The Development of Outcome Based Education's Concept Based on 4 Literacy in Elementary School Citizenship Education Courses

Waliyul Maulana Siregar[1], Apiek Gandamana[2], Muhammad Rifai Harahap[3], Suci Rahmania Putri[4]

{waliyulms@unimed.ac.id[1], apgan@unimed.ac.id[2], rifaiharahap@unimed.ac.id[3], sucirahmaniap@gmail.com[4]}

Departement of Elementary School Teacher Education, Faculty of Education, Universitas Negeri Medan, Willem Iskandar Street, Pasar V Medan Estate, Postal Code 20371[1,2,3], UPT SPF SD Negeri 101744 Desa Klambir4, Klumpang Kebon Hamparan Perak Street, Klambir Village, Hamparan Perak District, Deli Serdang Regency Postal Code 20374[4], North Sumatera, Indonesia

Abstract. This study aimed to develop an OBE model that incorporates four literacies in the Elementary School Civics learning development course within the Elementary School Teacher Education Study Program at FIP Unimed. The research utilized the Borg and Gall model, which consists of ten steps; however, this study focused on three specific activities: research and information collection, planning, and developing the preliminary form of a product. Through the research and information collection phase involving Elementary School Teacher Education students at FIP Unimed, it was found that only 60% of students felt familiar with data literacy in their learning contexts. Additionally, 75% of students reported that they had not received specialized training in technology use during Civics lectures. The planning stage involved participants from three classes enrolled in the Civics course, using data collection methods such as observation, interviews, and questionnaires. The third stage, Develop Preliminary Form A Product, involved creating learning tools in the form of Semester Learning Plans (RPS) based on the OBE principles, which prioritize graduate learning outcomes (CPL) and course learning outcomes (CPMK). This RPS integrates the four literacies into a student-centered learning approach. The developed teaching materials also incorporate blended learning, combining in-person and online instruction through the Sipda FIP Unimed platform.

Keywords: OBE, 4 literacy, Elementary School, Citizenship Education.

1 Introduction

The OBE paradigm is structured around three interconnected stages. First, the Outcome Based Curriculum (OBC) focuses on developing semester learning plans (RPS), creating teaching materials, and designing assessment and evaluation tools. Second, Outcome Based Learning and Teaching (OBLT) emphasizes the interactive process of learning between lecturers,

students, and learning resources, highlighting the importance of the learning methods chosen by students. Finally, Outcome Based Assessment and Evaluation (OBAE) involves utilizing assessment and evaluation approaches to enhance the quality of continuous learning, driven by students' achievements in their Competency-Based Learning Outcomes (CPL). Together, these stages create a comprehensive framework aimed at improving educational outcomes [1].

Responding to the curriculum policy at the Study Program level, it is necessary to analyze and map and create a KKNI curriculum that refers to Outcome Based Education (OBE) which is stated in the form of a study program profile, vision, mission, and achievement strategies [2]. Furthermore, the construction of Graduate Learning Achievements (CPL), Course Achievements (CPMK), study materials for lecture materials, learning strategies, and authentic student learning outcome assessment instruments is carried out. In addition to learning tools, it is necessary to analyze and sharpen the material in the form of course textbooks. The components of the Semester Learning Plan (RPS) that are oriented towards OBE in the Elementary School Civics Learning Development course will be an added value for the study program to carry out the MBKM program in various forms of advantages, for example, oriented towards new literacy. The process of implementing the OBE concept integrated with new literacy through the application of case methods and team-based projects, this will be realized as learning and development. The case method is a problem-based learning method that encourages analytical skills, by using this method it is expected to be able to analyze cases, solve problems, and provide solutions through group discussions [3]. Working in groups (team-based projects) is a case study completion model that significantly improves student perceptions and improves student performance and involvement. This project-based learning approach summarizes learning ideas supported by comprehensive theory, meaning knowledge that obtains cognitive constructive results through the implementation of activities involving scientific skills and attitudes, this can construct the knowledge it has with real experience [4]. The use of case studies has also been shown to improve students' ability to synthesize complex analytical questions about real-world problems related to scientific topics [5].

