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Implementation of Civics Objectives in Learning Practices in Elementary Schools: A Case Study at SDN 1 Simpang Kanan

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Abstract

Civics Education (PKN) plays a vital role in shaping students' character, civic awareness, and national identity at the elementary school level. This study aims to analyze the implementation of Civics learning objectives in classroom practices and identify the strategies and challenges faced by teachers in achieving these objectives. The research employed a qualitative approach within a mini-research framework using in-depth interviews with three elementary school teachers in Lampung, Indonesia. Data were collected through structured interview guidelines and analyzed using data reduction, categorization, presentation, verification, triangulation, and interpretation techniques. The findings reveal that Civics learning is implemented through active and contextual strategies, including discussions, question-and-answer sessions, visual media, and practical activities that encourage students' cognitive, affective, and psychomotor development. These practices align with John Dewey's concept of learning by doing and the Revised Bloom's Taxonomy. However, several obstacles hinder optimal implementation, including diverse student backgrounds, limited learning resources, inadequate facilities, and restricted instructional time. To address these challenges, teachers adopt innovative learning approaches and strengthen collaboration with parents. The study concludes that effective Civics education requires contextual learning, adequate institutional support, and strong cooperation among schools, families, and communities to foster democratic, responsible, and character-driven citizens.

INTRODUCTION

Education is a crucial foundation for the quality of a nation. Elementary school (SD/MI) is the first step in shaping students' character, morals, and identity. Globalization brings rapid social and cultural change. These changes erode the moral values of the younger generation. Civics Education (PKN) holds a very strategic position, as it functions not only as a regular subject but also as a means of character development for students, fostering a sense of responsibility, legal awareness, and a strong sense of nationalism (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003).

Philosophically, civics education in elementary schools emphasizes the importance of democratic education. Schools serve as a small model of society. Learning is not just about delivering material. Learning must develop thinking skills, shape attitudes, and practice social skills through direct experience (Dewey, 1916). The learning process becomes more meaningful when students actively participate. With active participation, they can understand the values of democracy, responsibility, and cooperation through

real-life practices (Ibid). In this way, students not only understand the theoretical concepts but also can apply them at school and in the community.

However, the reality in the field shows that the implementation of Civics is still dominated by lectures, with the teacher being the center of learning activities. This makes students passive; they simply memorize the material (Sanjaya, 2016). As a result, students' understanding of civic values is not optimal. To fully assess the success of learning, an evaluation framework is needed that measures students' abilities from basic to higher-level thinking, such as analyzing, evaluating, and creating solutions to social problems (Anderson & David, 2021). In Civics learning, abilities are seen through a cooperative attitude. Thus, abilities are also seen through social awareness, and students' ability to solve problems related to community life.

In order for learning objectives to be achieved optimally, a more contextual and student-centered approach is required(Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia, *Kurikulum Merdeka: Capaian Pembelajaran Pendidikan Pancasila* (Jakarta: Kemendikbudristek, 2022). Learning materials should be linked to real experiences that are close to students' lives, whether in the family, school, or community environment. In this case, teachers have a role as facilitators who help students understand the values of Pancasila through active, creative, and applicable learning activities so that abstract concepts can be translated into real behavior (Sudjana,2013).

Based on these conditions, we conducted a mini-study to examine the implementation of Civics learning objectives in elementary schools. We examined the alignment between curriculum objectives and classroom learning practices. This study sought to determine the extent to which teachers' learning processes reflect the civic competencies expected in the curriculum.

In addition, this study also discusses various learning strategies and innovations used by teachers to instill character values in students. Values such as nationalism, democracy, and mutual cooperation are analyzed based on their application in learning activities to make them easier for students to understand and apply in their daily lives (Handayani,2021).

This research also identified various obstacles encountered in the implementation of Civics learning, both internal and external. Internal obstacles include teachers' limited pedagogical skills and a lack of engaging learning media, while external factors relate to the influence of the social environment and the development of digital culture, which often aligns with the moral values taught in schools (Fadhil & Masruri, 2018).

Ultimately, this research is expected to provide an overview of the influence of PKN learning on the development of students' character and social intelligence, such as discipline, communication skills, tolerance, and awareness in carrying out rights and obligations in the school environment and in community life.

