



THE ROLE OF TECHNOLOGY IN LEARNING CITIZENSHIP EDUCATION IN PRIMARY SCHOOLS

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Abstract

This study aims to analyze the role of technology in civic education learning in elementary schools. This study used qualitative descriptive design. This research is a Research and Development (R&D) research. The data collection techniques used by researchers are test and non-test. The variables measured in this study include the design and components of media in Civics learning, student learning outcomes through media development in Civics learning, and student activities in learning through media development in Civics learning. The results showed that the role of digital technology in civic education learning in elementary schools was not optimal. This is because teachers have not utilized digital technology in civic education learning, teachers tend to only use the lecture method in learning and the media used is often only in the form of image narration, powerpoint, and video.

Keywords : Technology, Civic Education , Primary School

Introduction

Technology in the 4.0 era has developed rapidly and is advancing rapidly. With the existence of technology and the development of science, technology has become a tool in learning activities. Technology this allows quickly performing any task, including searching materials for carry out the learning process. This technology is not new and has been around since the 80s. Therefore, the 21st century is called the digital era. In this day and age, the use of technology has become a necessity for both minors and adults. In the 21st century, technology is becoming increasingly important and a necessity for everyone, but the use of technology in learning is also very important to arouse student interest. According to opinion (Miarso) namely the opinion that. Technology is a form of process that increases added value. The ongoing process can use or make certain products, which are products that are not separate from existing products. This is according to (Capra) Technology is one way of systematically discussing applied seniors or carpentry. According to Baharudin (2010), information technology is the development of information systems by combining computer technology with telecommunications. The development of increasingly sophisticated technology must be balanced with the rise of education in schools. With all the advantages that technology currently has, it can provide fast and unlimited access to information, making learning materials available to students. This poses a challenge for teachers to ensure that they continue to be the most important learning resource for their students. Education in Indonesia faces big challenges along with the increasing challenges of globalization in all areas of life and education. According to Sutrisno and Moerdiono (2018), the transformation of the world of education required to prepare future global citizens. Education Elementary School is level lowest education education national as intended in the Law National Education System No.20.Year 2003. Education basis was held to develop attitudes and abilities, skills, and basic skills required n to stay and prepare students for meet the requirements for entry into secondary education (Sumantri, 2003). Citizenship Globalization is a form of developing fundamental human values in developing the rights and obligations of the state in carrying out its duties. Somehow, the development of global citizenship can complete this

task. One form of global citizenship development can be conveyed in Citizenship Education (PKn) subjects , this is of course considering that citizenship education material has the following objectives:

1. Personal and social appreciation, understanding and experience of Pancasila values and morals
2. Own Constitutional commitment expressed by a positive attitude and complete understanding of the 1945 State Constitution
3. Think critically, rationally and creatively and have a national spirit and love of the country which is imbued with the values of Pancasila , the 1945 Constitution of the Republic of Indonesia, the spirit of unity in diversity , and the commitment of the unitary state of the Republic of Indonesia
4. Participate actively, intelligently , and responsibly as members of society, members of the nation, and citizens in accordance with their dignity and dignity as creatures created by the Almighty God who live together in various socio-cultural settings (PP Number 32 of 2013) Citizenship Education has a role and a very important function in instilling the values of the Pancasila ideology which contains basic humane values which of course form the basis of the concept of global citizenship, this is of course as stated in the objectives of Citizenship Education.

Education according to Zamroni in (Budiutomo , 2013) is democratic education which is aimed at preparing people to be able to have critical thinking and also be able to act democratically. According to (Dewi, Riska., 2017) Learning Citizenship Education is an important thing that must begin when children enter elementary school age. Because at elementary school age children really need new knowledge, this is very necessary or important and also appropriate in an effort to instill basic concepts regarding national insight and democratic behavior in a good and focused manner. Through citizenship education, it is hoped that the younger generation can develop intelligent and good human character, however, to develop intelligent, good and trustworthy global citizens, a caring attitude towards social situations and attitudes are needed. thinking about how things should be. And an attitude that can bring change for the better. A caring attitude refers to the development of environmental care capabilities in local communities, which is even more important in the context of global society. Meanwhile, this transformative attitude must have a positive impact on society in our country and society throughout the world. Because through these changes it becomes a benchmark for the progress of development of nations and countries in the world (Sutrisno, 2018). A teacher must be able to choose and apply an effective learning model so that the material studied by students can be understood well and can improve learning outcomes. In the Civics learning process , student activities are still given little attention, students are only asked to pay attention to the teacher's explanations and are rarely asked to ask questions or provide opinions on the subject matter being studied. The civics learning process is interpreted as a vehicle for the formation of identity and love for the homeland through internalization/ personalization of religious and cultural values, which underlie the following values, namely: human values, political values , scientific values education and technology, artistic values, economic values, and health values which are basic human activities in order to build better citizens' insight, become fully human or have good morals, so that the perspective used is the internal aspect of the nation, or the Indonesian perspective .