Education must be able to adapt to advances in technology and science. One example is Pancasila and Citizenship Education (PPKn) course. The purpose of this course is to teach students to think critically, think analytically, behave, and act democratically by considering Pancasila and the 1945 Constitution [6]. It is possible that PPKn will enable students to actively participate in the life of the nation and state [7]. Students' literacy skills are an indicator of success in achieving PPKn learning objectives.

Literacy, according to Grant, is defined as the ability to identify, understand, interpret, create, communicate, calculate, and utilize technology in various situations. Literacy is a continuous learning process in which people learn about new things and learn how to participate in society to achieve goals. Literacy plays an important role in national development. Good literacy skills contribute to personal development or personal learning, as well as leading to success in life and in school [8].

In addition to traditional literacy, the need for new literacy is essential to adapt to ongoing developments. Traditional literacy serves as a foundation for engaging in community life and encompasses skills such as reading, writing, and arithmetic (often referred to as calistung). In contrast, new literacy comprises data literacy, technology literacy, and human literacy. Data literacy involves the ability to read, analyze, and draw conclusions from data and information,

particularly in the context of big data. Technology literacy refers to understanding how machines function, effectively utilizing technology, and collaborating with technological products to achieve optimal results. Finally, human literacy encompasses skills such as communication, collaboration, critical thinking, creativity, and innovation [9].

Field observations show that civic education has not been as expected. An initial study conducted by interviewing two educators and providing conceptual understanding questions to students of the PGSD FIP Unimed Study Program can show this. First, they were interviewed about the implementation of the OBE curriculum, the PKn learning model, the teaching materials used, and literacy. Second, questions were given to students to measure their understanding of the concepts taught. The results of the teaching material interviews for the elementary school civics learning development course showed that the case method model, team-based project, and limited student literacy in reading and writing all made the application of the OBE concept less effective. In addition, students still do not understand the concept of civic education and have not improved their new literacy.

The initial study revealed a gap between the current and desired conditions. To address these issues, developing online OBE-based teaching materials integrated with new literacy and utilizing the case method model and team-based projects is proposed as a solution. Previous research [10] indicated that worksheets based on cognitive conflict for fluid materials demonstrate strong validity and practicality. Additionally, further studies [11] investigated the results and discussions related to learning Jambi Malay civilization with an OBE approach focused on creative products. The findings showed that lecturers in the Indonesian Language and Literature Education Program (PBSI) in Jambi Province engaged in several activities: analyzing the outcome-based curriculum (OBC), outcome-based learning and teaching (OBLT), and outcome-based assessment and evaluation (OBAE); assessing learning outcomes (CPL); evaluating course learning outcomes (CPMK); analyzing sub-learning outcomes for the course (Sub-CPMK); reviewing study materials; implementing student-centered learning (SCL) approaches using project-based learning (PjBL), case methods, and contextual learning; and conducting assessments or measuring student learning outcomes through comprehensive tests and portfolios, which included creative products representing traditional Jambi Malay craft souvenirs.

In addition, research conducted by [12] found that the case method and team-based project training methods provide insight into classroom learning methods and models that can be applied by social studies teachers. They can also design social studies learning devices that support case methods and team-based projects to increase their learning motivation, especially for social studies subjects. Strengthened by research conducted by [13] entitled Literacy-Based PPKn Learning Planning Model, research findings show that this model consists of several components. The first is government policies that support a culture of literacy; the second is the involvement of external parties, such as parents, scientific groups, and the community in compiling learning devices; and the third is the development of a high-quality learning environment, in the form of digital literacy, reading, writing, science and culture.

2 Method

The procedure for implementing the research is to use the concept of Borg and Gall [14] which describes ten research steps, but in this study it is limited to 3 activities consisting of: research and information collecting, planning, developing preliminary form a product.

3 Result

A Research and Information Collecting

This study began with a literature study on Outcome-Based Education (OBE) and 4 literacies (data literacy, human literacy, technological literacy, and language literacy). OBE has become one of the educational approaches that has developed rapidly in recent years. OBE encourages learning that is more focused on achieving results (outcomes) by measuring the competencies obtained by students in a concrete manner [15].

