

Analysis of Civic Education Learning Problems in Grade 4 at UPT Satuan Pendidikan SDN 1 Bendo

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Abstract

This study aims to find out the problems that arise in learning Civics in grade 4 of UPT Education Unit SDN 1 Bendo. The results of surveys, interviews with class teachers, and literature reviews show that students experience dependence on gadgets and social media, which has a negative impact on the understanding and application of Pancasila values. In addition, many students began to violate school rules and felt uninterested in Civics material which was considered monotonous. The lack of parental attention to students is also a factor that supports students' low discipline and interest in learning. This study recommends that teachers and parents work together in instilling the principles of Pancasila and apply more interactive and diverse teaching methods. Maximum support from the school, family and community is essential to optimise students' character education in accordance with the values of Pancasila.

Penelitian ini bertujuan untuk mengetahui permasalahan yang muncul dalam pembelajaran PKn di kelas 4 UPT Satuan Pendidikan SDN 1 Bendo. Hasil survei, wawancara dengan wali kelas, dan telaah pustaka menunjukkan bahwa siswa mengalami ketergantungan terhadap gawai dan media sosial yang berdampak negatif terhadap pemahaman dan penerapan nilai-nilai Pancasila. Selain itu, banyak siswa mulai melanggar tata tertib sekolah dan merasa kurang tertarik dengan materi PKn yang dianggap monoton. Kurangnya perhatian orang tua kepada siswa juga menjadi faktor pendukung rendahnya kedisiplinan dan minat belajar siswa. Penelitian ini merekomendasikan agar guru dan orang tua bekerja sama dalam menanamkan nilai-nilai Pancasila dan menerapkan metode pengajaran yang lebih interaktif dan beragam. Dukungan maksimal dari pihak sekolah, keluarga, dan masyarakat sangat penting untuk mengoptimalkan pendidikan karakter siswa sesuai dengan nilai-nilai Pancasila.

1. Introduction

Education is a planned and deliberate effort to create an atmosphere and learning process where students actively hone their abilities to have religious values, self-control, character, intelligence, good morality, and skills needed for themselves and society (BP Rahman Abd et al., 2022). From this understanding, it can be concluded that education itself has a significant role in character building in students. Learning as one part of the educational process according to Hanafi in (Soleha et al., 2021) is an effort to achieve learning objectives. The whole power of all the teacher's effort made in the educational process in order to help students achieve their own educational goals. According to Law No. 20 of 2003, the educational process takes place through interaction between teachers and students by utilizing learning resources in the teaching environment (Syafirin et al., 2023).

Elementary school is the starting point where students acquire knowledge (Lisnawati et al., 2022). Civic education is one of the subjects that elementary school students will learn. Civic education is one of the subjects that aims to shape student character. As stated in article 37 paragraph (1) of Law Number 20 of 2003 concerning National Education System, Citizenship Education (Civics) is one of the subjects that must be included in the Primary and Secondary School curriculum (Anatasya & Anggareni Dewi, 2021). Depdiknas, 2006: 97-104 in (Magdalena et al., 2020) states that in elementary schools, Citizenship Education (Civics) is very important for the development of students as citizens who understand and are able to carry out their rights and obligations in order to become smart, skilled, and characterized Indonesian citizens as guaranteed by Pancasila and the 1945 Constitution.

In the observation conducted by the researcher in class 4 of the UPT Education Unit of SDN 1 Bendo, the author found that there were still several problems in Civics lessons. These problems include students who often underestimate the material, understanding the values of Pancasila which according to students is not in accordance with what students see on social media, students who violate the rules at school, and also the low attention of parents to their children. This problem is reinforced by the findings of research conducted by Liati in (Nur Aisah et al., 2022) that the cause of these problems is due to family and school environmental factors.

To solve this problem, more cooperation is needed between the school and parents in instilling the principles of Pancasila in a sustainable manner. Schools can improve students' understanding by applying learning methods that are more participatory and in accordance with actual conditions. On the other hand, parents are expected to provide positive examples in applying these values in the family environment. In addition, supervision and assistance in the use of social media also need to be improved so that students are not influenced by materials that are contrary to the values of Pancasila.