Research Methodology

This research uses a qualitative descriptive design, which is research based on descriptive data, namely in the form of oral and written words from someone and looking for theoretical references that are relevant to the problems found. We took some data from journals regarding students' interest in learning Civics . This research is Research and Development (R&D). The data collection techniques used by researchers are tests and non-tests. The variables measured in this research include the design and components of media in Civics learning , student learning outcomes through media development in learning. Civics , and student activities in learning through media development in Civics learning (Nasikha h et al , 2016). The research was carried out by students at the Primary School Teacher Education Study Program, Muhammadiyah University, North Sumatra.

Result & Discussion

Citizenship education is education that reminds citizens of the importance of the values of rights and responsibilities so that everything that is done is in accordance with the goals and ideals of the nation and does not deviate from expectations. In order to produce successors who are able to lead the life of society, this education is emphasized and implemented at every level of education, starting from early childhood, primary education, to higher education. Elementary school is the first step in acquiring knowledge. One of the topics studied by elementary school students is Civic education. Social studies in elementary schools plays an important role in improving the quality of education and producing students who are creative, critical thinkers, responsive and innovative. The core of citizenship education in elementary schools is an educational program based on Pancasila

values to develop and preserve noble values. And morality is rooted in a country's culture and should be its identity, manifested in everyday actions. Rational Indonesian citizens. Individuals who are capable, intelligent and have character. as required by Pancasila and the 1945 Constitution . The quality of education is influenced by several factors such as the curriculum, teachers or lecturers, facilities and teaching materials. Every learning at this level of education leads to the formation of a solid academic foundation for students. Citizenship Education (PKN) is one of the learning processes taught in elementary schools. In a broad sense, (PKN) is not just a curriculum that improves citizenship, but teaches values, character, and other skills that enable students to function effectively. Social Sciences are very important in teaching students at the basic education level. Problems that arise in student learning activities include lack of discipline, lack of ability to respect the opinions of peers, and lack of independence. As a result, learning activities become less effective and students' skills are not obtained optimally. This condition also occurs in student learning outcomes related to citizenship learning. To improve the quality of student learning, teachers need to change the way they use learning models. Because the learning content is varied, students will be interested and not bored when learning.

This is an indirect indicator of the learning content. Students will find it easy and fun to understand. The learning process requires students to actively participate in observing, asking questions, collecting various information during learning activities, as well as thinking about and communicating their learning results. Changes to the basic education curriculum from the 2006 program (KTSP) to the 2013 program. One of them is the Pancasila and Citizenship Education Program. The analysis of changes in the citizenship education curriculum between KTSP and the 2013 Curriculum consists of 4 aspects, namely: learning objectives, learning content or materials, strategies or methods, and learning assessment. First, learning objectives. PKN learning objectives in the study unit level curriculum are developed based on study unit qualification standards (SKL), subject group qualification standards, as well as qualification standards set by the government and core. knowledge competency (Mulyasa , 2006: 91). The SKL of educational units is determined based on the level in the Minister of Education Regulation (Permendiknas) Number 23 of 2006. Specialist Group Qualification Standards (SKKMP) indicate the minimum qualifications of students which describe the management of attitudes, knowledge and skills. skills acquired at each level of education in certain specialist groups. (SKKMP) The Department of Citizenship and Personality is structured based on the aim: "To form students into people who know citizenship and homeland." The learning objectives of the 2013 elementary school Civics curriculum were developed using SKL in accordance with the education levels determined by the government through Decree of the Minister of Education and Culture of 2016 (Permendikbud) number 20, 2016). The 2013 benchmark program learning objectives were developed from SKL, material standards, core competencies and core competencies. PKN content standards in Minister of Education and Culture Regulation Number 21 of 2016 confirms that basic educational qualifications viz

