

The Role of Civic Education Learning in SD Negeri 1 Suwug to Form Smart and Good Students (Smart and Good Citizen)

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Abstract. This study aims to explore and understand the role of Citizenship Education in SD Negeri 1 Suwug in forming smart and good citizens. This study also aims to determine the challenges faced in learning Civics at SD Negeri 1 Suwug and provide recommendations for teachers in overcoming these challenges. The research data were collected using observation, interviews, and giving questionnaire tests. Furthermore, the data that had been collected was analyzed descriptively quantitatively. The results of this study indicate that the role of Pkn learning at SD Negeri 1 Suwug improves learning outcomes and social attitudes of all classes starting from grade 1 to grade 6 which is carried out by 10 students in each class representative showing good results, both in terms of attitude and reasoning, the value of honesty and sensitivity to the social environment.

Keywords: Attitude, Civic Education, Smart and Good Citizen

1. Introduction

Citizenship Education (PKn) is very important to produce citizens who are intelligent and have good morals. This becomes increasingly important in the context of national development, where development includes social and cultural aspects in addition to economics and technology. As a result, becoming citizens who have morality, knowledge of rights and obligations, critical thinking skills, and active involvement in democratic life are very important things and must be given primary attention in the world of education.

The importance of Civics in developing good and intelligent citizens can be seen from its teachings which teach values such as democracy, tolerance, justice, and active participation in community life. Civics also helps students understand government systems, human rights, and other important concepts that apply to a democratic society.

Civics is not only part of the educational curriculum but also engages students in hands-on experiences with simulations, discussions, and projects that build critical thinking skills and communication abilities. Thus, Civics is the foundation of a civilized and democratic society.

Civics plays an important role in educating students about cultural plurality and is endowed with diversity in the current era of globalization, where diverse cultures interact with each other. This helps build citizens who can coexist well in a more multicultural society.

In other words, Civics is not only about knowledge, but also about building the attitudes and character needed to become responsible citizens and actively participate in nation building. Therefore, the role of Civics in developing intelligent and good citizens is important in the world of modern education.

Elementary School (SD), as the earliest level of education, has a very important role in shaping the character, character, and behavior of students to become good citizens, intelligent and with integrity. At the elementary school level, students begin their personal development phase. This is a critical point where they build the foundation of morals, ethics, and civic values that they will use throughout life.

Students not only gain a basic understanding of their rights and obligations as citizens in elementary school, but they also learn important values such as justice, caring, responsibility, and honesty. They were asked to consider how important these principles are in their daily lives.

Elementary school is also the first place where students learn important social skills such as communication, cooperation, and empathy. Through interacting with their teachers and peers, they learn how to communicate well, resolve conflict, and participate in activities that support community growth.

In situations like this, the role of teachers in elementary schools is also very important. The teacher provides examples of the attitudes and behavior expected of an intelligent and good citizen. Not only are they responsible for informing students about the course material, but they are also responsible for providing them with an understanding of what it means to be a responsible citizen.

Overall, school is not only a place to gain academic knowledge, but also an important social laboratory for building character and values that will help students become good, intelligent citizens and contribute positively to society. As a result, basic education is essential to building a strong and civilized society.

Special attention is needed to overcome problems that arise in the Citizenship Education (PKn) learning process in elementary schools, especially at SD Negeri 1 Suwug. The complexity and difficulties faced by many basic education institutions around the world are demonstrated by these problems, which indicate that the implementation of Civics must be improved.

Inadequate resources and facilities are problems faced. These include a lack of up-to-date textbooks, limited access to educational technology, and limited human resources. All of this causes schools to be unable to provide quality Civics teaching. The absence of sufficient facilities can prevent students from participating and being interactive in Civics learning.

Apart from that, another problem that needs to be considered is the lack of understanding and awareness of teachers about the importance of Civics. In some situations, teachers may not understand the Civics material or curriculum sufficiently, which can hinder them from delivering Civics lessons in a way that is effective and engaging for students. Therefore, it is very important for teachers to receive ongoing training and support.

One problem that must also be addressed is the lack of parental involvement. There needs to be an effort to increase cooperation between schools and parents in Civics learning because parents have an important role in supporting Civics learning at home and at school. They can reinforce the principles taught in school, provide additional perspective, and support projects related to civics learning.

A greater and more coordinated effort is needed from various parties—local governments, schools, teachers, and parents—to overcome this problem. This includes providing adequate resources, ongoing teacher training, and increasing awareness of the role of Civics in building good and intelligent citizens. It is hoped that with this method, Civics learning at SD Negeri 1 Suwug and other schools will increase significantly. This method will have a positive impact on students' character development and understanding of citizenship.

The author will discuss the important role of Civic Education (PKn) education in the formation of intelligent and quality citizens at SD Negeri 1 Suwug. Primary schools play an important role in building the character and identity of future citizens, and the role of Civics is very important in this regard. In this article, we will examine how Civics can serve as an important tool for forming the attitudes, values, and knowledge that students need to become moral, critical-thinking, and responsible citizens.

