

## Preparing Primary Education Teachers to Teach Civic Education in the Indonesian Elementary Schools

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### ABSTRACT

The function of education in fostering civic pedagogical skills is important. In particular, this study aims to analyse the function of the elementary education department in fostering the pedagogical skills of primary teachers' candidates to teach civic education to young learners. As an attempt to collect the data, interviews, observation, documentation, and literature study were employed. The study results indicate that education's function in fostering civic pedagogical skills was conducted through Elementary Civics Education Learning Materials, namely 1) SD PPKn learning methods, 2) Elementary Civic Education materials, and 3) PGSD students' understanding of the concept of Elementary Civics Education Materials. The recommendation of this research is to make the subject matter Primary PPKn learning as a strategy for increasing the meaning of Citizenship Education in Higher Education.

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## 1. INTRODUCTION

In Indonesia, Civic Education is one of the subjects that must be included in the curriculum of Elementary Schools to Higher Education based on Article 37 Paragraph (1) and (2) Law No. 20 of 2003 concerning the National Education System. At the macro level, Citizenship Education accommodates the realisation of smart and good citizenship to maintain the noble values of Indonesian in accordance with the Pancasila ideology. Sapriya (2007) argued that the development of national character is a part of maintaining the existence of a nation. Therefore, Citizenship Education opens the way to encourage national change, especially for citizens.

Various mandates regarding Civic Education consensus confronted with efforts to improve citizenship are implied in Civic Education. Yuen (2016) states that Civic Education is a way to nurture citizens to build good governance. In the Decree of the Director General of Higher Education No. 43/Dikti/Kep/2006, Civic Education's vision is thick with guidelines to deliver students to become whole individuals with the values of Pancasila. In line with this, Halim et al. (2019) emphasise that in state life, there must be a balance between technological development and the nation's noble values.

In Indonesia, Citizenship Education is relevant to developing a dynamic society (Tukiran, 2006). In terms of the practice of Citizenship Education in Higher Education, students are introduced to various materials that can give them good knowledge and attitude as citizens. This idea is relevant to Long et al. (2017) study that providing a qualified education requires the adoption of a teacher education model that supports institutions where the design of diagnostic assessments is locally responsive.

Education is a long-term activity that has implications for the nation's future (Tilak, 2019). Article 3 of Law on the National System No. 20 of 2003 describes that the goal of national education is to create a democratic and responsible citizen. By paying attention to the position of Citizenship Education in Indonesia, it has a strategic position in pursuing the objectives of national education.

As one of the departments at an Islamic university in Yogyakarta with 'A' accreditation, the Department of Primary Education (PGSD) participates in realising smart and good citizenship, namely by cultivating prospective elementary school teachers who excel in elementary school teaching. Adha and Perdana (2020) explained that Citizenship Education is used to instil moral education that can educate citizens and character. For this reason, the PGSD program in this study provides Pancasila and Citizenship Education (PPKn) for Elementary School courses in semester V (five) as one of the courses that can help them gain knowledge about Citizenship Education to be a professional elementary school teacher, including in the odd semester of the 2020/2021 school year in the distance learning scheme during the Covid-19 pandemic.

Although the learning of Pancasila and Citizenship Education course took place remotely during the Covid-19 pandemic, the students were not lacking in learning motivation. Kowalski (2007) states that changes in learning orientation are associated with classroom and campus experiences. In this case, the researchers realise that this change becomes a new experience for students, so they need various adaptations ranging from technology and learning styles to relationships with lecturers and friends. In line with Maddix (2013), learning can be effective through an online learning community. This learning is still effective for students, because this is where the online learning community develops.

Teachers' contextual knowledge benefits their academic knowledge in enhancing teaching practice (Bergmark & Erixon, 2019). As an effort for PGSD students to have reliable competence in the field of Citizenship Education, various well-organised ways are certainly needed so that students have a meaning in Citizenship Education. Winataputra (2014) explains that understanding the nature, function and purpose of Civics in SD is sufficiently important, so Civics Elementary Teachers understand what and how Civics is carried out in Elementary School. This is related to various phenomena and data that the researchers get regarding the importance of civic education reflection through the Pancasila and Citizenship Education course for Elementary School in Indonesia.

