



Basic Knowledge in the Subjects of Indonesian Language, Civics, and Social Sciences

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Article Info	Abstract
<p>Article history: Received: 2026-04-20 Revised: 2026-04-29 Accepted: 2026-05-02</p> <p>Keywords: Indonesian; Civics; Social Studies; Learning Strategy; Evaluation</p> <p>This is an open-access article under the CC BY-SA license. Copyright © 2026 by Author.</p> <p>Published by Yayasan Mujtahidin Sajimah Selong (Musa Foundation), Indonesia.</p>	<p><i>Mastery of basic knowledge in Indonesian Language, Civic Education (PKn), and Social Studies (IPS) is the main foundation in the basic education system that determines student's literacy and character quality. This study aims to describe the basic concepts of science in depth, analyze various effective and innovative learning strategies in the digital era, and examine comprehensive forms of learning evaluation in these three subjects. The research methodology used is library research by systematically analyzing relevant literature from 2023 to 2026. The results show that the integration of basic concepts through an integrative-thematic approach—connecting language texts, civic values, and social realities—can significantly improve students' holistic understanding and engagement. The use of active learning strategies such as Project-Based Learning and Digital Storytelling is proven effective in facilitating contextual knowledge construction. Authentic, sustainable evaluation, including formative assessment, becomes a key instrument in measuring students' cognitive, affective, and psychomotor competence fairly achievement. The research summary emphasizes that the synergy between innovative strategies and appropriate evaluation systems is crucial in achieving national education goals and forming the Pancasila Student Profile in the dynamic era of the independent curriculum.</i></p>

INTRODUCTION

Learning Indonesian, Civics, and Social Studies are the main instruments for transforming knowledge into life skills at the elementary education level. Indonesian serves as a means of logical thinking, civics instills the ethics of citizenship, and social studies provides insight into social reality. However, practice is often fragmented and stuck in rote learning without understanding functional substance. Teachers often fail to connect scientific concepts to real-world contexts, which has a systemic impact on students' low critical thinking skills and internalization of social values.

Aditomo (2023) emphasized the importance of a curriculum that provides space for in-depth exploration of essential competencies to avoid shallow understanding. This suggests that strengthening basic concepts is more urgent to address the challenges of digital disruption. Indonesian must protect students from hoaxes through critical literacy, civics strengthens identity, and social studies fosters empathy. Unfortunately, the separation of the material prevents students from seeing the connection between citizen rights (PKn), economics (IPS), and polite communication (Bahasa Indonesia). Without integration, knowledge becomes only passive, non-applicable information.



Previous research has demonstrated the effectiveness of integrated learning: text-based approaches improve communication skills (Kurniawan, 2025), value-based strategies shape character (Lestari, 2024), and *problem-based learning* stimulates social analysis (Hidayat, 2024). However, these studies mostly discuss each subject partially. Mulyasa (2023) reminds us that the Independent Curriculum demands flexible integration of disciplines to achieve the Pancasila Student Profile, which can only be achieved if teachers understand the interconnectedness of thinking between language, civics, and social sciences. The current research gap lies in the lack of comprehensive studies that simultaneously integrate concepts, strategies, and evaluation from upstream to downstream. This study offers a novelty in the form of a Conceptual-Strategic Hybrid Integration Model that is applicable in elementary schools. As Wahyuni (2024) emphasized, literacy is not merely reading and writing skills, but rather a powerful tool in understanding civic issues and social phenomena. The aim of this study is to describe basic concepts, analyze innovative strategies in the digital era, and examine comprehensive evaluation (cognitive, affective, psychomotor) to create a new paradigm for teaching social-linguistic sciences.

METHOD

This research applies a qualitative approach through a literature study method (*library research*) to examine the integration of basic concepts, strategies, and evaluation in the socio-language subject group. The main focus of the analysis is directed at synthesizing literature sources for the 2023-2026 period to ensure the relevance of the findings. Zulkifli (2025) emphasized that the effectiveness of literature studies in the digital era rests on careful filtering of credible sources to ensure high academic reliability.