METHOD

Types of research

The type of research that forms the basis for data collection and analysis before selecting a research method. Choosing the type of research is crucial. The type of research determines how researchers gather information, understand problems, and draw conclusions from field data.

This research uses a qualitative approach with in-depth interviews within a mini-research framework. The qualitative approach was chosen because it aims to gain a broader, deeper, and contextual understanding of how the objectives of Citizenship Education (PKn) are applied in real-life elementary school learning practices. The research method used aims to understand the phenomena experienced by the research subjects, namely the informants. For example, such as behavior, perception, motivation, and actions holistically, as well as through descriptive methods in the form of words and language in a specific, natural context (Moleong,2021).

Through this approach, researchers can directly explore the experiences, views, and strategies used by teachers in integrating Civics objectives into classroom learning activities. The use of in-depth interview methods allows researchers to explore information that is not accessible through quantitative data, such as emotions, pedagogical beliefs, and values that underlie teacher decisions in the classroom. In-depth interview methods in qualitative research in the field of education allow researchers to capture the authentic 'voice' of teachers regarding curricular challenges and the dynamics of student interactions, thus producing descriptive data with analytical depth (Lubis,2019).

The mini-research format adopted in this study is designed to provide a practical yet scientific overview on a limited yet focused scale. The mini-research model at the academic level serves as a bridge between theory in lectures and empirical reality in schools, where students are trained to conduct independent investigations into specific learning problems with systematic methodological standards (Sari,2021).

Here's user feedback: Thus, the combination of a qualitative appoach, interview techniques, and a mini-research model ensures that the resulting data is not only procedurally valid but also provides insight into solutions for implementing Civics objectives. Civics objectives focus on developing student character. This approach aligns with the Revised Bloom's Taxonomy model and John Dewey's philosophy.

Interview Subject

One of the important elements in this research is determining research subjects that align with the focus of the study. Research subjects are selected based on specific considerations to ensure the data obtained is relevant, accurate, and able to provide in-depth information regarding the problem being studied.

The subjects in this interview were three teachers who teach at the elementary school level. The selection of subjects was done purposively, namely by selecting sources

who were considered to have knowledge and experience relevant to the topic being studied (Febriansyah & Febriansya,2024). The three sources were:

1. Mrs. Dita Shanda Putri, S. Pd: teacher at SDN 1 Simpang Kanan interviewed by Avan Bima Pratama.
2. Mother: Eka Suwarti, S. Pd: 6th grade elementary school teacher at SDN 13 Way Ratai. She was interviewed by Uswatun Hasanah.
3. Pratama Argo Putra, S.Pd: teacher at SDN 5 Udik Tubaba, he was interviewed by Jezica Bela Amanda.

Place and Time

Determining the time and location of research is crucial for conducting interviews because it is related to the smooth running of the data collection process. Selecting an appropriate location can help researchers obtain more in-depth and accurate information, while choosing the right time allows for interviews to be conducted under conducive conditions.

1. Sunday, March 20, 2026 / 09.10 – 09.49 WIB
2. Sunday, March 29, 2026 / 07.15 – 08.30 WIB
3. Thursday, March 26, 2026 / 10:00 – 11:00 WIB

The interviews were conducted in the even semester of the 2024/2025 academic year. The interview locations were adjusted to each interviewee's teaching location: SDN 1 Simpang Kanan, SDN 13 Way Ratai, and SDN 5 Tubaba, all located in Lampung. The interviews were conducted face-to-face at each interviewee's school at a pre-agreed time.

Instruments and Data Collection

This research relies on instruments and data collection techniques to obtain accurate and in-depth information. The main instrument in this study is an interview guide containing 12 structured questions about Civics learning strategies. The questions are designed comprehensively. These questions include an explanation of Civics objectives (knowledge, attitudes, and skills), identification of the suitability of objectives in classroom practice, and systematic presentation of observation data. The use of this structured instrument aims to maintain the focus of the research to remain consistent with the variables studied. The use of a structured interview guide. Educational research helps researchers collect uniform but still in-depth data, so that the data is easily categorized into cognitive, affective, and psychomotor domains according to Bloom's Taxonomy. Researchers collect data through direct interviews with informants. Researchers write down all answers, then compile them into neat interview transcripts. Researchers conduct interviews in an open and informal atmosphere, so that informants answer honestly, comfortably, and without pressure. The quality of qualitative data is highly dependent on the atmosphere of interaction between researchers and subjects; the informal atmosphere created in in-depth interviews can reduce psychological barriers, so

that informants are more open in reflecting on obstacles and successes in classroom learning practices (Pratama & Ariyani,2021).