A teacher is required to be able to interact with students not only in the classroom but also out of the classroom (Zulfiati, 2014). The importance of mastering the Elementary School's Citizenship Education course for PGSD is that students can help to maximise their duties and functions as primary school teachers. Bafadal (2006) emphasises that professional teachers have innovative visions and actions. They have a role in guiding, managing and directing students in certain directions with the skills they have towards certain learning. In line with it, Pennington and Richards (2016) state that a teacher's identity is highlighted by individual characteristics that have potential in a particular teaching context. This also applies to elementary school teachers in the Citizenship Education course.

The researchers believe it is necessary to investigate the significance of Citizenship Education through learning materials. Karliani & Triyani (2020) state that strengthening student attitudes can be integrated in the curriculum because it can increase student's knowledge and understanding. A general description regarding the significance of Citizenship Education in Elementary Schools requires further investigation so that there is a relevance between the pedagogical needs of Citizenship Education and teacher's competence. Therefore, this study proposes to identify the significance of Citizenship Education for Elementary School students. Theoretically, this study was expected to strengthen the position of Citizenship Education in Elementary Schools.

## 2. METHODS

The research focused on the reflection of civic education through Pancasila and Citizenship Education (PPKn) courses for Elementary Schools. This study was acknowledged by a preliminary study on students at PGSD department at an Islamic university in Yogyakarta to obtain real situations and conditions regarding the significance of civic education through the Pancasila and Citizenship Education (PPKn) course.

This study used a qualitative descriptive method. Moleong (2007) states that qualitative research is research to understand phenomena with descriptions in the form of words. The data were collected through observation, documentation, and in-depth interview. The criteria of subjects were students at the Department of Primary Education who were taking Pancasila and Citizenship Education courses for Elementary School in the 2020/2021 academic year. The total of the subjects were 42 people in class G. The selection of research subjects was based on Arikunto's opinion (2006) that the research subject is the source of the data.

Finally, the data were analysed by using the Miles and Huberman model, which consists of four activities, namely data collection, data reduction, data presentation, and conclusion/verification.

## 3. FINDINGS AND DISCUSSION

This study resulted in some points in civic education through Pancasila and Citizenship Education for Elementary School course, namely: a) method of Pancasila and Citizenship Education for Elementary School; b) material of Pancasila and Citizenship Education for Elementary School; and c) students' understanding on the concept of Pancasila and Citizenship Education material.

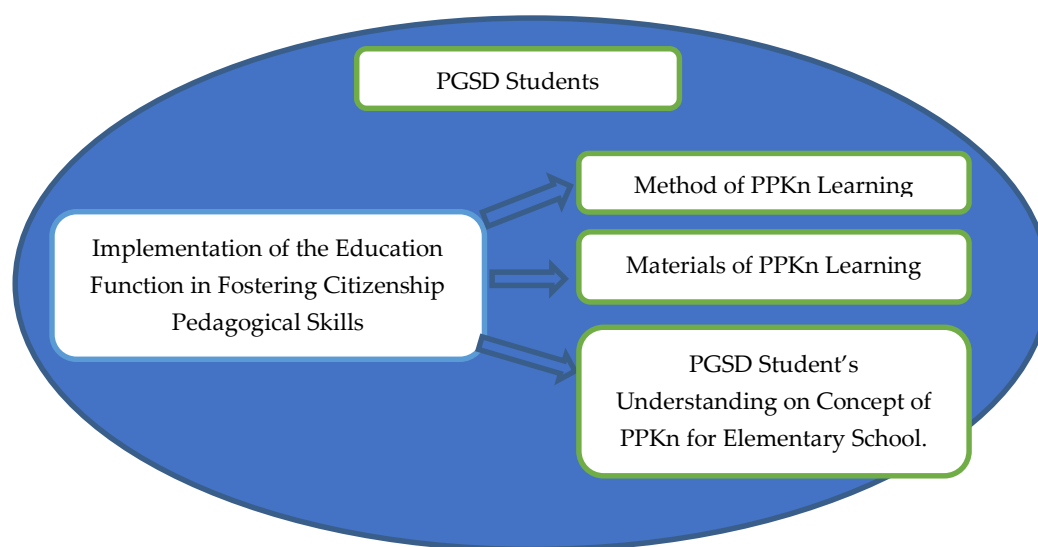


Figure 1. The Significance of Civics Education in Pancasila and Citizenship Education Course for Elementary School