The data collection process was carried out systematically through a search of Google Scholar, SINTA, and ERIC databases using integrative keywords and Boolean operators . The collected literature was selected based on inclusion criteria including data currency, publisher reputation, and relevance to the Merdeka Curriculum policy in elementary schools. Data analysis was conducted using annotation techniques and synthesis matrices to integrate the diverse findings into a coherent theoretical framework.

Table 1. Systematically Processed Literature Distribution Data

Selection Stages	Number of Literature	Operational Procedures
Initial Identification	45	Automatic search through digital databases using primary keywords.
Relevance Screening	28	Manual selection based on the suitability of the title, abstract, and availability of full text.
Eligibility (Inclusion)	16	Assessment of content quality against the parameters of currency and source credibility.
Final Synthesis	16	The main references are analyzed, organized, and synthesized in depth.

The literature selection results presented in Table 1 demonstrate a systematic data screening process to ensure the validity of the findings. Initial identification using digital databases revealed 45 sources relevant to the research keywords. Through manual screening of titles and abstracts, this number was narrowed down to 28 sources with full-text availability and substantive relevance.

The final stage of selection was carried out by applying strict inclusion criteria related to the parameters of recency (2023-2026) and academic credibility, resulting in 16 main references. This figure is considered representative for in-depth analysis and theoretical synthesis. The reduction in the number of literature sources from the identification stage to the final synthesis reflects the researchers' efforts to



mitigate the risk of bias and ensure that only high-quality sources were used as the foundation for formulating the hybrid integration model for Indonesian, Civics, and Social Studies subjects.

RESULTS AND DISCUSSION

Basic Concepts of Basic Science

The essence of basic science at the elementary level emphasizes the simultaneous formation of a framework of thought and character. Learning is no longer viewed as a linear transfer of information, but rather the development of a holistic and robust cognitive structure. Nurhadi (2024) positions Indonesian as a "carrier" of knowledge, where functional literacy becomes the primary analytical tool for processing social studies information and understanding moral values in Civics. This shift is crucial; language is no longer an object of memorization, but rather an instrument for transmitting meaning that connects abstract ideas with concrete realities. Without critical literacy, mastery of other material will be hampered by students' inability to deconnect texts and analyze sociological data. In the field of Civics, Santoso (2023) explains the paradigm shift towards transformative democratic education that emphasizes *civic disposition* or active citizenship. The main focus of Civics is now no longer merely an instrument for transmitting static political knowledge, but rather a vehicle for strengthening responsibility, tolerance, and legal awareness that are internalized from an early age. Meanwhile, basic social studies focuses on mastering the concepts of space, time, and social dynamics to face the challenges of Society 5.0. The latest curriculum requires social studies to not only tell the past, but provide analytical tools for students to understand their position in local to global social structures. These three subjects intersect in shaping student identity; language skills are used to articulate civic values in dynamic social interactions.

Innovative Learning Strategies

The results of literature analysis consistently show that *the Project-Based Learning* (PjBL) strategy is the most effective strategy for uniting the three disciplines in one meaningful activity. Asrul et al. (2023) found that concept mastery increased rapidly through a cooperative discovery model based on real-world problems. This strategy facilitates natural cross-disciplinary integration, where students learn to solve social problems using effective communication tools and a strong ethical foundation. This Hybrid Integration Model can be operationally mapped through the following project simulation:

Table 2. Cross-Disciplinary PjBL Strategy Integration Matrix for the "Traditional Market" Project

Subjects	The Role of Competence in Projects	Specific Strategies S Activities
Indonesian	Communication Literacy.	Dialogic Literacy, Expository Writing, S Active Listening Skills.
Civics	Ethics and responsibility	Service Learning, Values Discussion, S Ethics Role-play.
Social Studies	Socio-economic analysis	Contextual Teaching and Learning (CTL) S Field Observation.