In addition, data, technological, human, and language literacy are very relevant in the context of modern education. Data literacy is important to prepare students to understand data-based information, while technological literacy facilitates the use of digital devices. Human literacy strengthens social skills, and language literacy improves effective communication skills [16]. This study aims to integrate the concept of OBE and 4 literacies into the Elementary School Civics course to improve the quality of learning.

From the results of a preliminary study of Elementary School Teacher Education students at FIP Unimed, data obtained showed that only 60% of students felt familiar with the use of data literacy in the context of learning. Meanwhile, 75% of students stated that they had not received special training in the use of technology in Civics lectures.

B Planning

The research planning involved subjects from 3 classes taking the Elementary School Civics course at the Elementary School Teacher Education Study Program. Data collection techniques included observation, interviews, and questionnaires. Observations were conducted to observe how students use literacy in learning activities, while interviews with lecturers aimed to understand the challenges in implementing OBE. The use of surveys and interviews in educational research is very effective in collecting data related to perceptions and implementation of learning innovations. In this study, the research schedule was arranged for one semester with three main stages: development of teaching materials, initial field testing, and main field testing [17].

C Develop Preliminary Form A Product

In this phase, the Semester Learning Plan (RPS) is formulated according to the OBE principles, focusing on graduate learning outcomes (CPL) and course learning outcomes (CPMK). This RPS incorporates four literacies within a student-centered learning framework. Additionally, the developed teaching materials utilize blended learning, which merges in-person instruction

with online learning via the SIPDA platform. Research by <mark>Susanto</mark> et al. (2020) indicates that blended learning enhances student engagement and fosters critical thinking skills. During this stage, data is also entered into the FIP Unimed SIPDA system, facilitating students' access to learning materials online.

After the development of teaching materials, initial data was obtained from a survey showing that 80% of students found it easier to access materials and understand the concepts of data and technology literacy. However, human literacy is still a challenge, with only 50% of students feeling that they understand the relevance of the concept in PKn learning.

4 Discussion

Several key aspects regarding the implementation of Outcome-Based Education (OBE) and the incorporation of four literacies: data literacy; technological literacy; human literacy; and language literacy, within the PKn curriculum in the Elementary School Teacher Education Study Program (PGSD) at FIP Unimed will be discussed. This discussion will center on various elements, including students' levels of understanding and application of literacy, the relevance of literacy to the application of OBE, and the challenges and opportunities encountered during this integration process.

A Research and Information Collecting

Research indicates that literacy in the digital age is a crucial element of 21st-century education. This form of literacy encompasses critical thinking skills, collaboration, communication, and technological literacy [18]. Initial data collection revealed that only 60% of students were familiar with data literacy in the learning context. Data literacy refers to the capacity to analyze, interpret, and effectively use data across various educational settings [19]. These findings suggest that, while data literacy is significant in contemporary education, it is not well understood by most students, possibly due to insufficient training in data analysis techniques. Furthermore, there is a notable gap in technological literacy, with 75% of students reporting that they have not received any specialized training. Research by Mishra and Koehler (2006) on Technological Pedagogical Content Knowledge (TPACK) highlights the importance of effectively utilizing technology in teaching for future educators. Without proper training, PGSD students may struggle to leverage technology effectively in civics education.

Human literacy, which emphasizes social, emotional, and interpersonal skills (Suherdi, 2012), is also a major challenge with only 50% of students feeling they understand the relevance of this concept in civics learning. In fact, in the context of civics, human literacy is crucial because it is related to the ability to collaborate, think critically, and play an active role in society [20].

B Planning

Outcome-Based Education (OBE) is an educational approach that focuses on specific learning outcomes. Based on Spady's theory, OBE emphasizes what students should know and master at the end of the learning process. In the context of PKn, the integration of OBE with 4 literacies is expected to produce graduates who not only understand the theory, but are also able to apply these skills in real life [21]. Yusuf & Jusoh in their research showed that the application of OBE

can increase the relevance of education to the demands of the world of work, especially in increasing data and technology literacy which is very much needed in the digital era [22].