The researcher checked the data obtained from the interviews to ensure validity. After the data was verified, the researcher analyzed the data further. The researcher systematically compiled the interview transcripts. Systematic transcriptions made the data easy to read. Transcripts also made it easier for the researcher to compare John Dewey's theory with sociological facts in elementary schools (Sari,2021). The researcher used standard instruments and data collection techniques that prioritized the comfort of the informants.

In this way, the research presents authentic data on the dynamics of Civics learning in elementary schools (SD/MI). Data analysis in this research is a series of systematic activities to organize, process, and understand qualitative data collected from the field until clear information is produced. The method used is an interactive model that runs continuously until the data no longer increases. This interactive model allows researchers to run a cycle of data collection and analysis simultaneously, so that each finding about Civics learning practices is immediately sorted and grouped according to the research objectives (Lubis,2019). The stages of data analysis in this research include seven systematic steps, namely:

1. Data Reduction: Select, simplify, and code raw data from interviews and observations to make them more organized.
2. Data Classification and Categorization: Sorting data into categories for planning and implementing civics learning.
3. Data Presentation: Arranging reduced data into a systematic description so that it is easy to understand.
4. Conclusion Drawing: Using the results of the analysis to answer research questions about the roles of teachers, students, and parents.
5. Data Verification: Ensure data is accurate by double-checking and confirming with the source.
6. Data Triangulation: Increasing the validity of data by comparing sources (teachers, students, documents), techniques (interviews, observations), and time. Regarding the importance of this stage, triangulation techniques are the main key in ensuring the credibility of data in mini-research, where cross-checking between sources and documents ensures that the researcher's interpretation is not subjective, but is based on consistent empirical facts.
7. Data Interpretation: Giving meaning to the data. Relating it to John Dewey's theory and the revised Bloom's Taxonomy. This analysis process ensures that the findings regarding the implementation of Civics objectives in elementary schools have a strong scientific basis.

Data interpretation, linking classroom observation results to character education theories (such as Piil Pesenggiri or Pancasila values), provides analytical depth that can

generate applicable pedagogical recommendations for educators. We follow the systematic analysis steps. We obtain data that is not only valid and reliable but also provides a holistic picture of the dynamics of citizenship education at the elementary school/Islamic elementary school level.

RESULTS AND DISCUSSION

The Importance of Civics Subjects in Elementary Schools

Based on the interview results, educators consider Civics Education (PKN) important. PKN is a primary subject that provides moral guidance for students at the elementary level. Interviewees 1 and 3 stated that PKN functions to shape students into citizens who understand their rights and obligations. PKN also fosters a sense of love for the homeland. Civics Education in elementary schools is not simply a transfer of civic knowledge, but rather a process of value embedding that enables students to internalize their national identity amidst the onslaught of global values that often contradict local wisdom (Suryanti, 2022).

John Dewey saw this phenomenon as related to democratic living habits. Schools are not only places to impart knowledge, but also places where students recognize themselves as Indonesian citizens. Dewey emphasized, "education is not a preparation for life; education is life itself," (Dewey, 1916). This means that Civics practices in the classroom must be small examples of national life, so that students can learn democracy in real life. Without Civics, the foundation of students' character in facing globalization will be weak because there is no social laboratory to practice democratic values directly.

Based on the interview, resource person 2 emphasized that Civics plays an important role in shaping students' character. Civics helps students understand how to be good citizens from an early age. This aligns with the affective domain in the Revised Bloom's Taxonomy, especially the stage of appreciating national values. The ideal Civics learning outcomes at the elementary level should touch the high-level affective domain, where students not only learn the rules (cognitive), but begin to place values and commitments on democratic behaviors such as tolerance and courtesy as concrete manifestations of civic intelligence(Pratama & Pratama,2021).

Through this integration, Civics (PKN) combines the cognitive aspect of understanding state regulations with the psychomotor aspect, which is evident in polite social behavior. Therefore, evaluating the success of Civics (PKN) in elementary schools must be comprehensive. Evaluation must ensure that students are not only knowledgeable about law but also possess empathy and the ability to act as responsible citizens.

Civics Learning Objectives at Elementary School/Islamic Elementary School Level

Based on the interview results, it was found that the main objective of Civics learning at the elementary level is to form students who have a deep understanding of the

constitution and are able to apply it in everyday life. Resource person 1 explained that this objective is specifically directed at forming attitudes that are in line with the values of Pancasila and the 1945 Constitution. The objective of Civics Education at the elementary school level must lead to the transformation of civic knowledge into civic action based on the country's constitutional values (Hidayah & Kurniawan, 2023).

John Dewey argued that educational goals should be dynamic. They must also be relevant to students' social needs. Therefore, civics in elementary schools should not rely solely on rote memorization. Civics should emphasize students' ability to understand values essential to national unity. Dewey wrote, "Education is a social process... education is growth," indicating that the goal of civics is to foster students' social awareness within a democratic community.

Based on interviews, the third source stated that the goal of Civics is to shape students into good citizens, understand their rights and obligations, and act in accordance with the nation's noble values. When linked to the Revised Bloom's Taxonomy, this goal requires students to reach the Applying and Analyzing levels. Civics learning in elementary schools/Islamic elementary schools must now be pushed beyond the lower cognitive levels. Students need to be guided to the analysis stage (C4) so they are able to solve moral dilemmas and analyze social situations that require the implementation of civic obligations critically and responsibly (Sari, 2021).

Internalization of civics values doesn't stop at the knowledge stage. These values must be instilled more deeply through practical analysis of real-life situations. This way, students not only learn civics information but also develop the sensitivity to act in accordance with applicable public ethics.

Civics Learning Strategies and Methods

Based on the interview results, it was found that the teachers implemented various active learning methods such as group discussions, question and answer sessions, and contextual approaches to facilitate student understanding. Interviewees 1 and 3 emphasized the importance of using real-life examples and simple stories to make the material easier to understand. The application of the Contextual Teaching and Learning (CTL) approach in Civics learning has been proven to be effective in increasing student engagement because it connects academic material with real-life contexts, allowing students to grasp the meaning of civic values more concretely (Handayani, 2021).

This approach aligns with John Dewey's thinking. Dewey emphasized direct experience (learning by doing) as the foundation of learning. Connecting material to students' real lives makes learning more meaningful and less abstract. Dewey viewed schools as social laboratories. Therefore, connecting material to students' personal experiences is a crucial step in building understanding that transforms thinking.

Based on the interview, resource person 2 explained that the use of learning media such as videos and visual aids via projectors improves students' memory and

understanding compared to conventional lecture methods. The use of these media helps students reach the Understanding and Analyzing levels in the Revised Bloom's Taxonomy. Visualization through digital media and concrete aids facilitates students' cognitive transition from the remembering stage to a deeper analysis stage, because students are provided with visual stimuli that support the independent construction of understanding in accordance with the principles of social constructivism.

With this visualization, students don't just passively receive information; they also construct their own understanding. Resource persons cited practical activities such as class duty and group work as psychomotor tools for directly training students' responsibility. This demonstrates that varied learning methods can holistically integrate all domains of student learning.

Obstacles in Civics Learning

Based on the interview results, we identified several major obstacles that hinder the optimization of Civics learning. One of these obstacles is the vastly different characteristics of students. Interviewees 1 and 3 stated that differing family backgrounds and ability to understand material make it difficult for teachers to instill values equally in all students. The success of internalizing civic values is greatly influenced by the students' microenvironment (Fadhil & Masruri, 2018). There, differences in parenting styles and family socioeconomic backgrounds often create resistance to the character values taught in schools. In addition to internal student factors, limited facilities, such as the lack of textbooks, hinder the optimal use of learning resources. The lack of adequate references forces students to rely on teacher explanations. As a result, students are unable to explore independently.