The author(s) is a part consists of a background of the study, literature review as a basis of the research issue, significance of the work, justification for its publication, hypotheses, and the purpose of the study. This part shall be presented in the form of the paragraph. Any background discussion should be brief and restricted to pertinent material.

2. Method

This research applies a descriptive qualitative approach through semi-structured interview techniques as a data collection method to explore the problems of Civics learning in class 4 of the SDN 1 Bendo Education Unit comprehensively. Qualitative research is a type of research that tends to describe situations and apply analysis to provide answers to research questions. The focus on the process and the search for meaning becomes more prominent, opening opportunities to identify new insights or even theories and produce more detailed and comprehensive data (Waruwu, 2024). Interviews were conducted with the grade 4 homeroom teacher of UPT Education Unit SDN 1 Bendo, selected through purposive sampling based on Civics teaching experience, direct involvement in the learning process, and contextual understanding of Civics at the elementary level.

The research instrument was a semi-structured interview guide with open-ended questions about Civics learning problems, teaching strategies, and evaluation. The interview was conducted for about 20 minutes in the teacher's room, recorded with consent, and followed by transcription and member checking to ensure accuracy. Data were analyzed using thematic analysis through repeated reading of transcripts, open coding of key statements, grouping codes into categories, and organizing them into themes that reveal the main problems and potential solutions in Civics learning.

However, it is important to note that this study is limited to a single-site investigation with one primary participant. Consequently, the findings may not fully represent Civics learning challenges in other schools or regions. Future studies could expand to multiple schools and include more teachers to enhance the transferability and depth of the findings.

3. Results and Discussion

Civics learning aims to develop students' character to become good citizens with cognitive, affective, and psychomotor competencies related to Pancasila values (Bhughe, 2022). It is expected to shape students' character in line with the Pancasila learner profile (Rachman & Azam, 2021) and to help them grow into democratic individuals with a strong self-identity that reflects Indonesian societal values, enabling them to live harmoniously with other nations (Lastari et al., 2023). Through Civics, students are expected to apply moral values in daily life, such as patriotism, tolerance, care, responsibility, and awareness of their rights and obligations as citizens. Effective Civics learning will produce the next generation that understands and practices positive characters according to Pancasila (Pertiwi et al., 2020).

However, interviews with grade 4 teachers at SDN 1 Bendo revealed several obstacles that affect the effectiveness of Civics learning and hinder the achievement of its character-building goals. The main problems identified in class 4 Civics learning at SDN 1 Bendo are as follows.

1. Social Media and Gadget Dependency

Communication devices or commonly called gadgets continue to experience rapid development along with the times (Subagyo, R. A., Rahmawati, F. P., & Ghufon, 2024). Gadgets are sophisticated devices created by humans through a programming process so that they can display various platforms as social networks and entertainment (Zakaria et al., 2023). Gadgets as a means of communication have spread throughout the world, offering a wide global social network.

Social media is a technology that is often found as a means of communication (Bakistuta et al., 2023). Examples of social media are Tiktok, Instagram, YouTube, and others. From this social media we can access various content containing information and entertainment from all over the world. The wide range of content that can be received has a significant impact on social media users, both positive and

negative impacts. Social media users need to pay attention to the impact of using social media, as well as elementary school students.

Gadgets are now widely used among children, especially elementary school students (Subagyo, R. A., Rahmawati, F. P., & Ghufro, 2024). Children at this time are still not ready to be fully released so they need the assistance and supervision of surrounding adults as a direction guide. Children who are not accompanied by parents have a greater potential to be negatively affected by the use of gadgets and social media. One of the impacts of this is that students are addicted to playing gadgets and social media. Whereas it is recommended that at this time children spend a lot of time doing real physical activities, cooperating with their friends, telling stories and chatting with their friends directly and increasing achievement in various fields rather than spending a lot of time with gadgets (Dewi et al., 2023).

Based on interviews with teachers, many Grade 4 students at SDN 1 Bendo are dependent on social media and gadgets. This was shown when some students reported to the teacher that what they saw on social media content was negative. In this case, the teacher advised and reminded them that this was not right because it was not in accordance with Pancasila. However, there are actually more students who do not report it and just stay silent seeing similar content. This proves that the use of social media and gadgets does require assistance from adults, both teachers at school and parents at home. In line with research that the role of parents is to educate, guide, and foster their children in their daily lives (Septiani et al., 2021). Teachers also need to remind by advising students regarding the impact of excessive gadget use. That way, cooperation between teachers and parents is needed as a form of overcoming the the impact of using social media and gadgets for students. Good cooperation between harmonious teachers and parents will form students who have a positive attitude (Listari et al., 2022).

2. Students Start Breaking the Rules

Based on the results of interviews with the grade 4 teacher at the Education Unit of SDN 1 Bendo, grade 4 children are beginning to experience a transition period from childhood to adulthood. Some children begin to feel that they are already big, so they violate the rules. For example, pretending to forget so they don't bring rukuh. In addition, if there is a case of problems between students the teacher must be able to solve it. The teacher brings the perpetrator, victim, and also witnesses to be tried in the teacher's room. Here the teacher acts not only as a teacher but also as a police officer, detective, and judge to understand and resolve student problems. This is in line with the role of the teacher who in addition to being a teacher is also a facilitator in providing a positive environment for student learning (Rosida et al., 2022). A positive environment is an environment that creates a sense of security and comfort for its surroundings (Sari et al., 2024). So that in the school environment students can develop optimally both in terms of cognitive, affective, and psychomotor. In addition, a positive environment also encourages students to have a positive character with teacher support. With the guidance of the teacher as a facilitator, problems that arise between students can be resolved properly.

Schools as educational institutions play an important role in shaping student character. Through teachers as facilitators, students are educated to become smart individuals with good character. Students with good character can be shown through a disciplined attitude by complying with the rules set by the school (Cendana, 2021). The teacher's responsibility to improve students' disciplinary behavior is through the establishment of school rules. School rules act as a tool to discipline students in the teaching and learning process at school. The existence of discipline in student attitudes determines the success of the education being carried out. According to Habibullah (2023), the success of Civics education in the current independent curriculum is the creation of students with the profile character of Pancasila students who implement the values of Pancasila.

Teachers need to instill students' disciplinary character through school regulations and character education, especially in Civics learning. According to Amelia and Dafit (2023), although teachers as facilitators seek support through character education and the establishment of school rules, there are factors that inhibit student discipline, namely the lack of student self-awareness and a less supportive family and community environment. There are families or neighbors who behave irresponsibly such as parents who are late in taking children to school and do not give love and attention to children. In addition, there are communities that are not child-friendly such as slum neighborhoods. This shows that there needs to be a deep understanding of students and good cooperation between parents and the community regarding the urgency of disciplinary character in students. Teachers as facilitators in the growth and development of student character and morals have a strategic role in conveying the importance of discipline through socialization activities to all education stakeholders (Irvani & Hanifah, 2024). This socialization can be done through parenting activities and counseling to the surrounding community. In addition, teachers need to develop learning to better support students' character

development in depth. Teachers also need to strengthen the rules enforced at school so that students can improve their discipline in obeying school rules.

3. Students Bored with Repetitive Material

Elementary school students are known to be dynamic children, but they also get bored easily when studying. Boredom in learning is time that has been spent but no results have been achieved (Ramadhani et al., 2022). Boredom in learning can be experienced by anyone, especially elementary school students. The material provided is simple and has been studied before, which is the main factor causing students to quickly feel bored. Students begin to feel bored when they start talking to their friends, daydreaming, and walking around the classroom. Such conditions cause students to lose interest in their studies, which then has a negative impact on their learning outcomes.

Based on interviews with teachers, one of the reasons students feel bored in Civics Education classes is the similarity of the material taught to that in previous grades. The similarity of Civics Education material in elementary school classes that use the Merdeka Curriculum is due to the Learning Outcomes (CP) being the same in each phase. Learning Outcomes (CP) are designed to enable students to understand the material gradually, but in reality, students feel bored with the material, which they believe they have already studied in previous grades. The curriculum is a plan used as a foundation in education to ensure that learning objectives are achieved optimally (Al-Rosyid et al., 2023).