However, in its implementation, Civics learning at SD Negeri 1 Suwug, and perhaps in a number of other elementary schools, often face various problems that need to be handled carefully. Limited resources, including textbooks and relevant teaching materials, inadequate learning facilities, and increasing teachers' knowledge and skills regarding Civics, are some of these problems. The role of parents and communities in supporting Civics learning both at home and outside school must also be strengthened.

This article will examine these problems in detail and offer alternative solutions. It is hoped that these recommendations can improve the quality of Civics learning in elementary schools to produce good and intelligent citizens who can participate actively in the development of a better society and country.

The purpose of research on the scientific article "The Role of Citizenship Education Learning in Forming Good and Intelligent Citizens (Students) at SD Negeri 1 Suwug" is to explore and understand the role of citizenship education at SD Negeri 1 Suwug in forming good and intelligent citizens. This study also aims to determine the challenges faced in learning Civics at SD Negeri 1 Suwug and provide recommendations for teachers in overcoming these challenges.

By conducting this research, it is hoped that it can provide a better understanding of the role of citizenship education in elementary schools in forming good and intelligent citizens. The research results can also provide useful information and recommendations for teachers and education policymakers to increase the effectiveness of teaching civics education in elementary schools.

2. Method

The research method used is literature study, by collecting data from sources such as books, journals, and documents related to civics education in elementary schools. In addition, the author also made observations of several classes to see firsthand how Civics learning is being taught at SD Negeri 1 Suwug, the academic year 2022/2023, which is located in Suwug Village, Sawan District, Buleleng Regency, Bali. The time for conducting the research is one week, from April 10 to April 15, 2023.

The data collection instrument used was adapted to the research method, namely to see first-hand the views and experiences of how Civics learning efforts can shape smart *and good citizens* (good and intelligent citizens) by conducting interviews or observations with teachers and students. This research is qualitative descriptive research with an emphasis on understanding and analysis of the concepts and practices of Citizenship Education in Elementary Schools, as well as providing practical recommendations for teachers in teaching Civics.

3. Results and Discussion

This section will present a discussion of the research results that have been obtained by researchers based on the data analysis that has been carried out. The purpose of this discussion is to sharpen the findings that have been obtained and analyzed more thoroughly. According to Suhendar [7] Citizenship Education (PKn) is a subject that aims to provide understanding and introduction to students regarding rights and obligations as citizens, as well as democratic values and diversity in the life of the nation and state. Civic Education also aims to form awareness of active participation in the life of society, nation, and state, as well as develop positive social and moral attitudes in students. Meanwhile, Numan Somantri [6], argues that Citizenship Education (Civics) is "a subject that aims to raise students' awareness as good and responsible citizens in the life of the nation and state." Citizenship Education has an important

role in shaping the character and positive attitude of students, as well as building awareness of the rights and obligations of good citizens.

Meanwhile, Suryadi [8] argues that Citizenship Education (PKn) is an education that aims to shape students to become good citizens, have a love for the nation and state, and understand their rights and obligations as democratic and responsible citizens. Civics is also a subject that contains materials on history, politics, economics, and socio-culture, as well as teaches national values, equality, tolerance, and openness.

Citizenship Education (PKn) is an education aimed at forming good and responsible citizens in the life of the nation and state. Civic Education aims to provide the knowledge, skills, and attitudes needed so that a person can become an active, participatory citizen and have a sense of responsibility towards the country and the surrounding community.

The various data collection techniques used in this research yielded useful results. The results of direct observations carried out by the researchers themselves, data analysis from interviews with teachers and students, direct observations in the classroom, and questionnaires given to students are included in the findings. This study also found several challenges faced in learning Citizenship Education (PKn) at SD Negeri 1 Suwug.

One of the main components of this research is the findings from interviews conducted with teachers and students. These interviews provide in-depth insight into how teachers view Civics learning in schools, and students share about their learning experiences and their responses to lessons.

One important method for collecting data is direct observation. Through this method, researchers can see the interactions between teachers and students, the teaching styles used, and the level of student participation in learning. The findings from these observations help understand how Civics learning practices are implemented in the classroom.

Apart from that, questionnaires are also used to collect further information about students' understanding of Civics learning. The questions are designed to measure how well students understand Civics learning material and how well they understand their rights and obligations as citizens.

In this research, researchers also found several obstacles in learning Civics at SD Negeri 1 Suwug. One of the most striking obstacles is the teacher's lack of understanding about the importance of Civics learning. It is possible that teachers do not understand Civics concepts in depth, which can affect their ability to teach effectively. Apart from that, the lack of teachers who study Civics is also an obstacle, which may have an impact on the quality of teaching.

The findings of this research also show significant changes, especially in terms of children's attitudes and character, through the implementation of good practices in schools. Students at SD Negeri 1 Suwug experienced improved social and moral attitudes as a result of a better understanding of their rights and obligations as good citizens. Therefore, the findings of this

research provide a broad picture of how Civics learning is carried out at SD Negeri 1 Suwug, including the good things and the bad things that need to be addressed. By gaining a better understanding of how Civics learning works, it is hoped.