However, human literacy is the biggest challenge in the application of OBE in PGSD. The survey results revealed that only a few students mastered this literacy, so there needs to be more emphasis on developing interpersonal skills through collaborative and empathetic learning methods. This is in line with Vygotsky's theory which emphasizes the importance of social interaction in cognitive and character development [23].

C Develop Preliminary Form A Product

Blended learning, a combination of face-to-face and online learning, has proven to be an important innovation in education. Blended learning can increase student engagement and expand accessibility to learning materials [24]. Survey data shows that 80% of students find it easier to access materials and understand data and technology literacy. This is in accordance with Susanto's research which states that this learning model is effective in increasing student engagement and developing critical thinking skills [25].

However, blended learning has limitations in facilitating human literacy, which requires intensive face-to-face interaction. Bandura's theory of social learning suggests that learning through direct observation and interaction is an important component in the development of social skills. Therefore, although blended learning is useful in improving technology and data literacy, additional collaborative activities and direct discussions are needed to strengthen human literacy.

5 Conclusion

This study shows that the implementation of OBE and the integration of 4 literacies in PKn learning at FIP Unimed has had a significant impact, especially in improving data and technology literacy. However, human literacy still requires more attention. The use of blended learning has proven effective in increasing learning accessibility, although the challenges in developing human literacy require a more interactive and experience-based approach.

References

[1] Kemenristekdikti. (2018). Pendidikan Berbasis Capaian Pembelajaran (OBE). 1-55

[2] Junaidi, A., dkk. (2020). Panduan Penyusunan Kurikulum Pendidikan Tinggi di Era Industri 4.0 untuk Mendukung MBKM (4 ed.). Dirjendikti Kemdikbud.

[3] Rahmi, Y. L., dkk. (2022). Peningkatan Pengetahuan Guru IPA dan Biologi tentang Metode Pembelajaran Case Method Terintegrasi Pandemi COVID-19. 1, 6.

[4] Akhiruddin, Susilo, H., & Ibrohim. (2016). Pengaruh Penggunaan Modul Inkuiri Dipadu Pjbl Berbahan Ajar Potensi Lokal Terhadap Keterampilan Proses Sains Siswa SMA. Jurnal Pendidikan Teori, Penelitian, dan Pengembangan, 1(10), 1964–1968.

[5] Purnomo, Agus dkk. 2023. Pelatihan Case Method dan Team Based Project Guru IPS SMP Di Malang Raya Sebagai Solusi Mengatasi Demotivasi Siswa. Jurnal Pengabdian ILUNG (Inovasi Lahan Basah Unggul). Vol. 2, No. 4 Mei 2023, Hal. 656-663

[6] Tim Kementrian Riset Teknologi dan Pendidikan Tinggi. 2016. Pendidikan Kewarganegaraan untuk Perguruan Tinggi (Pertama). Jakarta: Kemristek

[7] Iriani, Tuti dkk. 2021. Panduan Pembelajaran Partisipatif dan Kolaboratif (Case Study and Team Based Project). Universitas Negeri Jakarta.

[8] Paristiyanti, N. dkk. 2016. Pendidikan Pancasila (I). Ristekdikti.

[9] Rozak, A. 2018. Perlunya Literasi Baru Menghadapi Era Revolusi Industri 4.0. uinjkt.ac.id. Retrieved from https: //www.uinjkt.ac.id/id/perlunyaliterasi-baru-menghadapi-erarevolusi-industri-4-0

[10] Hanum, Siti Asma. dkk. 2019. Pengembangan LKS Berbasis Konflik Kognitif Terintegrasi Literasi Baru pada Materi Fluida Untuk Siswa Kelas XI SMA. Pillar of Physics Education, 12 (4) 2019, 793-800.

[11] Rustam dan Proyanto. 2022. Pembelajaran Tamadun Melayu Jambi Berbasis OutcomeBased Education (OBE) Berorientasi Produk Kreatif. Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya. 5 (2), 2022, Hal. 359—376

[12] Purnomo, Agus dkk. 2023. Pelatihan Case Method dan Team Based Project Guru IPS SMP Di Malang Raya Sebagai Solusi Mengatasi Demotivasi Siswa. Jurnal Pengabdian ILUNG (Inovasi Lahan Basah Unggul). Vol. 2, No. 4 Mei 2023, Hal. 656-663

[13] Iriani, Tuti dkk. 2021. Panduan Pembelajaran Partisipatif dan Kolaboratif (Case Study and Team Based Project). Universitas Negeri Jakarta.