### *Method of Pancasila and Citizenship Education for Elementary School*

The use of Pancasila and Citizenship Education Course for Elementary School is a part of influencing the significance of Civic Education. In line with it, Saifudin and Sukma (2020) emphasised that learning requires the development of more interesting learning models. The use of effective and efficient Pancasila and Citizenship Education learning methods is a declaration of solutions to emphasise the significance of Citizenship Education in Elementary Schools. These findings are confirmed by the statements of Dadaczynski et al. (2020) that a method which matches a student's teaching style will empower and create maximum independent learning opportunities.

Students have an increased interest in certain problems after being presented with learning simulations to get opportunities to learn through their experiences (Roll & Browne, 2020). This study

realised that the course, which took place in the odd semester of the 2020/2021 school year, occurred in a distance learning scheme. In line with Billingsley et al. (2018), most students are able to predict by choosing the preferences they use in learning. Besides, this study concluded that it is suggested to be able to participate in this distance learning scheme. These findings are supported by Hidayah (2019) that using the right method, it will be able to generate student's learning motivation.

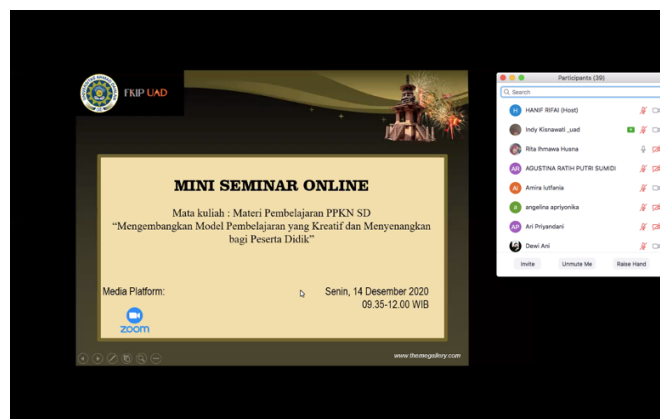


Figure 2. Students Conduct Mini-Webinars concerning Pancasila and Citizenship Education for Elementary Schools through Google Meet

Pancasila and Citizenship Education for Elementary School is a course that aims to provide reinforcement for PGSD students so that they have sufficient knowledge in discussing the course. Maryani and Septiani (2019) emphasise that teachers are required to be able to apply their teaching skills in the classroom. The position of a teacher is an important part of achieving learning success. In this case, students are carefully trained to emphasise their function and role as teachers in elementary school.

The use of the correct method in the course will be able to maximise their citizenship knowledge. Based on the results of the interview, it is known that in the distance learning of Pancasila and Citizenship Education course, students maximise their participation individually and in a group so that the process of learning materials for teaching and learning the course runs smoothly. In line with Hidayah et al. (2019), integration in learning can be seen from the aspects of time, process and teaching. In addition, in distance learning, of course, it was found that students were quite good at social relations and self-regulation. This is in line with the statement of Räsänen et al. (2018) that problems in self-regulation are positively related to student's learning connectedness.

Based on the results of the study, the use of various methods in the course was good news for the saturation of distance learning among students. Soffer and Yaron (2017) state that integrating cellular technology has become a growing trend in education lately. However, the use of software in remote learning can also have implications for learning boredom. In addition, this study also showed that students have a way to overcome learning boredom, namely by reflecting on the learning model of the course.

The method used in this course attempts to make a living and maximise the potential of students as innovative and creative prospective elementary school teachers. This study is also relevant to the study of Padilla-Petry and Vadeboncoeur (2020), that several aspects of student involvement have supported the learning process. The result of this study also showed that a variety of methods in the course could provide a pedagogical approach to the learning process. Cosner (2020) asserts that even though active learning is recognised as an element of learning design, the alternative method in the course is a continuous effort to synergise the learning needs of PPKn in Elementary School and the output being resulted. The enlargement insight of PGSD students in the course is also part of efforts to have creative thinking because the objective of Citizenship Education is full of social values (Winataputra & Sapriya, 2014). Therefore, Citizenship Education is a subject full of moral education, love for the country, and patriotism.

The relationship between various learning methods in Pancasila and Citizenship Education for Elementary School harmonises learning from a cognitive point of view. Rocher (2020) states that the cognitive perspective in learning considers how variations in learning have implications for learning motivation. The varied learning method is one of the driving forces in mastering course pedagogy in Elementary School. In line with Roberts (2017), the contemporary challenge in the learning environment in higher education is to encourage learning. It means that the varied learning materials in Pancasila and Citizenship Education for Elementary School can connect the academic rhetoric of the course to the student's learning experience.

### *Material of Pancasila and Citizenship Education for Elementary School*

Based on Figure 1, the material in the course is a part of the significance of Civic Education in elementary school. Adha and Perdana (Adha & Perdana, 2020) state that epistemologically, Citizenship Education is developed based on the tradition of citizenship education that is aligned with national goals in accordance with the tradition of citizenship education. This finding is reinforced by the opinion of Proboosiwi & Dewi (2020).

The position, of course, is in accordance with the competence of an elementary school teacher. Abdillah (2020) explains that, in particular, the PPKn developed from a practical side, namely innovation, model, and strategy. In the process of course reinforcement, students need to be emotionally involved as elementary school teachers so that they can make learning more effective. This evidence is relevant to the study of Taylor and Statler (2013) that when people are more emotionally involved, they learn to be more effective.



Figure 3. Students Presenting Course Material through Google Meet

Pancasila and Citizenship Education for Elementary Schools leads to a good paradigm in Citizenship Education (Winataputra & Sapriya, 2014) that conceptually, programmatic PPKn SD material is multi-dimensional and develops democratic citizens through civic intelligence. The higher education paradigm is dominant in the tendency to educate subject's matter that is far from the material and focuses on individual human cognition (O'Neil, 2018). In line with Lee (2015), Pancasila and Citizenship Education for Elementary School contains material about citizenship which becomes a preference for elementary school students to be a good citizens in the context of nationality.

Learning is usually identified with the construction of knowledge that occurs in previous experiences (Karpicke, 2012). Based on the results of interviews with informants, the material in the course is very accessible with value and moral education. In this case, Hawkins et al. (2016) state that in the Foucauldian perspective, the material plays an important role in consolidating understanding in learning achievement. Tita et al. (2017) clarify that by considering the uniqueness of students and the

specificity of the theme, they form certain practical skills for analysis so that the course can realise a good citizen in the school environment.

Furthermore, this study also showed that the course material was intended to focus on material contained in an epistemological and ontological manner that was oriented towards Elementary School. Lans et al. (2020) emphasise that learning innovation originates from the latest learning activities. According to Mayes (2015), certain methods for promoting ideal learning have confirmed their effectiveness in learning achievement.

### *PGSD Students' Understanding of the Concept of PPKn Course Material*

The PGSD students' understanding of PPKn course material is a part of the significance of Citizenship Education in elementary school. The PPKn learning process certainly requires a consultation and assessment tool that can be appropriate for remote learning during the pandemic. Basham et al. (2016) state that evaluating online learning products covers not only critical aspects of learning but also consultation guides and sufficient assessment tools.

Furthermore, Igbo & Omeje (2014) state that in the teaching environment, teaching materials and interactions with students are required to be in accordance with the teaching and learning process. In the situation of remote learning during the pandemic, the existence of technology as a media in learning becomes an inseparable part of students to form a separate learning experience for students. Ellis & Bliuc (2017) state that with the existence of online learning technology, the quality of student's learning is increasingly being shaped by their experience using these new artefacts.

The results showed that the concept of course material embodies the concept, essence and purpose of PPKn. Abdillah (Abdillah, 2020) states that the ancestors' cultural heritage becomes the nation's wealth and strength. Hensley et al. (2020) state that autonomy, competence and linkages are psychological needs designed to support students' personal academic development. Proficiency in Pancasila and Citizenship Education for Elementary School will refer to predictors of intention to behave (Chen et al., 2020).



