

Analysis of Learning Development Strategies for Pancasila and Citizenship Education (PPKn) in Students of UPT SDN Jimbe 3

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Abstract

This study explores Civics learning strategies in class 2 of UPT SDN Jimbe 3 with a descriptive qualitative approach. Data were obtained through observation, teacher interviews, and student questionnaires. Teachers used a combination of lectures, discussions, educational games, and visual media (such as snakes and ladders, and cut-and-paste activities). This approach successfully increased students' interest in learning and their understanding of Pancasila values. Students showed high enthusiasm, although challenges such as differences in participation and classroom control still need to be overcome. Overall, contextual and participatory learning approaches are effective in shaping character and increasing student engagement in Civics learning.

1. Introduction

Pancasila and Civic Education (PPKn) has a strategic role in shaping students' awareness and character as citizens, instilling moral, social, and national values from an early age (Agassy & Suhendro, 2021). However, many schools still face the challenge of low student enthusiasm for Civics learning (Dewi et al., 2021), often due to monotonous teaching methods that do not align with elementary students' characteristics. This condition highlights the urgency for teachers to innovate through active learning strategies and contextual media that connect Civics material to students' daily lives, so that learning becomes engaging and fosters a deeper understanding of civic values.

From the observation at SDN 3 Jimbe, the teacher has used educational games as one of the Civics learning methods. The use of educational games can make the class fun and increase students' active participation (Ulpa & Jamal, 2024). In addition, educational games help students understand Civics concepts in an interactive way. However, in order for moral and social values to be better understood by students, the use of this media should be reinforced with teacher discussions and explanations.

The success of innovative learning depends on the support of the school environment. The commitment of the principal and staff in providing appropriate facilities as well as the active role of homerooms and parents at SDN 3 Jimbe support Civics learning. School and family cooperation creates a good educational ecosystem, strengthens students' character and raises national awareness early on. With the development of technology, teachers must continue to improve their digital skills. Courses and seminars on using technology in learning should be scheduled regularly. If teachers can use digital media in their learning, the variety of learning approaches will increase. This ability will improve the quality and attractiveness of Civics learning, especially for students who thrive in the digital era. As a result, learning becomes more interactive and fun.

Active learning strategies are essential for Civics learning. This method encourages students to participate directly in lessons, which makes learning more significant (Kirani & Najicha, 2022). In addition, the active approach allows students to acquire social and communication skills that are important for the life of the nation. Teacher Jimbe uses role simulation and small group discussions at SDN 3. This shows a commitment to creating learning that is more than just theory.

One of the main goals of Civics learning is to create a classroom atmosphere that is welcoming and inclusive for every student. According to Sari et al. (2024) explains that every student should feel valued and given the opportunity to speak. This condition requires good classroom management and better relationships between students. A sense of community and solidarity will be enhanced through positive social interaction. As a result, the principles of Pancasila are not only understood intellectually but also lived out in daily life.

Developing various learning media is a way to overcome students' boredom with Civics lessons. Digital media such as educational games, interactive presentations, and videos can make learning more interesting. In addition, non-digital media such as stories, dramas and field activities are essential to give students real experiences (Diningsih & Wardani, 2021). In order to make the learning process more dynamic at SDN 3 Jimbe, teachers have used various media alternately. This multimedia method suits students' tendency for variety and practical activities.

Continuous evaluation must be included with the use of appropriate learning media. By using evaluation, teachers can find out the extent to which students understand the material and apply the principles taught. Evaluation results help teachers create follow-up strategies to deal with student learning problems (Fitriyanti, 2022). Teachers try to use various assessment methods at SDN 3 Jimbe to conduct formative evaluation. To ensure that Civics learning on students' attitudes and behaviors, this effort is very important.

Thus, the purpose of this study is to evaluate and develop Civics learning strategies that can handle the difficulties caused by the individualistic nature of students by using appropriate learning media and approaches. Our hope is that Civics learning at UPT SDN Jimbe 3 can become a learning model that not only increases students' interest in learning and their understanding, but also builds the character of inclusive and cooperative citizens.

