

Development of Teaching Materials for Elementary PKN Basic Concepts Based on Project Citizen Digital to Improve Civic Literacy of Elementary School Students in Facing the Era of Society 5.0

Apiek Gandamana¹, Robenhart Tamba², Waliyul Maulana Siregar³, Umri Rahman Efendi⁴

{apiekgandamana17@gmail.com¹, robenhart@gmail.com², waliyulms@unimed.ac.id³,
umrirahmanefendi@mhs.unimed.ac.id⁴}

Department of Elementary School Teacher Education, Faculty of Education, Universitas Negeri Medan, Willem Iskandar Street, Pasar V Medan Estate, Postal Code 20371^{1,2,3,4}

Abstract. The rapid advancements in digital technology, which have led to the rise of mass media and various learning tools, have impacted education significantly. Developments in science and technology can be leveraged to transform traditional educational resources into unique, creative, and engaging materials that enhance students' learning experience in the Basic Concepts of Civic Education for Elementary Schools course. This research aims to improve the civic literacy of students in teacher education by developing and testing the feasibility of learning materials for the Basic Concepts of Civic Education based on the Digital Project Citizen model. The study follows the 4D model, which includes four stages of development: definition, planning, development, and dissemination. Beyond creating learning materials, this approach allows lecturers and students to practice delivering lessons using the Digital Project Citizen model, aimed at increasing civic literacy among elementary school teacher candidates.

Keywords: Development, basic concepts of Civic Education for Elementary Schools, digital project citizen, civic literacy, society 5.0 era

1 Introduction

The era of digital technology started in the 21st century, with rapid technological advancements making the internet an essential aspect of modern life. Competencies that must be mastered by everyone, especially students, in the 21st century and particularly in society 5.0 include: 1) Data literacy, which refers to the ability to understand, evaluate, and utilize information and big data in the digital environment; 2) Technology literacy, particularly the ability to comprehend how devices and technological programs function; 3) Human literacy, especially the capacity to understand communication, design, and interpersonal relationships; 4) 21st-century skills, that foster the development of Higher Order Thinking Skills (HOTS), including creative, critical, collaborative, and communicative thinking; 5) An understanding of ,Industrial Revolution 4.0

and **Society 5.0, with the latter addressing issues inadequately handled by the former; and 6) A mastery and understanding of knowledge that is applied for the benefit of society at all levels—local, national, and international

Civic literacy is essential in the society 5.0 era, given the rapid flow of information, especially on social media. Students must possess civic literacy to analyze news circulating on social media, determining whether the news is true and accountable or otherwise (Febrian & Masyitoh, 2019). Civic literacy can be cultivated through teaching materials that include innovative, creative, and engaging learning activities. It can be applied to the Basic Concepts of Civic Education course for elementary schools. These materials should include explanations, exercises, and real actions (digital project citizen). Thus, it is expected that students' civic literacy skills will improve.

Selecting the right learning model and tools is the solution to the above issues. One educational innovation well-suited to address the challenges of the Society 5.0 era is the Digital Project Citizen. Currently, the Basic Concepts of Civic Education for Elementary Schools course can be taught effectively, enhancing students' knowledge and skills through the digital project citizen learning model.

The use of teaching materials in the learning process plays a crucial role. According to Tian Belawati (2003:14), this role includes the role for lecturers, students, in classical, individual, and group learning. Teaching material development aims to create learning materials that foster student-centered learning, allowing students to engage in independent learning, either with or without guidance from lecturers. According to Sungkono, et al. (2003:10), there are three techniques that can be chosen in preparing teaching materials: writing the materials yourself, repackaging information, and organizing information. According to Khairul, et al. (2018:50), the process of developing teaching materials includes a) formulating competency standards, b) analyzing competency standards, c) determining students' initial behavior/abilities, d) formulating basic competencies, e) preparing lesson plans, f) preparing learning contracts, g) writing teaching materials, h) conducting reviews/field tests, and i) using the materials.

Civic Education in the context of "citizenship transmission" at universities has the task, function, content, and process of ideological value education that emphasizes the duty and right to defend the country for citizens. The mission of Civic Education includes conservation education, social and moral development, and socio-civic development, aimed at creating and fostering citizens who can be relied upon by the nation and the state to minimize various forms of threats, challenges, obstacles, and disturbances to the Indonesian state (Budimansyah, et al., 2022; Winataputra, 2016; Gredinand, 2017; Suharyanto, (2013) in line with their future professions.

Project Citizen was initially launched as a pilot program in California (USA) in 1992. Subsequently, the Center for Civic Education (CCE) and the National Conference of State Legislatures expanded the program across the country in 1995. Project Citizen is a problem-based learning program designed to cultivate democratic citizenship qualities, knowledge, and skills while encouraging participation in civic life and governance. The program motivates students to actively engage with government and civil society organizations to enhance their social and intellectual abilities and to tackle issues within their schools and communities. Digital Project Citizen is a part of the "We the People... Project Citizen" initiative. The aim of this curriculum is to boost students' interest and capability for responsible and rational participation

in local and national governance. Several studies indicate that Project Citizen is effective for teaching Civic Education.

