

Adapting Civic Education Teaching Strategies to Elementary Students' Learning Characteristics: Teachers' Practices and Challenges

Adam Sanjaya¹, Jonny Sanjaya², Muhammad Nabil Feria³

¹²³UIN Raden Intan Lampung

Correspondence Email: adamsanjaya4567@gmail.com

ARTICLE INFO

Keywords:

Learning strategies, Civic
Education, elementary
school, student
characteristics

ABSTRACT

This study aims to analyze the learning strategies used by teachers in Pancasila and Civic Education (PPKn) at the elementary school level, their suitability to students' characteristics, and their effectiveness in achieving learning objectives. This research employed a qualitative descriptive approach. Data were collected through semi-structured interviews with elementary school PPKn teachers selected using purposive sampling techniques. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data display, and conclusion drawing. The findings revealed that teachers implemented various learning strategies, including lectures, question-and-answer sessions, group discussions, role-playing activities, singing, and the use of visual learning media. These strategies were found to be appropriate for elementary school students because they increased student participation, motivation, and understanding of civic concepts and values. Furthermore, the strategies contributed to the development of communication skills, collaboration, responsibility, and democratic attitudes among students. However, several challenges were identified, such as differences in students' abilities, limited instructional time, and classroom management issues. Therefore, careful lesson planning, the use of diverse instructional media, and the adaptation of learning strategies to students' needs are essential to improve the effectiveness of PPKn learning in elementary schools.

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 a crucial aspect that has a significant impact on the development of a person's character and personality. Personality is shaped not only through formal education, such as in schools and universities, but also through family and non-formal education 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. In fact, the integration of 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. Therefore, personality development must be directed toward the creation of positive values such as self-confidence, honesty, sincerity, courage, a strong attitude, responsibility, and a deep sense of adherence to believed principles.

The initial foundation is character formation, which is closely related to personality development with the aim of producing quality human resources. Today's students in the world of globalization and ever-evolving digital technology are not only required to excel in academics, but also must be good individuals with good character and a sense of integrity, responsibility, discipline, tolerance, care for others, and the ability to work in a team. Various studies have shown the importance of character education in influencing students' personalities and instilling moral values in them by placing the younger generation in a position where they can overcome any obstacles they may face in the future without sacrificing the nation's cultural and moral values. Character education implemented as an element of the learning process and school culture, then, is a major step towards forming a generation with good character, respect for diversity, have a sense of nationalism, and function as agents of positive and active contributions to the life of society, the nation, and the state. (Rasyid et al., 2024)

Character development among students has become a government issue, which has been manifested in various educational policies based on national legal principles. Article 31 paragraph 3 of the 1945 Constitution of the Republic of Indonesia states that the state and government, moreover, have the responsibility to ensure that they have a national education system that has a tendency to actively promote faith and teachings of God Almighty and build noble moral character as an effort to enlighten the nation. And Article 3 of Law Number 20 of 2003 concerning the National Education System states, that national education is intended to help develop the potential of students to the maximum to become individuals who are faithful and devout, have noble character, are physically and mentally healthy, knowledgeable, competent, creative, independent and able to become democratic and responsible citizens. The Independent Curriculum is part of the implementation of these goals and character building is one of the most important in the Pancasila Student Profile. In this way, students are motivated to internalize religious values, cooperation among others, independence, critical thinking, creativity and respect for diversity. Thus, the evolution of the national curriculum not only targets the academic success of students, but can also be used as an excellent means to achieve the goal of developing a generation with high character, integrity, and the ability to face world powers, without losing the identity and traditional values of the Indonesian nation. (Hemafitria, Rohani, & Safira, 2024)

Questions about Pancasila and Civic Education (PPKn) occupy a very important position in the educational system because of the combination of making students not only citizens who understand the principles of their own citizenship, but also students who have good character and an understanding of their rights and obligations in social, national and state life.

The implementation of PPKn in the national education system has a good legal framework with Article 37 paragraph (1) of Law Number 20 of 2003 concerning the National Education System which states that civic education is half of the curriculum at the elementary and secondary education levels as well as at the higher education level, regulated in Article 37 paragraph (2). Students in PPKn learning are introduced to learn and internalize the values of Pancasila - the 1945 Constitution of the Republic of Indonesia, the spirit of nationalism and democratic values, which are then projected to be integrated in

their daily lives. PKK_n, which offers a means to equip students with civic knowledge in an era of globalization and unprecedented technological advancement, is also a means to instill character principles such as tolerance, responsibility, nationalism, and respect for diversity. Therefore, PKK_n plays a crucial role in creating a generation that is intelligent, imbued with integrity, democratically oriented, and capable of playing an active role in social, national, and state life. (Sapriya, Winataputra, & Komalasari, 2023)