2. Method

This research uses a descriptive qualitative approach that aims to analyze the implementation of Civics learning development strategies at UPT SDN Jimbe 3. The research subjects used by the author are teachers and grade 2 students. Data was collected through three main techniques, namely observation, interviews, and questionnaires. Observations focused on teacher strategies and student engagement during Civics lessons. Semi-structured interviews explored teachers' perceptions and challenges, while student questionnaires captured responses to various learning methods. This observation was non-participatory and used an observation sheet as a data recording instrument. The author also conducted semi-structured interviews with teachers, this interview aims to dig deeper information about the learning strategies applied, the obstacles faced and the teacher's perception of the effectiveness of the strategies used. In addition to observations and interviews, the author used a questionnaire distributed to students to find out their responses to the learning methods and strategies used by the teacher. The data obtained will be analyzed qualitatively with the stages of data reduction, data presentation, and conclusion drawing. Questionnaire data was analyzed descriptively to support the results of observations and interviews

3. Results and Discussion

Based on the results of observations and interviews, it was found that teachers start learning by preparing teaching materials, learning media and designs that will be applied in class. In applying learning media, teachers have combined contextual learning media (package books and LKS) with digital media such as learning videos from YouTube. Learning approaches are varied, including individual and group learning that is arranged heterogeneously based on students' abilities. This reflects teachers' efforts to adapt learning methods to the needs and diverse characteristics of students.

Learning strategies such as lectures, questions and answers, discussions, and games such as snakes and ladders help students learn in a fun way and improve interaction and understanding of Civics. Overactive students or those who struggle with self-control are experiencing normal developmental challenges typical of early primary years.

The results of the interviews show that the Civics learning development strategy at UPT SDN Jimbe 3 uses a contextual, active, and participatory approach. Teachers let students talk, work together and relate lessons to their personal experiences. This method is in line with modern learning principles, which emphasize critical thinking, teamwork, and character strengthening. As a result, learning becomes more meaningful and supports the formation of attitudes and values in accordance with the lesson objectives. In the interview, the teacher also said that second grade students show healthy competition in achieving grades in individual and group tasks, which increases their engagement in learning. However, some students remain passive in activities that require communication or group work.

To obtain objective data on students' responses to the Civics learning strategy at SDN Jimbe 3, the author distributed a questionnaire with simple questions relating to the cognitive development of students in grade 2. This questionnaire also measures students' level of agreement with Civics learning.

The results were analyzed and presented in tables to provide a better picture of students' perceptions. Based on the results of the survey conducted on twelve students, it shows that teachers use Civics learning strategies well. The highest percentage, 83.3%, and the lowest, 66.7%, each indicate a strong tendency for students to accept and appreciate the learning methods used the following is a table recapitulating the questionnaire data:

Table 1. Results of Student Questionnaires on Civics Learning

No	Statement	Agree (student)	Disagree (student)	Percentage
1.	Group discussions make Civics lessons more interesting	10	2	85.7%
2.	Learning media (pictures, videos, stories) make it easier for me to understand the material	10	2	85,7%
3.	I feel more energized when given creative tasks	9	3	75,0%
4.	Civics learning helps me understand the values of Pancasila	10	2	83,3%
5.	I actively participate in Civics learning	8	4	66,7%
6.	I prefer to learn Civics with the game or simulation method	9	3	75,0%
7.	I feel that learning Civics is fun and not boring	10	2	83,3%

Analysis of statements based on the theory of social constructivism developed by Lev Vygotsky.

1. Group discussions make Civics lessons more fun
 According to Haizi (2023) group discussions are an effective form of social interaction in developing students' social skills and increasing learning motivation This is also supported by Vygotsky's theory that learning occurs through interactions with others in the zone of proximal development, therefore the application of group discussions in Civics learning is quite effective in fostering a social spirit in students.
2. Learning media (pictures, videos, stories) make it easier for me to understand the material.
 Visual and narrative aids are very important in social constructivism-based learning, media such as images and stories function as cultural tools that facilitate the formation of meaning by students. In addition, media also strengthen scaffolding in understanding abstract concepts such as the values of Pancasila (Suoth et al., 2022).
3. I feel more enthusiastic when given creative assignments
 Project-based Civics learning is learning that emphasizes creativity and active involvement of students in the classroom (Sari et al., 2024). The use of project-based learning is in line with Vygotsky's approach on the importance of meaningful activities in building students' understanding and enthusiasm for learning so that they will later easily practice the material received in everyday life.
4. Civics learning helps me understand the values of Pancasila
 Meaningful learning must be linked to the students' socio-cultural context. PjBL is a way of learning that invites students to explore, design and complete projects related to their real life (Sari et al., 2024). The PjBL model can be an effective step to instill Pancasila values to students because the home or school environment must have social and cultural differences between one another.
5. I actively participate in Civics learning
 According to Payong (2020) active involvement of students in the learning process is the core of the Zone of Proximal Development (ZPD) based approach. The distance between a child's actual level of development (what can be done by themselves) and their potential level of development (what can be done with the help of others) can show the active participation of students so that active learning shows social interaction and is directed by teachers or peers as more knowledgeable others (MKO).