Society 5.0, or what can be interpreted as the 5.0 society, is a concept first proposed by Japan. The concept of society 5.0 is not only limited to sectors but also how to solve social problems with the help of integrating physical and virtual spaces (Skobelev, P & Borovik, YS, 2017). Related to the concept of citizenship, the main abilities that citizens must possess to face society 5.0 are soft skills and hard skills. In the context of citizenship, these two abilities must be accompanied by other skills that can enable a country to compete and be ready to face the society 5.0 era. The skill that citizens must possess is civic literacy

2 Methods

This work employs research and development (R&D) techniques, specifically utilizing the 4-D development model (Four D Models). R&D methods are applied to produce specific products and assess their effectiveness. The four stages of this research—define, design, develop, and disseminate—are based on Thiagarajan's framework. Additionally, the 4-P structure can be adapted to integrate the 4-D model, which includes definition, design, development, and implementation.

This research was designed in two stages. In the first stage, the researcher analyzed the needs and characteristics of second-semester students in the PGSD program for the Basic Concepts of Civic Education course, and then drafted the initial development of the teaching materials. Following that, the researcher designed and developed the teaching materials (validity/expert testing).

In the second stage, the researcher continued with the development of the teaching materials, conducting practicality and effectiveness tests (small group testing). Once practical and effective teaching materials were obtained, the final stage involved disseminating them on a broader scale.

3 Result and Discussion

In the 2023 cohort of Class A-J at PGSD FIP UNIMED, 40 students took part in the research and development of teaching materials based on Digital Project Citizen for the Basic Concepts of Civic Education for Elementary Schools. The aim was to enhance the civic literacy of PGSD (Elementary School Teacher Education) students in light of the Society 5.0 Era. This was conducted through a Research and Development (R&D) process. The researcher presents several conclusions derived from the development and study results.

Using the project citizen model for the Basic Concepts of Civic Education course, the researcher created an e-book titled *The Basic Concepts of Civic Education for Elementary Schools**. The following link will take you to the e-book: [<https://sites.google.com/view/e-book-pkn/home>]

Following validation by design and technology expert Mrs. Natalia Silalahi, who assigned a final validation score of 88.05% to the Digital Project Citizen-based teaching materials for the Basic Concepts of Civic Education for Elementary Schools, categorizing them as "very feasible," the materials have been confirmed as suitable for use. Further validation by subject matter expert Mr. Feriyansyah resulted in a final score of 89.15%, also categorizing the materials

as "very feasible." Based on these validation findings, the Digital Project Citizen-based teaching materials for the Basic Concepts of Civic Education course are considered suitable for use by both teachers and students.

Additionally, the practicality test of the teaching materials used by the course lecturer yielded an average score of 91.85% based on data analysis of the practicality test questionnaire. This percentage indicates that the digital project citizen-based teaching materials for the Basic Concepts of Civic Education for Elementary Schools are "practical" for use by PGSD students.

4 Conclusion

This research aims to develop teaching materials for the Basic Concepts of Civic Education for Elementary Schools as a revision of the current books used to enhance civic literacy skills in the course. These materials are intended for students at the Faculty of Education (FIP) PGSD UNIMED. This project not only produced instructional resources but also provided lecturers and students with the opportunity to conduct online lectures using the Digital Project Citizen learning model, thereby improving the effectiveness, efficiency, and interactivity of the classes.

The assessment of the content feasibility aspect yielded a percentage of 89.15% (Valid/Feasible for use), while the design and technology feasibility aspect received a percentage of 88.05% (Valid/Feasible for use). The validation results of the book draft, conducted by two validators consisting of lecturers, indicated that the digital project citizen-based teaching materials for the Basic Concepts of Civic Education for Elementary Schools were categorized as good in.

References

- [1] Budimansyah, Asep Dahliyana, Encep Syarief Nurdin, Ace Suryadi, Sri Cahyatic. (2024). Project citizen digital: Civic education strengthen the national defense character. *Kasetsart Journal of Social Sciences*. 45 159–166. (2024)
- [2] Febrian, A., & Masyitoh, I. Strengthening Civic Literacy through Media Literacy in Jabar Saber Hoaks. *First International Conference on Progressive Civil Society (ICONPROCS 2019)*, 79–83. (2019).
- [3] Khairul, dkk. *Pengembangan Bahan Ajar dan Media Pembelajaran IPA di Sekolah Dasar*. Medan. PGSD FIP UNIMED. (2018).
- [4] Setyosari, Punaji. 2010. *Metode Penelitian Pendidikan dan Pengembangan*. Jakarta: Kencana Prenada Media Group.
- [5] Skobelev, P & Borovik, YS. On The Way From Industri 4.0 To Industri 5.0: From Digital Manufactureing To Digital Society. *International Scientific Research Journal Industri 4.0*, 307-311. (2017)
- [6] Winatapura, U. S. (2016). Posisi akademik pendidikan kewarganegaraan (PKn) dan muatan/ mata pelajaran PPKn dalam konteks sistem pendidikan nasional. *Jurnal Moral Kemasyarakatan*, 1(1), 15–36.
- [7] Gredinand, D. (2017) "Penerapan pendidikan bela negara di perguruan tinggi," *Jurnal Prodi.Idu.Ac.Id*, hal. 1–27.
- [8] Suharyanto T & Madjid A, 2013 *Asuhan Keperawatan Pada Klien dengan Gangguan Sistem Perkemihan*, Jakarta CV. Trans Info Medika
- [9] Thiagarajan, S., Semmel, D. S., & Semmel, M. I. (1974). *Instructional development for training teacher of exceptional children*. Bloomington Indiana: Indiana University.
- [10] Tian Belawati . 2003. *Pengembangan bahan Ajar*. Jakarta: Pusat Penerbitan UT

[11] Sungkono, dkk. (2003). Pengembangan Bahan Ajar. Yogyakarta: Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta.