
Pancasila and Citizenship Education Learning Model for Elementary School Students: A Literature Review

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Abstract. The learning model is a conceptual framework used by teachers to organise learning. The learning model is considered capable of overcoming problems that arise in the learning process. Innovative learning models will make it easier to achieve the learning objectives that have been formulated. This research specifically aims to determine the learning model for elementary civic education. This type of research is a qualitative literature study. The results showed that the appropriate learning model in elementary PPKn was 1) Value Clarification Technique (VCT), 2) Case Analysis, 3) Contextual Teaching and Learning (CTL), and 4) Problem-Based Learning (PBL).

Keywords. Case Analysis; Contextual Teaching and Learning; Value Clarification Technique

INTRODUCTION

The learning model is a conceptual framework used by teachers to organise learning. Joyce & Weil in Rusman (2010) argue that the learning model is the pattern used in designing learning in the classroom. Then Adi in Suprihatiningrum (2013) added that the learning model is an overview of the procedures in learning that aim to achieve learning objectives. Based on these opinions, it can be concluded that the learning model is conceptual in organising learning and aims to achieve learning objectives.

In elementary school learning practises, the learning model is one of the pillars for achieving learning goals. Rusman (2010) states that there are several characteristics of the learning model, namely: 1) it is in accordance with educational theory; 2) it has a mission in certain education; 3) it can be used as guidelines in the learning process; 4) it has a model section; 5) it has an impact; and 6) it creates lesson plans. As one of the pillars of achieving learning objectives, the learning model has an orientation that is aligned with the achievement of learning objectives.

The learning model in elementary school learning practises is still adapted to the principles of learning. In this case, specifically in elementary PPKn learning, the use of learning models that will be used in teaching and learning activities is also related to the characteristics of elementary PPKn learning. Hidayah (2020) states that in civics learning, it is also about how to educate citizens.

The position of the learning model in the practise of elementary school learning is a hope for the implementation of successful elementary civics learning. Nistor, Stanciu,

Vanea, Sasu, & Dragotâ (2014) state that learning is everywhere and has positive cognitive and social effects, such as skills and social skills. From this opinion, it can be said that in learning practise, other perspectives are also determined, which can influence the success of the dimensions of learning success.

The use of learning models cannot be separated from the circumstances and conditions of ongoing student learning. In this case, the learning situation during the COVID-19 pandemic was no exception. Based on the survey results regarding the obstacles to online learning in Magelang Regency, the following data was obtained:

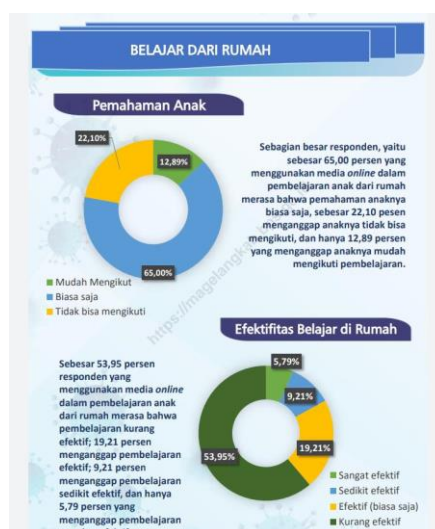


Figure 1. Results of a Survey of Obstacles to Online Learning in Malang
Source: (Borobudurnews.com, 2020)

Based on these data, it can be seen that respondents in the survey stated that online learning was less effective, and therefore, according to researchers, it is important to conduct deeper studies in terms of using learning models.

Some previous studies regarding the SD Civics learning model include: 1) H., Mahmud, Saneba, & Jamaludin (2017) regarding improving student learning outcomes in elementary civics learning using the STAD type cooperative approach results if the STAD type cooperative approach can improve student learning outcomes in learning civics in elementary school. 2) Choerifki (2017) regarding improving the learning outcomes of elementary civics using the scramble model results in the conclusion that the scramble model can improve the learning outcomes of elementary civics. 3) Astawa, Putra, & Abadi (2020) regarding the use of the VCT model in elementary civics learning in increasing students' knowledge competence. 4) Widiarti (2014) regarding the use of the SD Civics learning method, which in its use is adapted to the material and objectives of learning Elementary Civics. Based on the previous research, it can be concluded that in learning civics in elementary school, there are many uses of learning models that can improve students' competence in learning civics in elementary school. Retnasari, Hidayah, and Dianasari (2020) also stated that in learning civics in elementary school, students' competencies can be increased through the use of models.

This study specifically aims to determine the learning model for elementary civic education. The theoretical benefit of this research is that it enriches the study of the elementary civic education learning model, while practically, it is expected to be a guide for further similar research. The novelties of this research include: 1) this research offers solutions regarding appropriate learning models in elementary PPKn learning; 2) this research offers improvements in the practise of appropriate learning models in elementary PPKn learning; and 3) this research provides a conceptual framework regarding appropriate learning models in learning PPKn SD.

