

IMPLEMENTATION OF INNOVATIVE LEARNING MODELS IN REALIZED ACTIVE AND MEANINGFUL LEARNING IN CITIZENSHIP EDUCATION SUBJECTS IN ELEMENTARY SCHOOL

Hasna Qonitah¹, Rivanda Antika Zora², Salwa Sohay³, Santri Suriani⁴

¹²³⁴UIN Raden Intan Lampung

Correspondence Email: salwasohaya1708@gmail.com

ARTICLE INFO

Keywords:

Innovative Learning Models,
Discovery Learning, STAD,
Problem-Based Learning,
Civic Education, Active
Learning, Meaningful
Learning

ABSTRACT

This study aims to analyze the implementation of innovative learning models, namely Discovery Learning, Student Teams Achievement Division (STAD), and Problem-Based Learning (PBL), in creating active and meaningful Civic Education (PKn) learning at the elementary school level. The research employed a qualitative descriptive approach using mini-research methods through interviews, observations, and documentation. The findings reveal that the three learning models share a student-centered orientation but differ in their instructional focus. Discovery Learning emphasizes independent concept discovery, STAD promotes collaboration and individual responsibility through heterogeneous group activities, while PBL encourages critical thinking and problem-solving through real-life issues. The implementation of these models positively affected students' participation and learning outcomes. Students became more active in asking questions, expressing opinions, engaging in discussions, collaborating with peers, and demonstrating improved critical thinking and communication skills. However, several challenges were identified, including limited instructional time, differences in students' abilities, inadequate learning facilities, and classroom management issues. Therefore, teachers are required to apply supportive strategies such as effective classroom management, varied instructional methods, and clear role assignments. In conclusion, the implementation of Discovery Learning, STAD, and PBL contributes significantly to creating active, interactive, and meaningful learning experiences in Civic Education, while also enhancing students' engagement, confidence, and overall learning achievement.

This is an open access article under the CC BY-NC-SA license.



Copyright © 2026 by Author.

Published by LPPI Musa Publishing, Yayasan Mujtahidin Sajimah Selong

INTRODUCTION

Education is crucial to the development of a person's character and personality. Personality is acquired not only through formal education, such as in schools and universities, but also through family and non-formal education, acquired within the social and community environment surrounding the family. These three learning pathways complement each other in developing a student's character and personality. However, in practice, formal, informal, and non-formal education tend to be unrelated, resulting in an underutilization of their synergy. Yet, integrating formal, non-formal, and informal education is crucial for producing better human resources, not only in intellectual capacity but also in morality and character development.

One of the subjects that plays an important role in shaping the character and competence of students is Civic Education (PKn). Civic Education (PKn) is a fundamental discipline for character development, promotion of democratic values, and increasing students' awareness of their role as responsible, intelligent, democratic citizens, and committed to the values of Pancasila and the 1945 Constitution of the Republic of Indonesia. However, in practice, learning Civics in elementary schools often still relies on lecture methods that are only centered on the teacher and students only focus on listening to the material rather than being actively involved in the learning process. This results in students' less participation in discussion activities and low critical thinking skills, as well as less meaningful learning.

To address these issues, innovative, student-centered learning models are needed. Innovative learning models provide opportunities for students to actively participate in the learning process. Several learning models can be used in civics instruction in elementary schools, including Discovery Learning, Student Teams Achievement Division (STAD) cooperative learning, and Problem-Based Learning (PBL). These three models have distinct characteristics, but their focus is on increasing student activity and engagement in the learning process.

Various studies have shown that the application of innovative learning models can improve the quality of the learning process. Research by Yunitasari et al. (2025) demonstrated that the implementation of the Problem-Based Learning (PBL) model can increase student participation, critical thinking skills, collaboration skills, and learning outcomes in Civics lessons in elementary schools. Furthermore, this model also creates a more meaningful learning experience because students are actively involved in solving problems related to their daily lives. (Yunitasari et al. 2025)

Furthermore, based on research conducted by Wulandari (2022), the Student Teams Achievement Division (STAD) cooperative learning model is a learning approach that organizes students into heterogeneous groups of four to five people to collaborate in learning and understanding the material. The application of the STAD model has been proven to increase social interaction among students, develop attitudes of cooperation and responsibility, improve communication skills, and encourage active student involvement during the learning process. (Wulandari, 2022)

According to Rahayu et al. (2023), the implementation of the Discovery Learning model has a positive impact on improving student learning outcomes. Through this model, students are encouraged to play an active role in learning activities by independently searching for and discovering concepts. This process not only helps students better understand the material but also develops critical thinking skills and problem-solving skills encountered during learning. (Rahayu et al., 2023)

Based on the results of various studies, it can be concluded that the Discovery Learning, Student Teams Achievement Division (STAD), and Problem Based Learning (PBL) models all provide positive distributions towards increasing student activeness, ability to work together, critical thinking skills, and achievement of learning outcomes. However, studies that specifically discuss the application of these three models in creating active and meaningful Civic Education (PKn) learning in elementary schools are still relatively few. Therefore, this study aims to determine the learning models used in Civic Education (PKn) learning, understand the application of the problem based learning (PBL) model in the

learning process, and analyze the impact of the application of the problem based learning (PBL) model in realizing active and meaningful learning in Civic Education (PKn) subjects in elementary schools.

METHOD

The research methodology in this study uses a mini-research approach with qualitative methods. The qualitative approach was chosen because the study aims to deeply understand the implementation of the Civics Education curriculum at the elementary school level through the perspective of teachers as the primary implementers of the learning process. According to Sugiyono, qualitative research is a research method used to examine the conditions of natural objects, with researchers as key instruments in the data collection and analysis process. This approach allows researchers to gain a more comprehensive understanding of the experiences, perceptions, practices, and various dynamics that occur in curriculum implementation in the school environment.

This study uses a qualitative descriptive approach that aims to systematically, factually, and realistically describe the phenomena under study. Qualitative descriptive research does not focus on hypothesis testing, but rather on understanding and explaining the realities of the field based on directly obtained data. In the context of this study, a descriptive approach is used to provide an in-depth overview of the implementation of the Civics Education curriculum, including lesson planning, teaching and learning activities, and various factors influencing its implementation.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly from informants through interviews with teachers involved in the implementation of Civic Education. Interviews were conducted to obtain information regarding teachers' understanding of the curriculum, the learning strategies used, and the various obstacles and efforts made in the curriculum implementation process. Meanwhile, secondary data were obtained from various documents related to the research, such as teaching modules, learning tools, curriculum documents, and other school archives that could support and strengthen the interview data.

The data obtained in this study are descriptive and consist of written and oral information from the research subjects, as well as observations of activities occurring during the learning process. Data collection was conducted through interviews, observation, and documentation techniques. Interviews were used to obtain in-depth information from informants regarding the implementation of the curriculum. Observations were conducted to directly observe the learning process in the classroom so that researchers could obtain a concrete picture of the ongoing learning practices. Documentation was used to collect various relevant documents as supporting evidence and a means of verifying the data obtained from interviews and observations. The use of these three techniques enabled researchers to triangulate data to increase the validity and credibility of the research results.

The data analysis in this study refers to the qualitative data analysis model proposed by Miles and Huberman, which includes the stages of data reduction, data presentation, and conclusion drawing. Data reduction is carried out by selecting, focusing, and simplifying data obtained from the field in accordance with the research objectives. The reduced data is then presented in the form of a narrative description to facilitate researchers in understanding the patterns, relationships, and meanings contained in the data. The next stage is drawing conclusions based on the interpretation of all the analyzed data. The conclusions obtained are then verified continuously throughout the research process to ensure their conformity with empirical conditions in the field. Through these stages, the research is expected to produce an in-depth, accurate, and accountable description of the implementation of the Civics Education curriculum in elementary schools.