The curriculum is a plan regarding the objectives, content, and subject matter, as well as the methods used to guide the learning process in order to achieve the objectives of education (Rika Widianita, 2023). The independent curriculum is the curriculum currently implemented in Indonesia. The independent curriculum is an environment where schools, teachers, and students have freedom (Rachmawati et al., 2021). The main objective of the Independent Curriculum is to produce graduates who are globally competitive, have noble character, and can face future challenges (Tuerah & Tuerah, 2023). The characteristics of the Merdeka Curriculum include simpler and more in-depth material in a calm environment due to the ample time provided (Rahayu et al., 2022). However, these characteristics also have negative impacts on students, causing boredom and a lack of motivation in learning, while the calm environment tends to make learning monotonous.

Teachers take steps to ensure that students do not get bored during civic education lessons and can achieve their goals optimally. Diverse learning is one of the methods used in the implementation of the Merdeka Curriculum. This strategy involves teachers paying attention to differences in how students learn, their interests, and their abilities, and providing learning experiences that suit the needs of each student. Differentiated learning is a method that requires teachers to always pay attention to students' various learning styles, interests, and abilities. Additionally, teachers must tailor learning experiences to meet the specific needs of each child.

The application of different learning methods in the educational process is essential to support students in better understanding and applying the values of Pancasila. The aim is to create a diverse classroom environment so that students can generate ideas and achieve maximum learning outcomes. Classroom learning activities must be equipped with adequate facilities, and the strategies, methods, and techniques employed by teachers must be able to meet students' needs. Teachers are required to design and implement learning activities tailored to students' characteristics. Adjusting the curriculum and incorporating variety in teaching methods will enhance student engagement, thereby preventing boredom during Civic Education (PKn) lessons.

4. Parents Don't Care Enough About Their Children

The difference in the attention parents give to their children will affect their cognitive learning outcomes. Education is not only the responsibility of teachers who teach children, but parents also need to play a role. Article 7 of Chapter IV of Law Number 20 of 2003 of the Republic of Indonesia regarding the rights and responsibilities of parents contributes to choosing educational institutions and obtaining information about their children's development. In addition, parents are also responsible for providing basic education for their children. Parents and teachers play a crucial role in fostering enthusiasm and motivation for learning to achieve students' future success (Mahmudi et al., 2020). Parents have a significant position and responsibility towards their children, because parents provide for, educate, and nurture them to ensure their future happiness (Zahro et al., 2022).

Parental attention is the main focus of all parental actions directed toward children. When children are learning, they are influenced by their family environment, which can be seen in the harmonious

relationships between family members, the atmosphere at home, and the family's economic conditions (Dianty et al., 2022). However, parental attention to children should not be excessive, as excessive attention can cause children to feel overwhelmed. Conversely, insufficient attention can lead to unmet needs. Therefore, attention should be tailored to the child's needs or provided in an ideal manner (Mahmudi et al., 2020). Ideal attention to children is a form of active parental involvement to support their children's physical and cognitive development. Optimal parental attention can improve children's academic performance in elementary school (Lestari et al., 2023). There is a significant relationship between parental attention and their children's cognitive outcomes (Mahmudi et al., 2020).

Collaboration between teachers and parents in supporting children's cognitive and character development. This relationship can create a balanced learning environment for children at home and at school, so that children will receive full support from parents and teachers during learning. Effective forms of collaboration between teachers and parents include parenting programs, regular meetings, and the use of digital media such as WhatsApp groups (Fauziah et al., 2024). Communication between teachers and parents is very important and effective when done to support the activities carried out by children at elementary school (Abida et al., 2024). Therefore, teachers must build positive communication with parents to ensure the learning process runs smoothly and students can achieve optimal learning outcomes.

3.1. Conclusion

This study aims to identify problems in Civic Education (PKn) learning in grade 4 at UPT Satuan Pendidikan SDN 1 Bendo, which include students' dependence on gadgets and social media, rule violations, boredom with monotonous material, and lack of parental attention. The research findings indicate that these factors significantly impact students' understanding and application of Pancasila values. Therefore, it is important to develop more interactive and diverse teaching methods, as well as enhance collaboration between teachers and parents in supporting students' character education. The recommended solutions include implementing differentiated learning and parenting programs to increase parental involvement, which are expected to address existing issues and strengthen students' character in line with the values of Pancasila

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