METHOD

This study uses the method of literature study. Literature study involves examining journals, books, research reports, and magazines. Then it is used to identify and examine elementary school civic education learning models. Literature review and conclusions refer to John W. Creswell, first starting with identifying keywords, which is useful for finding material. Second, after getting the keywords, we continued by focusing on the journals and books to be used. Third, examine the references that have been obtained. Fourth, the references used are considered for their contribution. Fifth, make a useful literature map of how this research will contribute to the existing literature. Reference sources in the form of scientific journals, books, document magazines, and other materials are obtained online according to the focus of the research theme. Data collection was carried out by collecting references from various online sources. Furthermore, data analysis used the Miles and Huberman model, namely data reduction, display, and drawing conclusions.

RESULT AND DISCUSSION

Value Clarification Technique (VCT) Model in Elementary Civic Education Learning

Based on the results of the studies that have been carried out, *the value clarification technique* (VCT) model is considered suitable for teaching elementary civics, especially in the lower classes. VCT is a way of instilling and exploring certain values in students (Putra, I. Putu Eka Pratama, et al., 2014). Values are things that are sought throughout life and are fundamental. Even at the school level, good values in the form of moral values must be understood, felt, and carried out by students (Lickona, 2012).

Civics is an education that contains integrated cognitive, affective, and psychomotor dimensions as well as value requirements. Civics is designed as a learning subject that focuses on content that carries values and experiences in various forms of behaviour that need to be realised in everyday life (Budimansyah, 2006). Moral values in civics learning in elementary schools are conceptualised in the ideas and values of Pancasila. The use of the VCT model in the learning process of affective emphasis, which is full of measurable values,

Even though a person's awareness of moral values or values contained in the Pancasila precepts such as divinity, humanity, unity, honesty, tolerance, mutual respect, care, and respect is something that is difficult to measure, According to Djahiri (Taniredja, F., and Harmianto, 2019), VCT has advantages in fostering and instilling student morale,

being able to clarify the contents of material messages conveyed, being able to assess the moral quality of students, being able to involve and develop potential attitudes in students, being able to provide experience learning, and giving an overview of moral values that lead to a high moral life.

The syntax of the VCT learning model, according to Djahiri (1995), is: 1) determining the stimulus; 2) presentation of the stimulus; 3) determining the choice; 4) examining reasons; 5) conclusions and directions; 6) following up. In model learning with VCT, the teacher acts as a model so that the attitude that must be displayed is able to set an example for students in accordance with the discussion of material such as Pancasila morals. In addition, the teacher is also a facilitator who provides direction for students through the role of straightening, explaining, and manipulating students' clarifications so that they reach the target value that will be instilled during arguments. Then the teacher guides students in determining the targeted value. According to Tyas, SP, and Marwadi, the results of their research revealed that the accompanying impact of using the VCT model in PKN learning was that students were more innovative in responding to problems, active in collaboration, able to control themselves in conflict resolution, and able to explore the character of the individual.

The use of the VCT learning model can be combined with game techniques in the learning process (Suganti, Sri, 2017). Reinforced by the opinion of Reuben (1999) in Kumar and Lightner (2007: 53–63), "*using activities and games in class encourages active learning, as well as collaboration and interactivity*". The use of game activities in the classroom will encourage active, collaborative, and interactive learning. This is so that the learning objectives are achieved with a fun learning process that is more fun and the competence of the goal.

Case Analysis Model in Elementary Civic Education Learning

Based on the results of the studies that have been conducted by researchers, the case analysis model is considered suitable for learning civics in elementary school, especially for the upper class. Arum (2014) stated that learning using the case analysis model can provide students with learning experiences. Then Loughland & Nguyen (2020) confirm that there has been an evolution in the teacher professional learning literature about what constitutes an effective process. In learning civics in elementary school for the upper class, the case analysis model will invite students to carry out longitudinal examinations.

Upper-class civics education learning using a case analysis model directs students to be able to systematically and deeply analyse information. This will be able to increase students' *civic knowledge* because *civic knowledge* is one of the competencies that needs to be developed in citizenship education. As emphasised by Bronson (1999), in citizenship education, the competencies that citizens need to master are *civic knowledge*, *civic skills*, and *civic disposition*.

Based on the results of the studies that the researchers have conducted, the case analysis model in learning civics in elementary school in the upper grades will also be able to provide students with knowledge about why something happens. According to

Tirtoni (2008), in elementary civic education, there is a hidden curriculum in an effort to shape character.

