increase student engagement and enrich their learning experience.

Teacher skills in using active methods

Although many learning strategies emphasize active student participation, such as group discussions, simulations, or role-playing, some teachers may feel less skilled in implementing these methods effectively. Many civics teachers are also accustomed to conventional approaches that focus more on lecturing and direct delivery of material. Teachers who are less trained in managing classroom dynamics that involve discussions or role-playing may have difficulty in maintaining classroom order and ensuring that all students are actively involved in the learning process. Therefore, good classroom management skills and further training for teachers are needed.

Resistance from students

Although many active learning strategies are designed to increase student engagement, some students may be uncomfortable with a more interactive approach. Students who are accustomed to passive learning, such as listening to a teacher lecture, may feel awkward or reluctant to participate in group discussions or debates. In addition, for some students, public speaking or expressing opinions in front of their peers can be a challenge. This requires a careful approach from teachers in creating a supportive and inclusive classroom environment.

Effective class management

In implementing learning strategies that involve interaction between students, such as problem-based learning and group discussions, classroom management becomes very important. Without good classroom management, discussions or group activities can become undirected, cause noise, and reduce students' focus on learning materials. Teachers must have skills in managing time, providing clear directions, and keeping all students actively involved without anyone feeling neglected. Poor classroom management can hinder the effectiveness of planned learning strategies.

Limitations of curriculum and education standards

A strict curriculum that is limited to achieving certain basic competencies can also be a challenge in implementing more innovative learning strategies. Civics learning is often seen as a less urgent subject compared to other subjects such as mathematics or Indonesian, so that focusing on achieving competency standards set in the curriculum can hinder teachers' freedom to apply more creative and effective learning methods.

Differences in student characteristics

Each student has different characteristics, both in terms of academic ability, interests, and social and cultural background. This is a challenge in itself in implementing effective learning strategies. Some students may require a more personal or different approach to be able to understand civics material well. In heterogeneous classes, teachers need to be more flexible in adjusting the strategies applied so that all students can be maximally involved in the learning process.

Conclusion

Based on the results of research on effective learning strategies in civics learning in elementary schools, it can be concluded that the implementation of the right strategy greatly influences the success of the learning process. Civics learning in elementary schools requires effective strategies so that students can understand and internalize civic values. Contextual approaches, problem-based learning, active methods, project-based learning, and the use of technology can be solutions to improve the quality of civics learning. With the implementation of these strategies, it is expected that students can become intelligent, critical, and responsible citizens. However, the implementation of this strategy requires adequate facility support and good classroom management so that learning

runs optimally and the approach requires ongoing support from various parties, including teachers, parents, and the community, so that the objectives of civics learning can be achieved optimally. The results of the study are expected to provide recommendations for teachers and education managers in designing more effective and interesting learning strategies for students.

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