RESULTS AND DISCUSSION

Learning Models Used

A learning model is a framework that organises individual steps to plan learning experiences with the aim of achieving specific objectives. This model guides teachers in planning, implementing, and evaluating the learning process in the classroom. The variety of learning models allows for

adaptation of teaching to students' individual learning styles, thus more effectively supporting them in achieving their goals. However, teachers must remember that no learning model is ideal for all situations and conditions. Therefore, when choosing a learning model, it is necessary to consider the student's situation, the type of teaching material, the available resources, and the teacher's own needs. Depending on the situation and conditions, several learning models are available.

Interviews conducted by the author at a public elementary school (SDN) indicate that teachers implement the Discovery Learning model in their Civics lessons (Primary Education). This model emphasizes the importance of students actively participating in developing their own concepts. The learning steps used include:

- a. Stimulation: The teacher provides initial stimulation in the form of questions or contextual problems, for example, a simple case study about mutual cooperation. This stage aims to arouse students' curiosity.
- b. Problem Identification: Students are guided to identify and formulate problems based on the given stimuli. This activity trains critical thinking skills.
- c. Data Collection, where students gather information through group discussions or observations. At this stage, students actively seek out sources of knowledge independently.
- d. Proof, namely students present the results of their findings and compare them with the correct concept. and.
- e. Drawing Conclusions, namely the teacher helps students conclude the PKN values that are being studied, so that the concept becomes more meaningful. These steps are in line with the Discovery Learning theory which emphasizes the process of knowledge construction by students.

According to the results of an interview with Mrs. Okta Yuriyanti, S.Pd., the STAD cooperative learning method (Student Teams Achievement Division) is used in political education programs. This model was chosen because it directly integrates civic values such as mutual assistance and tolerance into the learning process, while creating an active learning environment and encouraging collaboration. This model emphasizes the importance of teamwork in heterogeneous groups and emphasizes the responsibility of each individual in achieving learning objectives. The main steps implemented include:

- a. Forming heterogeneous groups. The teacher divides students into small groups of 4 to 5 people based on their academic ability, gender, and personality. Each member is assigned a specific role: leader, speaker, commentator, or observer, for example.
- b. Material Delivery, where the teacher conveys the main points through brief explanations or learning media such as videos. This stage serves as the initial foundation for student understanding.
- c. Group Activities, where students discuss in groups to understand the material, explain it to each other, and compile a summary together. At this stage, active interaction occurs between group members.
- d. Individual Quiz, where each student does the quiz independently to assess individual understanding of the material that has just been studied.
- e. Group Score Calculation, namely the group score is calculated based on the increase in individual learning compared to the previous score, so that each member contributes to the success of the group.
- f. Awarding, namely the group with the best results is given an award as a form of motivation, such as stickers or other appreciation.

These steps are in accordance with the STAD type Cooperative Learning concept which emphasizes the balance between cooperation and individual responsibility.

An interview with Ms. Eka Rusmala Dewi, S.Pd., showed that the most common learning method used in civics education is problem-focused learning (PBL). This model was chosen because it can improve critical thinking and help students understand the various problems that they face every

day, especially those related to civic values. This model focuses on learning through problems that exist around them, which aims to improve students' ability to think critically and solve problems. (Kusasih et al., 2024). The main steps implemented in the PBL model include:

- a. Problem Introduction: The teacher explains a problem related to the students' lives, such as school rules or tolerance. This stage aims to foster students' curiosity and motivate them.
- b. Student Assignment: Students are divided into small groups to collaborate and discuss. These groups are designed to increase social interaction and efficiency.
- c. Investigative Guidance: Students seek out information and discuss it to understand and complete the assigned task. The teacher's role is merely to support, provide guidance, and assistance.
- d. Developing and Presenting Results: Students summarize the discussion results into solutions and then present them to the class. This stage aims to hone students' communication and argumentation skills.
- e. Process Analysis and Evaluation: In this section, teachers and students together reflect on the learning process and the results obtained to better understand the existing concepts.

These steps are consistent with the characteristics of the PBL model, which emphasizes active and context-based learning.

Implementation of Learning Models

Model implementation Discovery Learning In the civics learning process, it is carried out systematically in one learning cycle. The teacher begins the lesson by providing a case study real around the students. (Junaidi, 2020) Next, students are divided into groups to discuss and find solutions to the problems given. After that, students present the results of the discussion, so that there is a process of exchanging ideas between groups.

In the final section, the teacher's role is as a facilitator who strengthens and helps students draw conclusions regarding citizenship values. (Nur, 2025) However, in its implementation there are several obstacles, including:

- a. The lack of study time due to differences in student ability levels is because not all students are active.
- b. Limited facilities, to overcome this, teachers carry out supporting strategies such as:
 1. Using the game method
 2. Holding a group discussion
 3. Provide concrete examples
 4. Actively manage the class

This application provides an indication that the learning model is not only applied in a text book, but also adapted to real conditions in the classroom.

The implementation of the STAD model in Civics learning is carried out in a planned and continuous manner within one learning cycle. (Arafah et al., 2020) In the planning section, compiled by the teacher as a learning tool, there are also group worksheets, and evaluation instruments. Furthermore, in the implementation stage, learning is carried out in two meetings, namely

- a. First meeting, delivery of material and group discussion
- b. Second meeting, individual quiz and evaluation

Throughout the process, the teacher observes student participation using an observation sheet. Learning outcome data is analyzed during the reflection phase to determine any improvements. If the analysis results are not optimal, the teacher makes improvements in the next cycle, such as rotating roles within groups or adding variations to the learning process. (Khodijah, 2016)

Additionally, teachers involve parents through group assignments to reinforce learning at home. However, there are several challenges in implementing this, including:

- a. Heterogeneity of student abilities causes domination by certain students
- b. Limited learning time

- c. Inadequate classroom facilities
- d. Lack of student discipline in discussions

To address these challenges, teachers employ methods such as assigning specific roles within groups, using opening games, and reinforcing classroom rules. The STAD approach shows that it should not only be used step by step but also adapted to specific classroom conditions.

According to respondents, the use of problem-focused learning models in civics is a gradual process. Lessons begin with the teacher presenting a problem relevant to students' lives, such as school rules or tolerance in society. This problem then becomes a topic of discussion, which students analyze in groups and collaboratively seek solutions.

In the learning process, the teacher is not only the primary source of information but also acts as a facilitator, helping guide the discussion. The implementation of the problem-focused learning (PBL) model is carried out in several stages, namely:

- a. Introducing the problem to students,
- b. Conducting analysis,
- c. formulate solutions,
- d. Deepen and improve output.

This approach successfully promotes three key components of students' critical thinking skills: the ability to distinguish between fact and fiction, the ability to recognize constructive and destructive criticism, and the ability to make decisions based on the results of problem-solving. Furthermore, the application of problem-based learning (PBL) offers students the opportunity to engage in active discussion, improve their reading and writing skills, and strengthen their self-confidence. However, there are things that support the success of this model and there are also things that hinder it, namely:

1. Factors that support the successful implementation of this model include:
 - a. Ready teacher
 - b. Availability of learning media
 - c. Supportive learning environment.
2. Barriers to successful implementation of this model include:
 - a. time constraints
 - b. differences in student character
 - c. lack of learning facilities

Impact of Implementing Learning Models

When implementing the discovery learning model, students' participation in class changes. While participation in general learning is limited to taking notes or answering teacher questions, in discovery learning, participation develops into a more comprehensive cognitive, social, and emotional engagement.

Cognitively, students must actively seek knowledge for themselves individually and not simply receive it. This process can begin with a problem that piques students' curiosity, and participation emerges naturally as students understand, propose answers, and seek evidence to support their findings. This is an activity that encourages students to engage more deeply than just listening to explanations. (Djaleha, 2024)

The impact of implementing the discovery learning model on student participation can be seen from several things, namely:

1. Increase student activity

In discovery learning, students don't just listen to explanations, but must also search, observe, and discover concepts for themselves. This encourages students to:

- a. Ask more questions
- b. Actively answer questions
- c. Involved in class activities

So participation is no longer passive, but becomes active and sustainable.

2. Increase engagement

Students become more involved because they play a direct role in the learning process by exploring, discussing, and processing information.

3. Encourages courage to think

Because discovery-based learning often involves discussions and presentations, students are encouraged to:

- a. Put forward ideas
- b. Presenting the results of your thoughts
- c. Responding to friends' opinions

This can increase students' verbal participation in class.

4. Increase cooperation (social participation)

This model is often implemented in groups so that students learn to discuss, share ideas, and work together to solve problems.

5. Cultivating initiative and independence

Students are trained to discover information for themselves, thus becoming more independent in their learning, not simply waiting for instructions from the teacher, and fostering a strong sense of curiosity. This allows participation to emerge naturally, rather than being forced.

6. Enhance two-way interaction

Learning will be more interactive between teachers and students, this interaction strengthens the participatory classroom atmosphere. (Hendrizar, et al., 2022)

Implementation of the cooperative learning model can significantly impact student participation in the learning process. In this model, students are made active participants through group work, so their involvement naturally increases. The following are the impacts of cooperative learning on student participation:

1. Increase student activity and involvement

This model encourages students not only to listen, but also to ask questions, discuss, and express their opinions. The learning environment becomes more interactive and student-centered. Cooperative learning can create a dynamic learning environment, thereby increasing student engagement or student involvement in learning activities.

2. Improve social interaction and communication

In collaborative learning, it can increase interaction between students, encourage involvement, and help students express ideas more actively in the learning process.

3. Foster a sense of responsibility and cooperation

In learning, each group member plays a role, fostering both individual and group responsibility. This prevents students from being passive, as the group's success depends on the contributions of each member.

4. Increasing participation quantitatively

UsageThink Pair Share increasing student participation from the low category to the good category, even reaching more than 75% class involvement.(April, 2021)

5. Reduce passive attitudes and increase self-confidence

Helping previously passive students become more confident in expressing their opinions. Cooperative learning can also improve students' emotional and social aspects, such as self-confidence and comfort in learning together.

Based on interviews, implementing the PBL approach positively affects student participation in civics learning. Interviewees revealed that students tend to be more enthusiastic when participating in this learning model compared to traditional learning. Students become more active in asking questions, discussing, and expressing their opinions during learning sessions.

Problem-based learning is a learning approach that makes students the centre of attention and emphasises problem-solving (real-world problem-solving) as a learning tool. Implementing this model has been shown to have various positive effects, particularly on student participation in the learning process. The impact of problem-based learning on student participation is as follows:

1. Increase student learning activity

In this model, students are presented with a problem that requires them to be directly involved in finding a solution. This encourages students to become active participants in seeking information, discussing, and expressing their opinions.

2. Encourage critical thinking skills

PBL directs students to analyze problems, identify relevant information, and formulate solutions. This process improves critical and reflective thinking skills. (Djonomiarjo, 2020)

3. Improve student interaction and collaboration

This model is often implemented in groups. This encourages students to communicate, exchange ideas, and collaborate in solving problems.

4. Increase motivation and curiosity

Problems presented in PBL are contextual and related to real life. This stimulates students' curiosity and increases their motivation to learn.

5. Increase student self-confidence

Through the problem-solving process and presentation of discussion results, students become more confident in conveying ideas and arguments. The supportive learning environment in PBL makes students more confident in participating, especially in class group discussions. (Novianti et al., 2020).

CONCLUSION

The use of learning models such as discovery learning, cooperative learning (STAD), and problem-based learning (PBL) in policy education demonstrates that no single model is ideal for all situations. Each model has specific characteristics, strengths, and objectives. Therefore, teachers must adapt them to the students' circumstances, curriculum content, and available resources. All three models emphasize student-centered learning, where students are not merely passive recipients of information but actively participate in the learning process.

In practice, discovery learning emphasizes the process of independent concept discovery, from initial hypotheses to formulating conclusions. Cooperative learning (STAD) encourages collaboration in organized groups, also considering individual responsibility through assessment and group work. Problem-based learning (PBL), in turn, focuses on solving problems that arise from real-world situations. This encourages students to think critically and analytically. However, implementing these three models presents several challenges, such as time constraints, varying student skill levels, limited resources, and varying classroom dynamics. Therefore, teachers must implement supportive strategies, such as good classroom management, the use of diverse methods, and clear role assignments for students.