1. Demonstrate an attitude as a creature created by God Almighty in the context of the diversity of life in the home and school environment as an embodiment of Pancasila morality.
2. Discover the uniqueness, principles, unity and symbols of Pancasila.
3. The application of discipline in the context of diverse human relations in the home and school environment in accordance with the principles of Pancasila.
4. Receive the grace of God Almighty for individual traits and characteristics, rights and responsibilities as well as unity in diversity.
5. Understand the meaning of the Pancasila symbol in the house of diversity as a creature created by God Almighty, obey the laws and regulations, be responsible and willing to make sacrifices, have a spirit of unity and diversity
6. As Indonesians, show a sense of pride in the life of society, nation and state.
7. Report verbally and in writing and fulfill responsibilities in accordance with Pancasila values and morals to maintain the values of order and order, cooperation , unity and diversity within the family, school and community.

Since the launch of the competency-based curriculum, the Indonesian Ministry of Education has used a 5M-based science-based approach, namely: observation, questioning, information gathering, association and communication. The reason the government introduced PKN education to implement thematic education was, among other things, because the students' mindset was still holistic, that is, it was still holistic. around 4-10 years old, whose thinking patterns are still unified, usually their thinking patterns are fragmented , because they are separated from the role of adult parents. According to Jean Piaget , elementary school children are still concretely rational , that at this age they still need concrete (real) learning tools (media) to explain their concepts. Of course, learning to recognize concepts cannot be separated from life closest to the student's environment. Apart from that, the learning process focuses on developing three domains, namely the cognitive, affective and psychomotor

domains as a whole and comprehensively, developing domains that cannot be separated from other domains. To achieve these three areas, teachers must master various teaching models or methods that suit student characteristics. Teaching citizenship education in elementary grades aims to form student competencies in terms of psychological, intellectual, emotional and social development. Citizenship education is oriented towards "contextual plural intelligence". A concept that takes an open-minded approach to learning that is more creative, inclusive, meaningful and fun. Therefore, to facilitate PKN learning in elementary schools, it must be supported by appropriate learning tools. Learning media must be interesting so that students interact and learn in a fun way, thereby creating a comfortable and enjoyable learning atmosphere. Therefore, an interactive learning environment is needed. Interactive learning materials are designed to be interesting and fun, the presentation model makes it easier for students to understand the learning material.

Research result show that the role of digital technology in education citizenship at school base not optimal. This matter because the teacher hasn't yet utilise digital technology in learning education citizenship , teachers tend to only use method lecture in learning and the media used often only in the form of a na constellation of images, powerpoint , and video only . Results study This in accordance with discussions from magazines "Improving citizenship education through video at SD 4 NEGERI SLEMAN 5", explained Ya that the teacher is able to lead the class call students to increase concentration when students are absent attend the teacher to give an explanation or when students debate. Teachers too own students who are good role models enjoy ecological life, so it is easy to understand. However , teachers still do not have the skills to use video media because it seems that the use of support is still slow. Moreover, teachers still don't have the depth to guide small groups so there are many students who still ask questions, please ask. The teacher's voice was loud, even from behind. During the meeting, initially the students were less active in answering the teacher's questions. When the teacher asked the students, the students did not raise their hands to answer the teacher's questions. The teacher had to appoint one student to answer. Then at the first meeting the teacher has become a role model who is in line with the students' daily lives, the teacher's skills are also to assess video media very well. The teacher suggests that students use the media in a certain way, gather students , read the text with video. When there are questions and answers, students dare to answer the teacher's questions raise your hand first. Students also focus on the video and watch it enthusiastically (Ajani, 2016).

Conclusion

Digital technology is the latest educational need especially in the eyes of citizen education because the process of citizen education is interpreted as a means of forming identity and a sense of love through internalization or personalization of the homeland , religious values and human culture-based values, political values, scientific values or education and technology, artistic values, economic values and health values of human activities to shape the vision of citizens of developed countries. However based on results study can concluded that research results show that the role of digital technology in education citizenship at school base not optimal. This matter because the teacher hasn't yet utilise digital technology in learning education citizenship , teachers tend to only use method lecture in learning and the media used often only in the form of a na constellation of images, powerpoint , and video only.

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