The case analysis model in elementary school civics learning in the upper grades is useful in generating or testing hypotheses among students. Ivanova & Chatti (2011) stated that the development of learning aims to provide learning services to students who can support their intelligence. In the case analysis of upper-grade civics education in elementary school, teaching services that can support intelligence are empirical investigations, investigations, and exploration.

It can be concluded that the case analysis model in the upper grades of elementary civics learning is an attempt to minimise student passivity during the learning process of elementary civics. Wang, Li, & Wu (2019) stated that a comparison between learning models validates the effectiveness of the proposed model. Therefore, the case analysis model for learning civics in elementary school extensively assists in the implementation of learning in elementary civics that is effective and efficient.

Contextual Teaching and Learning (CTL) Models in Elementary Civic Education Learning

Based on the results of the studies that have been conducted by researchers, the *contextual teaching and learning* (CTL) model is considered suitable for learning civics in elementary school, especially for the lower classes. Elaine B. Johnson in Setiawan (2007) states that *contextual teaching and learning* (CTL) is a learning effort that can help students relate what is learned to the real world. In learning civics in elementary school, CTL will make it easier for students to capture the abstract meaning of what they are learning.

The use of CTL in elementary civics learning for the lower grades is expected to bring lower-grade elementary civics learning into an ideal situation for learning elementary civics. In elementary civics learning, CTL will place students as citizens who experience life as citizens. Grossardt, Bancroft, & Wormald (2019) stated that from a citizen's point of view, ordinary results in expectations for experiences that are even more mediocre.

Based on the results of the studies that have been conducted by researchers, the CTL model of learning civics in elementary schools will encourage students to explore what they already have. The Ministry of National Education (2007) states that with the CTL model, students will have skills and knowledge flexibly. Judging from the characteristics of the CTL model, which emphasises meaning, the level of student participation in learning civics in elementary school will increase.

The CTL model in elementary school civics learning makes students better prepared to deal with complex problems in their daily lives. Komalasari (2013) emphasised that the CTL model encourages students to be involved in their role as citizens. Bianchi, Testa, Boiral, & Iraldo (2021) stated that implementing a substantial strategy that addresses all complex life cycle phases requires that organisations fail to address the problems faced in human life. Learning civics in the lower grades of elementary school using the CTL model will help students internalise the learning concepts obtained so that they can relate them to their lives as citizens.

It can be concluded that the CTL model of learning civics in elementary school is one of the channels through which students channel their rights and obligations as citizens. Hidayah, Dewi, and Trihastuti (2021) state that in citizenship education, there are efforts to increase the intelligence of citizens. Thus, it will also be a way to increase citizen participation in civic activities.

Model *Problem Based Learning* (PBL) in Elementary Civic Education Learning

The problem-based learning model (*problem-based learning*) is learning that uses the abilities of students either individually or in groups, as well as the real environment, to solve problems so that they are meaningful, relevant, and contextual (Tan Onn Seng, 2003). PBL aims to improve the ability to implement concepts in a real-life problem, integration of the concept of higher-order thinking skills (HOTS), motivation in learning, and self-learning orientation and skills (ppg book).

According to Tan (in Amir, 2009), the characteristics of PBL learning are: 1) the problems used in early learning; 2) the problems used are based on real-world problems that are presented floatingly; 3) problems that require multiple perspectives; 4) the problem of providing new learning; 5) prioritising independent learning; 6) the utilisation of various sources of knowledge is not based on one source of learning; and 7) collaborative, cooperative, and communicative learning. This requires students to hone high-level thinking skills in problem solving.

PBL is considered suitable to support the learning process of elementary civics, especially for the high school class. The suitable material uses the PBL learning model with material examining unity and unity in the lives of the nation and state (Permendikbud No. 37 of 2018 concerning KI and KD). Looking at the operational verbs, namely examining the taxonomy of bloom, including the cognitive domain, analysing C4, including the HOTS level In the PBL model, the teacher serves as a guide on the side rather than a sage on the stage (Ariyana, Yoki et al, 2018). This means that learning assistance in the early stages of learning is very important. Learners identify what they know or don't know based on learning resources in the form of textbooks, the environment, or other learning resources.

The syntax of the PBL learning model according to Arends (2021), namely: 1) student orientation to problems; 2) organising students to learn; 3) guiding individual or group investigations; 4) developing and presenting students' work; 5) analyse and evaluate the problem-solving process.

CONCLUSION

Based on the research that has been done, it can be concluded that the appropriate learning model in elementary civics is 1) *Value Clarification Technique* (VCT), 2) Case Analysis, 3) *Contextual Teaching and Learning* (CTL), and 4) *Problem-Based Learning* (PBL). This is because civics learning is not only focused on imparting knowledge but is also full of values that must be developed and instilled. In addition, this learning model is able to develop not only the cognitive domain but also the affective and psychomotor domains.

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