6. I prefer to learn Civics using games or simulation methods.

Tazkia & Damayanti (2024) emphasizes that the use of simulations and experience based activities facilitates the learning of Civics concepts that may be quite difficult for students to understand. Simulations in the learning process will create a scaffolded environment that develops student understanding gradually. Therefore, the use of simulations or games is always the most effective method to teach Pancasila values to students.

7. I find learning Civics fun and not boring.

Active engagement, social interaction and contextualized learning can create a fun learning atmosphere. Fun Civics learning can foster student motivation in applying Pancasila values in everyday life, so all students will tend to like social interaction.

Student Interest, Engagement, and Motivation

The results of a survey conducted on twelve students showed that teachers mostly gave positive responses to the Civics learning approach. With an agreement rate of between 66.7% and 85.7%, students overall enjoy learning. Nevertheless, their active participation can still be improved. Civics lessons become more interesting because of group discussions, according to the first statement. A total of 10 out of 12 students agreed with this statement, or 85.7 percent, indicating that the cooperative learning model can make learning more fun and interactive. Group discussions allow students to work together, share ideas and understand each other, so lessons are no longer boring.

Learning media such as pictures, videos and stories reached 85.7% of the results, indicating that they are effective in helping students understand the topic. Visual and audiovisual approaches clarify the concepts being taught and increase the attractiveness of the lesson. Visual incentives, in addition to the teacher's oral explanations, help students understand the material better. 75% of students agreed with the third and sixth statements. When given creative tasks, nine students were more energized. In addition, many students preferred learning Civics through games or simulations. Methods that are based on real activities and experiences increase students' interest in learning, games and innovative tasks provide opportunities for students to express themselves while learning. Learning in this way is more interactive and interesting.

According to the fourth and seventh statements, 83.3% of students consider learning Civics to be fun and helps them understand the values of Pancasila. This shows that the process of achieving the main goal - building the values and nature of the nation - has begun. Students not only improve their cognitive understanding, but they also enjoy learning as an affective experience. The indicator "I actively participate in Civics learning" received the lowest result, with 66.7% of students agreeing. Although there are various media and approaches, this indicates that not all students feel actively involved. Active participation is important for meaningful learning, so it needs further attention.

Overall, this data shows that by using Civics learning strategies, the class becomes fun, easy to understand, and relevant for students. However, the low level of active participation suggests that more inclusive strategies, such as role plays, debates, or organized group projects, are needed. Not only do students find these lessons interesting, but these methods also encourage them to think critically, actively participate, and voice their opinions. Student learning interest in Civics is very important to increase students' desire and active involvement. Interested students tend to be more enthusiastic, understand lessons easily and have a positive attitude. Strategies such as group discussions, snakes and ladders games, and learning videos from YouTube have successfully attracted the attention and increased student engagement at UPT SDN Jimbe 3 grade 2.

Contextual and Activity-Based Learning in Civics

Learning strategies that relate Civics material to the context of everyday life, such as cooperation at home and school, also support increased student interest in learning. This method is used in real context-based learning (PBKN), which uses concrete experiences as a link between the abstract concepts taught in Civics and the social reality faced by students. According to Zihura et al. (2024) contextual learning has the ability to increase students' emotional engagement because students feel that the lessons they learn are related to their own lives. Previous research by Sitepu et al. (2023) also showed that contextual approach can trigger students' emotional and cognitive engagement as the learning materials become relevant to students.

In Civics learning, the implementation of educational games such as snakes and ladders has also proven to be an effective strategy to increase learning motivation. According to Avianida & Kuryanto

(2024) Educational games help students interact and understand Civics values such as honesty, responsibility, and cooperation. However, there are challenges such as not focusing, talking to themselves, or playing around. This condition is normal at the early age of second grade (Fauziah et al., 2024). Therefore, teachers must create learning approaches that balance active activities with strengthening classroom discipline.

In addition, the various approaches used by teachers greatly influence students' learning motivation. The diverse learning needs of students can be implemented by implementing strategies such as heterogeneous group discussions, question and answer, and interactive lectures. Varied student needs-based learning can improve students' effective learning outcomes towards the learning process.