Given the crucial role of Civics Education (PK_n) in shaping the character of Indonesian citizens who are independent, democratic, tolerant, and responsible, and uphold the values of politeness, the learning process must be carried out optimally. The implementation of learning activities must also continuously respond to various developments, findings, and innovations in the education sector, particularly in terms of the teaching methods and practices employed by teachers. (Widiatmaka, 2022) Teachers must find various types of innovation in the learning process to make it interesting and run in the most effective way. Effective and efficient learning can be facilitated by an effective lesson plan developed by a teacher. Educational activities: Educational activities have educational values that create an interactive relationship between educators and students. This interaction can be said to be educative because the prototype learning process is directed towards achieving predetermined goals. Teachers also understand how various elements can be utilized to help interest in learning, and how learning activities can be organized systematically and planned. (Azzahra & Sya, 2023)

A learning strategy can be understood as a plan designed by a teacher to facilitate, guide, and organize the learning process to ensure optimal and effective results in achieving predetermined educational objectives. Practically, a learning strategy encompasses several important components, including the learning strategy, the methods used, the delivery method, the use of media in teaching, and the type of relationship created between teachers and students in the learning process. A learning strategy is a general pattern developed by Sanjaya and applied as a guide in implementing teaching and learning activities, based on achieving several educational objectives. Based on this, an appropriate strategy is needed that must consider student characteristics, learning materials, the learning environment, and the skills that need to be mastered. The right strategy will create a more active, communicative, and meaningful learning environment, so that students will understand what is being taught to them. Furthermore, based on various research findings, innovative and student-centered learning strategies can be implemented to increase learning motivation, student engagement, and critical thinking skills, as well as encourage learning outcomes. Therefore, a learning strategy is important in decision-making regarding the success of the learning process and the overall success of learning objectives. Learning strategies have contributed to the success of the learning process, but despite this, there are several minor challenges faced in implementing learning strategies in the field. After preliminary interviews conducted by researchers, they found that Pancasila and Citizenship Education (PPK_n) teachers continued to believe in the use of lectures, discussions, question and answer sessions, and role plays as the main tools of teaching materials.

The implementation of various learning approaches demonstrates teachers' efforts to diversify the learning process and focus on the specific characteristics of students. However, the effectiveness of the strategies adopted in achieving learning objectives still requires further research, particularly in the context of improving students' understanding of the content and internalization of the civic values taught. Based on this description, it can be concluded that learning strategies are crucial in determining the success of Pancasila and Civic Education (PPK_n) learning at the elementary school level because appropriate strategies can help students understand the concept of citizenship, develop a democratic mindset, and instill Pancasila values in their lives. However, various obstacles do occur during the learning process, which can affect the effectiveness of the strategies implemented by teachers.

Therefore, the use of PK_n (Citizenship and Pancasila Education) learning strategies needs to be further investigated with more complex studies to determine how these strategies affect students' needs and how these strategies can be utilized to achieve learning objectives. This study was conducted to

assess PKT learning strategies in elementary school teachers. More specifically, this study aims to define various types of learning strategies applied in the teaching and learning process and test their suitability to the specific characteristics of elementary school students and their effectiveness in helping the process of mastering competencies. On the other hand, this study also aims to explore how learning strategies can help students to better understand the values of Pancasila, rights and responsibilities as citizens of the Republic of Indonesia and form a sense of responsibility and social concern in their daily lives.

METHOD

This research is a qualitative study using a descriptive research design. The qualitative methodology was chosen because this approach can help researchers obtain additional information regarding the teaching process of Pancasila and Citizenship Education (PPKn) to elementary school teachers. Descriptive research was conducted to clarify and further explain the observed phenomena logically, based on facts and information gathered in the field. (Sugiyono, 2022)

The respondents in this study were teachers who teach Pancasila and Civics Education (PKn) in elementary schools. Informants were selected using a purposive sampling method, which involves identifying research subjects based on several criteria, such as length of teaching experience and direct involvement in PKn learning activities. Data collection was conducted through semi-structured interviews using a pre-tested interview guide. This method was used to gather data on the teaching strategies used by teachers, their suitability to student characteristics, and any obstacles experienced during the learning process. The collected data was analyzed using literature and analytical modeling, following the interactive analysis model introduced by Miles, Huberman, and Saldaña. The analysis phase consisted of three major processes: data condensation, data display, and conclusion drawing and verification. (Miles, Huberman, & Saldaña, 2014)

During the data condensation process, the researcher filtered and narrowed down information relevant to the research focus and objectives. This was then followed by presenting the information in descriptive form to simplify the content for easier interpretation and analysis. As a final step, the researcher developed and re-evaluated the findings from the analysis to obtain a general overview of the Civics and Citizenship Education (PKKn) learning strategies implemented by elementary school teachers.