Overall, the use of these three learning models had a positive and significant impact on student participation and learning outcomes. Students became more active, asking questions, discussing, and expressing their opinions. They also demonstrated improvements in critical thinking, collaboration, and communication. Furthermore, the connection to real-world situations made learning more meaningful, increasing students' enthusiasm, curiosity, and confidence. Therefore, the use of appropriate and flexible learning models can create a more interactive and effective learning environment, designed to fully unleash students' potential.

BIBLIOGRAPHY

- Arafah, N., Sumarno, S., Rahayu, L. P., Untari, M. F. A., & Untari, A. (2024). Analisis aktivitas belajar matematika siswa pada model kooperatif tipe Student Teams Achievement Division (STAD) di sekolah dasar. *Ainara Journal (Jurnal Penelitian dan PKM Bidang Ilmu Pendidikan*, 5(20), 475–483.
- Djaleha, I. P., Sumartiningsih, S., & Yuwono, A. (2024). Penerapan model pembelajaran discovery learning untuk meningkatkan keaktifan siswa. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 568–580.
- Djonomiarjo, T. (2020). Pengaruh model problem-based learning terhadap hasil belajar. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 5(1), 39–46.
- Esminarto, Sukowati, Suryowati, N., & Dk. (2016). [Judul artikel tidak tersedia]. *Jurnal Riset dan Konseptual*, 1(1), 16–23.
- Junaedi, D. (2020). Penerapan model pembelajaran discovery untuk meningkatkan hasil belajar siswa pada pembelajaran Pendidikan Kewarganegaraan. *Jurnal Educatio FKIP UNMA*, 6(1), 55–60.
- Kebahasaan, J. P., Kabupaten, D. I., & Bogor Utara. (2023). Triangulasi analisis langkah-langkah model pembelajaran discovery learning dalam rencana pelaksanaan. *Jurnal Pendidikan: Kebahasaan, Kesastraan, dan Pembelajaran*, 3(1), 39–45.
- Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis model-model pembelajaran. 4, 1–27.
- Khodijah, D. N., Hendri, M., & Darmaji. (2016). Upaya meningkatkan partisipasi dan hasil belajar dengan menggunakan model pembelajaran kooperatif tipe Think Pair Share di kelas XI MIA 7 SMAN 1 Muaro Jambi. *Jurnal EduFisika*, 1(2), 46–54.
- Kusasih, I. H., Satria, D., & Gusmaneli. (2024). Strategi pembelajaran berbasis masalah (problem-based learning) dalam meningkatkan kemampuan berpikir kritis peserta didik. *Jurnal Teknologi Pendidikan dan Pembelajaran (JTTP)*, 2(2), 562–568.
- Novianti, A., Bentri, A., & Zikri, A. (2020). Pengaruh penerapan model problem-based learning (PBL) terhadap aktivitas dan hasil belajar siswa pada pembelajaran tematik terpadu di sekolah dasar. *Jurnal Basicedu*, 4(1), 194–202.
- Nur, W. I. (2025). Guru PPKn dalam mengimplementasikan nilai-nilai Pancasila untuk menumbuhkan sikap nasionalisme siswa MTs Hidayatullah Mataram. *National Citizenship Journal*, 1(2), 57–65.
- Octavia, S. A. (2020). Model-model pembelajaran. Deepublish.
- Rosidah, C. T. (2018). Penerapan model problem-based learning untuk menumbuhkembangkan higher order thinking skill siswa. *Jurnal Inventa*, 2(1), 62–71.
- Siahaan, P. A., Aritonang, O. T., Tobing, L. L., et al. (2024). Pengaruh model pembelajaran cooperative learning tipe STAD (Student Teams Achievement Divisions) terhadap motivasi belajar Pendidikan Agama Kristen dan Budi Pekerti siswa kelas X SMA Negeri 5 Pematang Siantar tahun pembelajaran 2023/2024. *Pediaqu: Jurnal Pendidikan Sosial dan Humaniora*, 3(3), 2884–2898..