To assess changes in students' social attitudes towards the Civics Education (PKn) learning role model in this study, we used a quiz and conducted thorough data analysis. Through this process, we collect data that describes how students respond to Civics material taught by role models.

The results of the data analysis show that students' social attitudes improved during the research. On the fifth day of the research, the social attitudes of 33 students were in the "Very Good" category; 15 students were in the "Good" category; 10 students were in the "Fairly Good" category; and only two students were in the "Poor" category. There are no students in the "Not Good" category. Overall, students received an average score of 87 for social attitudes.

These results show a real increase in students' social attitudes as the Civics learning role model progresses. This illustrates that this learning approach is successful in forming positive attitudes and social qualities of students. This assessment also provides concrete evidence that civics learning with role models has a positive impact on developing students' character and social ethics.

It can be concluded that the results of the questionnaire conducted by 10 students in each class representative showed good results in attitude and reasoning, the value of honesty, and sensitivity to the social environment.

In carrying out this research, it does not only have advantages, but on the other hand, it still has obstacles that must be faced when carrying out the learning process. These obstacles arise because of several things, namely:

1. Students are still not too familiar with the description and meaning of Smart and Good Citizen because the language in learning has never been heard and read so students feel confused about this learning which causes the learning process to not take place effectively.
2. Students do not dare to ask questions or give opinions because they are afraid of being wrong or being laughed at by their friends so they prefer to remain silent.
3. When they were presenting their learning results, some still couldn't present them properly, so their other friends became confused about what was being discussed and explained.
4. While the learning process was in progress some students were still busy talking with their friends or joking so the learning process did not go well because the classroom situation was not conducive causing a lot of time to be wasted and less time for presentations.

The constraints mentioned above do not pose a barrier for researchers to conduct research, but this instead becomes a challenge and motivation for researchers to find the right solution to overcome the obstacles encountered in the learning process. By looking at the constraints that occur researchers are looking for solutions to deal with this, while the solutions used to overcome these problems are:

- 1) The researcher re-explains the meaning and significance of smart and good citizens so that students are no longer confused by this learning model.
- 2) Providing motivation and encouragement to all students to be more courageous in asking questions and expressing opinions both when the teacher is explaining the material and when the discussion process is in progress, as well as emphasizing students when friends ask questions or express the opinions of other students. not allowed to laugh.
- 3) Participate with tutors who don't understand to explain the material to the group.
- 4) Always supervise the ongoing discussion process.
- 5) giving rewards to students who dare to actively ask questions or express their opinions and to groups that can present the results of their discussions well.
- 6) giving time limits to all groups when doing their assignments so that time is not wasted and prevents students from talking to their friends or joking.

Competencies taught in PKN

The competencies taught by teachers in Citizenship Education (Civics) discuss the four core competencies that must be mastered by students, namely factual and conceptual knowledge, critical and creative thinking skills, social skills, and spiritual character and values.

The following are the core competencies of Civics along with examples of learning activities that can be carried out by Civics teachers to develop students' abilities in each core competency and make students smart and good citizens:

1. Understanding factual and conceptual knowledge: students must be able to understand factual and conceptual knowledge about the duties and obligations of citizens. Examples of learning activities that can be carried out by Civics teachers to develop students' abilities in this competency are teaching materials about state symbols, such as flags, state symbols, and national anthems.
2. Develop critical and creative thinking skills: students must be able to develop critical and creative thinking skills in solving problems and making the right decisions in the life of the nation and state. Examples of learning activities that can be carried out by Civics teachers to develop students' abilities in this competency are simulating small debates about social problems that occur around the school or in their environment.

3. Developing social skills: students must be able to develop social skills with fellow citizens, respecting differences and appreciating the values of diversity. Examples of learning activities that can be carried out by Civics teachers to develop students' abilities in this competency are involving students in extracurricular activities that teach social values, such as cooperation or social service activities.
4. Develop spiritual character and values: students must be able to develop good spiritual character and values, such as honesty, discipline, caring, and responsibility. Examples of learning activities that can be carried out by Civics teachers to develop students' abilities in this competency are giving assignments or projects that teach values such as honesty, cooperation, and caring.

By involving students in learning activities that cover the four core competencies, students are expected to be able to develop good skills and character as good and responsible citizens.

4. Conclusion

Citizenship Education (PKn) is very important in shaping the character and morals of students, this is especially important in the context of national development, where development does not only involve economic and technological aspects but also social and cultural aspects. Therefore, the formation of good and intelligent citizens through citizenship education needs to be a major concern in the world of education. The Elementary School (SD) level is the earliest and fundamental level of education for students in forming character and behavior as good and intelligent citizens (*smart and good citizens*).

Civic Education also aims to form awareness of active participation in the life of society, nation, and state, as well as developing positive social and moral attitudes in students. The competencies taught by teachers in Citizenship Education (Civics) discuss the four core competencies that must be mastered by students, namely factual and conceptual knowledge, critical and creative thinking skills, social skills, and spiritual character and values.

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