According to Rimah Dani et al. (2023), varied student needs-based learning can improve learning outcomes for the learning process. In learning, the use of digital media is also very important. When YouTube learning videos are selected correctly and in accordance with social values or norms, students can enhance the student learning experience and improve visual and auditory understanding of concepts. Indriani et al. (2022) argued that multimodal methods give teachers the opportunity to reach various learning styles. Interactive and contextual learning affects students' character. As a subject that has moral values, Civics must be delivered in a fun, interesting, and meaningful way. According to Society et al. (2024) explains that the implementation of active and selective learning strategies in Civics has the ability to make positive character building such as tolerance, responsibility, and social solidarity.

Character Formation and Student Participation

The purpose of learning Civics is so that students can participate intelligently and responsibly in the activities of society, nation, and state, as well as apply critical and creative thinking skills in responding to civic issues (Dicky Dermawan & Maulana, 2023). So that learning becomes more relevant and easier to apply in everyday life, teachers must help students connect lessons with everyday life (Anissa & Luti, 2024). This can be seen in learning at SDN 3 Jimbe that teachers strive to connect Civics material with everyday life so that the main goal in developing Civics learning strategies can be realized, namely, to instill character values in students from an early age.

Character is defined as the basic values that make up a person's personality; this is formed by genetic and environmental factors, which distinguishes it from others, and is shown in daily attitudes and behavior. According to Pertiwi et al. (2020) by internalizing the principles of morality and noble morals in their daily lives, character education helps students become more independent. Students show a competitive attitude in learning because they want to be recognized by teachers and peers. Nonetheless, students' participation is not always equal some students concentrate on group tasks, while others are more passive. The teacher used the snakes and ladders game to address this imbalance, and students responded in different ways.

Based on the questionnaire results, students stated that the group discussion would make learning more interesting. Research conducted by Wardana & Saputri (2020) revealed that the use of group discussion model aims to encourage students to actively participate in the learning process. This will result in a more active learning environment than monotonous learning. In research Rusmiati (2022) revealed that learning outcomes can be improved Sopakua et al. (2021) discussion is an interactive way of learning in which two or more people are involved to talk, exchange opinions, or defend their opinions in problem solving to reach an agreement with the small group discussion method.

The second indicator is the use of learning media such as pictures, videos, and stories, with the same result of 85.7% which is considered very helpful for students in understanding the material. According to research conducted by Aryani et al. (2025) the use of audio-visual media in learning improves students' understanding, makes them more active, creates an interesting learning environment, and helps them remember information better. Research by Fitriyanti (2022) shows that the use of audio-visual media can significantly increase students' interest in learning compared to conventional learning methods. The effectiveness of audio-visual media in improving students' understanding and interest in learning is in line with the activity-based learning approach.

Activity-based learning approaches and real experiences, such as creative assignments and educational games, have been proven effective in increasing students' learning motivation in Civics subjects. Research by Ruchliyadi et al. (2022) shows that the role-playing method and simulation games can significantly improve students' motivation and learning outcomes. This approach also encourages 21st century skills such as critical thinking, creativity, and cooperation (Dezy Purwitaning Rahayu

Muhammad Nurwahidin, 2022). According to Sukmawati et al. (2022) roleplaying and simulation not only make students more interested but also teach them social empathy and a sense of responsibility as citizens.

According to 83.3% of students, fun Civics learning has helped them understand the values of Pancasila. This shows that the main goal of instilling the values and traits of the nation is beginning to be achieved. Students understand cognitively and affectively. Research by Afdal et al. (2024) supports this finding, showing that the implementation of Pancasila values in Civics learning at SD Negeri 020 Samarinda Utara can improve students' understanding of these values. This shows that a fun learning approach can improve students' understanding and involvement in Civics learning.

However, students' active participation in Civics learning still needs to be improved, because only 66.7% of students stated that they actively participated. Although the methods and media used have been quite varied and interesting, not all students feel given the space or opportunity to participate optimally. Research by Atma (2020) shows that the Take and Give learning model increases student participation in Civics. Student activity increased from 80.30% in the first cycle to 96.97% in the second cycle. This shows that interactive methods that involve students actively can improve their participation and learning outcomes.

3.1. Conclusion

The research shows that Civics learning strategies in grade 2 of SDN Jimbe 3 are quite varied and in accordance with the characteristics of students. Teachers combine lectures, discussions, educational games, and visual and digital media to increase students' interest and understanding of Pancasila values. The combination of contextual and participatory strategies effectively enhances student engagement and character development in Civics learning. To further improve outcomes, schools should provide ongoing teacher training and expand access to diverse learning media. However, this study is limited to a single school with a small sample, so the findings may not fully represent broader contexts. Future research should involve multiple schools and explore long-term impacts to strengthen generalization."

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