Based on interviews, informants 2 and 3 highlighted another problem: the dynamics of curriculum change and limited learning time allocation. Informant 3 explained that operational time for Civics subjects is limited, so teachers cannot carry out in-depth practices, such as simulations or social projects. This reduces the quality of student learning outcomes, which often stop at a low cognitive level. Minimal time allocation and extensive material load tend to encourage teachers to take instructional shortcuts, so that Civics learning is stuck in low-level cognitive domains such as remembering and understanding, without having time to touch on the deeper affective and psychomotor domains. Thus, the situation is made worse because schools do not have interesting learning media (Sari, 2021).

Teachers must create their own innovations. This challenge demonstrates that to achieve high-level standards in the Revised Bloom's Taxonomy, schools must synchronize time availability, complete facilities, and media readiness. Media must accommodate the diversity of student learning styles.

Efforts to Overcome Obstacles and Hopes for the Future

Based on interviews, teachers try to overcome learning obstacles with teaching innovations and continuous monitoring of student behavior. Resource person 3 gave an example through the "Care for the Classroom Environment" program. The program actively involves students from planning to implementation. This initiative shows the highest achievement in the Revised Bloom's Taxonomy, namely Creating. Students not only learn theory, they also take real actions that benefit the social environment. Civics learning is based on environmental projects (project-based at the same time, because they are challenged to construct real solutions to problems around them as a form of civic responsibility. I see teachers not only innovate in the classroom (Pratama, 2022).

Teachers also collaborate closely with parents. Teachers work together to ensure that students' attitudes are maintained outside the school environment. This collaborative effort between teachers and parents aligns with John Dewey's principles. John Dewey argued that effective character education must occur through full social interaction between the school and the community.

From the interviews, teachers hoped for support in terms of facilities and infrastructure. Teachers wanted more diverse learning media. Teachers also wanted flexible time allocation for field practice. Teachers wanted Civics to no longer be considered merely a rote subject. Teachers wanted Civics to become an important part of school culture. The teachers' hopes were supported by Hidayah & Kurniawan "Revitalizing Civics Education requires a strong supporting ecosystem, where synergy between schools, families, and communities becomes the main pillar in ensuring that Pancasila values are consistently and permanently embedded in students' personalities (Hidayah & Kurniawan, 2023).

Another hope is the creation of harmonious collaboration between three educational centers so that the nation's noble values can be naturally internalized. With the support of adequate facilities and an applicable curriculum, teachers are optimistic about being able to guide students to become critical, democratic citizens with strong character an educational ideal that aligns with Dewey's vision of schools as laboratories of democracy for the nation's future (Sari, 2021).

CONCLUSION

From the results, we conclude that Civics Education (PKN) in elementary schools plays a crucial role. It shapes students' character and identity, transforming them into good, intelligent citizens, grounded in Pancasila values. PKN does more than simply impart knowledge; it also influences students' daily behavior. Teachers strive to make learning more active, contextual, and meaningful. They use discussion methods, question-and-answer sessions, visual media, and hands-on practice. These methods align with John Dewey's principle of learning by doing. Teachers target cognitive, affective, and psychomotor outcomes according to the Revised Bloom's Taxonomy. However, these

efforts have not been optimal. Obstacles arise from within the classroom, such as differences in student characteristics and backgrounds. Obstacles also come from outside, such as limited facilities and infrastructure, inadequate learning media, and limited time allocation. This often results in learning focusing on lower-level cognitive aspects. To improve, teachers must create more creative and flexible pedagogical innovations. Teachers need to develop learning strategies that can comprehensively reach all student learning domains. Schools must also provide more support by providing adequate learning facilities.

Furthermore, schools, families, and communities must strengthen collaboration as the three pillars of education. This collaboration is crucial for students' character to continue to develop beyond the school environment. This synergy is expected to transform civics learning. Civics learning is no longer merely rote learning. It becomes a living and applicable social process. This process can produce a critical, democratic, and responsible young generation. This young generation must also have a strong commitment to national values. A strong commitment to national values will help the young generation face future global challenges.

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