Figure 4. PGSD Students Presenting the Concept of PPKn for Elementary School through Google Meet

Ignatova et al (2020) state that when students learn by imagining concepts, the effect of imagination works, so we can understand that in the course material, the cognitive load explains how students understand the course material. Manidis and Goldsmith (2017) explained that practice-based exploration at the university puts an emphasis on the development of skills qualification.

The results showed that PGSD students' understanding of the concepts of PPKn for Elementary School had increased their productivity as prospective elementary school teachers. Zerr et al (2018) explain that several people differ in learning information and how long they remember it, but individual differences in learning ability are relatively different. In the PPKn for Elementary School, the material components include various elements in the form of the course, which have various values

for Indonesia. Qoriandani and Pambudi (2020) explain that geographically Indonesia is an archipelagic country.

Understanding the concepts in the PPKn for Elementary School concerns various implications of the course. In line with the results of this study, McInerney et al. (2012) find that academic self-concept, learning strategies, and academic achievement are interrelated. The establishment of superior quality in the field of elementary school teacher resources, especially in the PPKn course material, will foster and ensure that the direction of learning PPKn is easier with suitable learning strategies in elementary school.

Some students have negative views due to a lack of information or misinformation (Chen et al., 2020). In addition, Acharya and Sinha (2016) state that the concept of mapping is an impact of the learning method. In line with Greene et al. (2019), the treatment and comparison of students underwent a greater change in conceptual knowledge in the application of monitoring and strategies in all conditions. In the teaching concept of PPKn for Elementary School, student abilities experience differences, so it requires effort to encourage their great skills in knowledge conceptually.

Expertise is important in supporting one's productivity (Adha, 2019). An understanding of the concept of PPKn becomes an experience in the academic world in bringing up learning content that is more learning. Similarly, Winataputra et al. (Winataputra & Sapriya, 2014) state that Civics contains cognitive, attitude and behavior learning. Nitchot et al. (2018) also state that future work includes incorporating a learner and learning material sharing management features in a particular domain so that it will ease students' future learning. In this case, Oliveras-Ortiz et al. (2020) explain that students' perceptions indicate that the learning environment affects student engagement. Therefore, understanding the concept of the PPKn for elementary school has built a set of interactive learning outcomes. This opinion is also relevant to Nkhoma et al. (2017).

Furthermore, the results of the study also showed that students' understanding of the PPKn has become a value of activities in the learning strategy. In line with this, Yin and Csibra (2015) describe concepts identified by abstract behavioural characteristics as objects identified by perceptual features. Therefore, understanding the concept of PPKn learning becomes an idea-building that contains pedagogical content for students (Davis & Krajcik, 2005).

Meanwhile, in the 21<sup>st</sup> century, the explosion of information and communication technology increases the use of digital devices for various human needs, including education (Kumar Basak et al., 2018). Understanding the concept of PPKn can link students' pedagogical competencies to learning patterns in the 21<sup>st</sup> century by connecting various learning sources. Li and Yang (2016) explain that the concentration of learning requires in-depth investigation in the field of learning. They build from the idea of learning and become an important part of understanding the concept of the PPKn.

Finally, the researcher realises that Indonesia has various differences (Erviana & Fatmawati, 2018). Anything that affects life will affect the nation's socio-culture (Halimah et al., 2020). Then, it is also important to understand the concept of the PPKn to participate in building concepts for Elementary School. Shallcross (2016) states that when the concept map is used to assess students, the teacher always becomes a role model in learning.

#### 4. CONCLUSION

The reflection of civic education through PPKn for Elementary School teachers in primary teachers' education program has reached some points, namely: a) method of Pancasila and Citizenship Education for Elementary School, b) material of Pancasila and Citizenship Education for Elementary School, and c) students' understanding on the concept of Pancasila and Citizenship Education material. Through PPKn course materials, the PGSD students build from learning ideas and become an important part of understanding the concept of PPKn course learning for Elementary School. A recommendation for future study is given to explore how the PGSD program can enhance the students' pedagogical competence in delivering materials in civic education subjects to young learners. Action research is highly suggested.

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