



INCREASING STUDENTS' ACTIVE PARTICIPATION IN PKN LEARNING IN ELEMENTARY SCHOOLS

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Abstract

Civics learning (PKN) in elementary schools contributes significantly to the formation of character, democratic attitudes, and national awareness in students. However, low levels of active student participation in the learning process remain a problem, primarily due to the widespread use of lecture methods that do not directly involve students. This study investigates effective learning methods that can enhance student active participation in civics (PKN) subjects. The method used was a literature review, reviewing various studies conducted over the past five years. The results indicate that active learning models, such as the use of interactive media, project-based learning, and collaboration, can improve students' cognitive and psychomotor abilities. Furthermore, the teacher's role as a facilitator is crucial in creating a fun and dialogic learning environment. This study found that developing new learning approaches that encourage active student participation is crucial to making Civics learning meaningful and effective in elementary schools.

Keywords: Active participation, civics learning, and student involvement

Introduction

Since its inception, civics education (PKN) in elementary schools has aimed to foster students' morals, democratic attitudes, and national awareness. However, in practice, Civics learning is often dominated by lecture methods, which discourages students from actively engaging in the learning process, resulting in meaningless and boring learning (Kurniasih, Lestari, & Andriani, 2021). The lack of active student participation in Civics learning can lead to a lack of understanding of democracy and national values, which must be instilled from an early age. To address this issue, learning models that encourage student participation must be implemented. Approaches such as educational games, group discussions, and problem-based learning have proven effective in increasing student participation in Civics learning (Rahmawati, 2025). Collaborative learning models can also increase student participation in learning because they encourage collaborative projects, group discussions, and learning experiences that directly involve students. This model encourages students to work together and communicate when working on assigned tasks (Apriliani, Putri, & Unzzila, 2024). The application of active learning models in Civics is also in line with constructivism theory, which states that students learn better when they actively construct their own understanding of the material being studied. Social interaction plays an important role in the learning process, where students can gain deeper understanding through discussions with peers and guidance from teachers (Sari, 2025). Thus, it is expected that active learning strategies in Civics in elementary schools can increase student active participation, so that learning becomes more effective and meaningful. The purpose of this study is to find various active learning approaches that can be used in Civics lessons in elementary schools to increase student participation.

Research Methodology

The aim of this study is to investigate various theories, research results, and active learning approaches that have been used in civic education (PKN) learning in elementary schools, using the literature study method (library

research). This study examines theories, research findings, and active learning strategies in civics (PKN) instruction in elementary schools. The analytical technique used was content analysis. This study used identification and categorization processes from various sources to identify key themes related to students' active participation in civics learning.

Result & Discussion

Increased participation

Efforts to increase individual or group participation in various activities, such as education and social, political, and economic policies, are known as participation enhancement. This concept is important because greater participation typically leads to more inclusive and representative decision-making, which can produce more equitable outcomes. (Apriliani, Putri, & Unzzila 2024). There are several strategies for increasing active participation:

- a. With a collaborative learning model: It can emphasize cooperation among students in small groups, activities such as group discussions, joint projects on social issues, or class election simulations are very relevant. Apriliani, Putri, & Unzzila (2024) showed that collaboration strengthens social and communication skills and increases a sense of shared responsibility.
- b. Active Learning Strategies: Models such as Problem-Based Learning (PBL), Team Game Tournaments (TGT), and "All Teachers Are Here" have been shown to increase student participation. According to Ningsih (2024), these strategies encourage students to think critically, be actively involved, and enjoy the learning process because the challenges provided are contextual and meaningful.
- c. Utilization of Interactive Media: Media such as animated videos, educational games, and digital quizzes (e.g., Wordwall or Kahoot) can capture students' attention and facilitate the delivery of complex material. Dharma et al. (2024) showed that the use of innovative media in Civics can increase student motivation and participation, especially in elementary schools.
- d. The Teacher's Role as a Facilitator: Teachers are no longer the sole source of knowledge, but rather facilitators who accompany students in the exploration and discussion process. In an active learning model, teachers encourage students to think, express opinions, and make their own decisions. According to Fariq, WM, et al. (2022), a dialogic Civics learning method can make classes enjoyable and humanizing.

Research results show that the STAD method can increase active student participation because each group member feels responsible for the team's results. Discussion activities, assignments, and group presentations increase student engagement in the learning process. Furthermore, student interaction strengthens students' understanding of the citizenship concepts taught (Sulastri & Astawa, 2021).

Impacts and obstacles to active participation in civics learning

Students' active participation in Civic Education (PKN) learning significantly impacts their learning outcomes, character development, and social skills. . In *Improving Student Participation Skills: Research* by Wiraman, DA, et al. (2022) shows that there is a positive and significant influence of the PKN subject on improving students' participation skills as a form of active citizen involvement. This shows that civics learning can increase students' awareness and involvement in national and state life. *Developing Civic Awareness: Research* by Laelly, T., et al. (2023) emphasized the importance of developing active and participatory civic awareness in elementary school students. Students gain a better understanding of their rights and responsibilities as citizens through active participation in civics learning. In elementary schools, Civics plays a vital role in shaping students' character, morals, and democratic attitudes from an early age. However, Civics instruction is often considered boring because its approach is still dominated by lectures and memorization methods that don't involve students directly. Because this approach only involves listening and not directly engaging in the learning process, students tend to be passive. Several studies have shown the negative effects of this technique and suggested more interactive methods. A study by Handayani (2023) showed that the use of teacher-focused lecture methods with minimal student involvement can lead to students simply sitting, listening, taking notes, and memorizing, thus reducing student interest and leading to boredom. Ultimately, this can hinder student learning. To address this problem, strategies such as interactive disk use have been proposed. This method eliminates plagiarism from lectures by actively engaging students through discussion, Q&A, and reflection. Previous research has shown that lectures combined with active interaction can increase student engagement in learning. Thus, it is important for educators to consider using more interactive learning methods to increase students' active participation in the learning process.

Conclusion

Civics Education (PKN) learning in elementary schools plays a crucial role in shaping students' character, morals, and national awareness from an early age. However, low levels of active student participation in the learning process remain a major challenge, primarily due to the dominance of lecture methods that do not directly involve students. Based on a literature review, active learning approaches such as the use of interactive media, group discussions, project-based learning, educational games, and problem-based learning methods have been shown to increase student engagement and motivation. The teacher's role as a facilitator who creates a dialogic learning environment is also crucial in supporting active student participation. Therefore, continuous innovation in Civics learning strategies is needed to make them more interactive and meaningful, so that the main objectives of civics education can be optimally achieved.

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