[14] Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

[15] Wahyudi, H., & Wibowo, I. A. (2018). Inovasi dan implementasi model pembelajaran berorientasi luaran (outcome-based education, obe) dan washington accord di program studi teknik mesin universitas mercu buana. *Jurnal Teknik Mesin*, *7*(2), 50-56.

[16] Sargiyo, S. (2024). Urgensi Literasi dalam Pembelajaran Bahasa Indonesia Era Industri 4.0 di MTSN 2 Tanjung Jabung Timur. *Jurnal Pendidikan Guru*, *5*(1).

[17] Jaya, F. (2024). PERSEPSI GURU TENTANG URGENSI PENELITIAN DALAM BIDANG PENDIDIKAN DAN IMPLIKASINYA PADA KUALITAS PEMBELAJARAN. *Jurnal Ilmiah Pendidikan Citra Bakti*, *11*(1), 244-254.

[18] Nur, A. M., & Nasrah, A. A. (2022). Blended learning: penerapan dan pengaruhnya terhadap kemampuan berpikir kritis mahasiswa program studi pgsd. *Jurnal Basicedu Vol*, *6*(1).

[19] Nurhayati, D. (2017). Pengembangan buku digital interaktif mata kuliah pengembangan e-learning pada mahasiswa teknologi pendidikan FIP UNY. *E-Jurnal Skripsi Program Studi Teknologi Pendidikan*, *6*(5), 458-473.

[20] Ero, P. E. L., Bandong, I., & Mustadi, A. (2024). Penguatan Literasi Budaya dan Kewargaan Melalui Bahan Ajar Berbasis Kearifan Lokal Toraja. *JPK (Jurnal Pancasila dan Kewarganegaraan)*, *9*(1), 12-20.

[21] Zakaria, N., Khan, M. Z. R., & Othman, M. A. (2013). Tahap implementasi Outcome Based Education dalam proses pembelajaran dan pengajaran di kalangan pensyarah Politeknik. In *2nd International Seminar on Quality and Affordable Education (ISQAE 2013)*.

[22] Fatimah, F., & Kartikasari, R. D. (2018). Strategi belajar dan pembelajaran dalam meningkatkan keterampilan bahasa. *Pena Literasi*, *1*(2), 108-113.

[23] Rahmawati, R., Syamsudduh, S., & Umar, M. S. (2020). PENGEMBANGAN PENILAIAN KINERJA UNTUK MENGUKUR KETERAMPILAN KOMUNIKASI PESERTA DIDIK KELAS IV DI MIN 2 MAKASSAR. *Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah*, *2*(1).

[24] Mulyati, I., Mansyuruddin, M., Adrianus, A., Bahari, Y., & Warneri, W. (2023). Proses Difusi Inovasi dalam Penerapan Metode Pengajaran Baru. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, *5*(6), 2425-2433.

[25] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers college record*, *108*(6), 1017-1054.

[26] Efendi, D., Sakir, S., & Linawati, S. L. (2019). Kolaborasi Gerakan Literasi Untuk Pemberdayaan: Studi Kasus Rumah Baca Komunitas Di Dusun Kanoman, Sleman, DI Yogyakarta. In *Prosiding Seminar Nasional Program Pengabdian Masyarakat*

[27] Suherdi, D. (2012). Towards the 21st century English teacher education: An Indonesian perspective. Celtics Press.

[28] Grant, U. S. (2003). *The Papers of Ulysses S. Grant: 1875* (Vol. 26). SIU Press.

[29] Susanto, S. (2021, October). Critical Review Of Darwin Evolution Theory And Debilitating Facts. In *Proceedings of the 1st International Seminar on Teacher Training and Education, ISTED 2021, 17-18 July 2021, Purwokerto, Indonesia*.