In addition to PjBL, *digital storytelling* is becoming an innovative trend that fosters creative and collaborative knowledge construction. Rahman (2024) noted that the use of multimedia significantly improves learning outcomes by engaging multiple senses and increasing information retention. The integration of digital literacy in social studies and civics enables students to become not only consumers of information, but also producers of content that promotes national values and local wisdom (Pratama, 2025). Through the creation of short videos or digital presentations, students practice language skills (script planning) while demonstrating their understanding of cultural diversity (social studies aspect) and



the importance of unity amidst differences (civics aspect). This creates a learning ecosystem that is relevant to the characteristics of the alpha generation who are very familiar with technology.

Transformation of Learning Evaluation

The discussion on evaluation highlights a paradigm shift from traditional evaluation to the more humanistic *Assessment for Learning* (AfL). Arikunto (2023) emphasized that ideal evaluation should encompass all dimensions of student development in a fair, transparent, and sustainable manner. Evaluation is no longer viewed as a "punishment" or simply a score at the end of the semester (summative), but rather as a compass for improvement throughout the learning process (formative). This transformation requires teachers to have clear, holistic assessment criteria that encompass all aspects of student personality from beginning to end.

Table 3. Comprehensive Evaluation Criteria Based on Pancasila Student Profiles

Assessment Aspects	Superior Evaluation Instrument	Focus and Success Indicators
Cognitive	Analytical Tests and Interactive Quizzes	Depth of understanding of social concepts and text structure.
Affective	Reflective Journal and Peer-Assessment	Internalization of honesty, compliance with rules, and appreciation of literature
Psychomotor	Digital Portfolio, and Simulation.	Skills in presenting data and real social action.

The use of digital portfolios is highly recommended to document students' ongoing critical development, allowing teachers and parents to see the progress of students' writing skills and maturity of social analysis throughout the school year. In addition, *peer-assessment* plays a crucial role in training students' objectivity, independence, and empathy when providing feedback on group performance in social projects (Sudjana, 2023). Authentic evaluation ensures that the character aspects in Civics and social empathy in Social Studies are not just theoretical memorization on paper, but are truly measurable through real actions taken by students. This evaluation integration closes the learning cycle by providing a complete picture of student competencies. Pratama (2025) added that assessments in the Independent Curriculum must be flexible and able to accommodate diverse student abilities through a differentiated approach. By providing relevant feedback for personal growth, evaluation is no longer the end of the learning process, but rather a catalyst for continuous self-development. This paradigm ensures that the integration of linguistic and social sciences produces individuals who are not only intellectually intelligent but also emotionally and socially stable amidst global dynamics.

CONCLUSION

Learning Indonesian, Civics, and Social Studies at the elementary education level is a fundamental instrument in transforming theoretical knowledge into life *skills* . This study concludes that learning practices that have been fragmented and trapped in *rote learning orientation* must immediately shift towards an integrative paradigm. The main gap found was students' low ability to connect the concept of language literacy with civic responsibility and social reality.

As a solution, this study offers a Conceptual-Strategic Hybrid Integration Model. This model effectively combines Indonesian as an analytical tool (*carrier of knowledge*), Civics as a basis of values (*civic*



disposition), and Social Studies as a forum for understanding social dynamics. The implementation of *Project-Based Learning* (PjBL) and *Digital Storytelling* strategies has proven to be able to create a contextual and relevant learning ecosystem for the alpha generation. In addition, the transformation of evaluation through *Assessment for Learning* (AFL) and the use of digital portfolios ensures that students' cognitive, affective, and psychomotor competencies are measured authentically. Through this comprehensive integration model from upstream to downstream, the basic education system can produce graduates who are not only intellectually intelligent, but also have strong character and are literate in facing global complexities.



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