RESULTS AND DISCUSSION

Identifying Strategies Used by Teachers

Interviews with informants revealed differences in teacher attitudes toward Pancasila and Citizenship Education (PPKn) in elementary schools. These attitudes do not involve specific strategies, but rather vary and are tailored to the presentation of content through lectures, question-and-answer sessions, teamwork through group discussions, and role-playing. Furthermore, learning assignments are based on actions in singing and the use of visual media in the form of images, while actual assignments are placed close to students' daily experiences and lives. These differences in strategies reflect teachers' efforts to adapt learning activities to the nature of the material being taught and students' learning needs. Interviews indicate that the lecture method remains the initial method of delivering material. However, this approach is not applied dominantly, but is instead combined with other, more interactive approaches. One informant stated that teachers would provide a brief introduction to the basic concepts of the material before the main activity, followed by discussion or role-playing activities. This observation suggests that the lecture approach is used as a tool to provide students with preliminary knowledge before they enter a more interactive learning process. This combination of lecture approach and participatory activities can be explained by the fact that according to research conducted by Sitepu, Perangin-angin, and Nasriah, contextual learning in PKKn will be more productive when teachers not only communicate (convey verbally) information, but students are also given the opportunity to connect the information with their own real-life experiences. (Sitepu, Perangin-angin, & Nasriah, 2023)

Thus, the lecture technique is not only convenient for disseminating information but can also be implemented as a preliminary step, providing background information before students can proceed to research the assigned material. The most common method used by teachers besides the lecture method is the question-and-answer method. Based on interview findings, it was discovered that these questions serve as a pre-test administered by teachers to better understand students' basic knowledge of the material to be studied. After the presentation of the material is complete, the question-and-answer approach is again used by teachers to determine the level of student understanding of the material presented to them. The implementation of this strategy demonstrates an interactive learning activity, so that students are not passive recipients of knowledge, but rather the main actors in the entire learning process.

The quality and use of question-and-answer techniques are crucial in fostering student engagement in the learning process. Teacher questions enable students to feel more motivated to reflect, discuss, and reason about the material being taught with other content they have previously learned. A study by Lestari and Kurniawan showed that guiding questions in learning can help increase student engagement and help teachers determine students' level of understanding in the early stages of learning before they are introduced to the actual learning content. (Lestari & Kurniawan, 2023)

Thus, the question and answer method is an appropriate way for learning Civics because it can encourage students to think (more precisely, learn how to think) and speak (learn how to speak). There is also another learning strategy that is often used by teachers: group discussions. This strategy was chosen based on the results of the interview because it has the ability to provide students with the opportunity to share views, share ideas, and collaborate in working on the assigned tasks. After discussing with one of the informants, it was decided that learning Civics would not only be a memorization exercise; however, it would also involve in-depth interpretation of its meaning and how it applies to real life. Thus, discussion activities are considered capable of enabling students to understand various civic issues through communication with their peers.

The group discussion method is used based on the learning objectives of Civics (PKKn), which are dedicated to developing social skills, communication skills, and democratic attitudes. Discussions will help students understand how to respect others' views, challenge them without being rude, and how to reach conclusions in a jury through deliberation. Research by Novitasari and Puspita shows that the cooperative learning model can improve learning activities, cooperation, and learning outcomes in elementary school students. (Novitasari & Puspita, 2024)

Thus, group discussion techniques in the learning process within the PKKn framework, in addition to helping students master the learning material, also help shape their social character. Teachers use role-playing in learning in addition to group discussions. Based on interview results, this method is more often used on material related to norms, rights and responsibilities as citizens and the history of the national struggle. During the implementation, students are assigned to play the roles of several figures or situations related to the learning topic; so that learning ideas can be learned more concretely and holistically. It is believed that the role-playing approach can enhance the learning process by making it more engaging and providing students with direct learning experiences. This is supported by the fact that research conducted by Hamid et al. revealed that the model role playing can be used in PKKn learning to increase students' knowledge about the values of unity, cooperation, and responsibility. (Hamid et al., 2021)

Role-playing activities allow students to learn not only conceptually but also practically through the values behind the learning process. Through this, it is possible to consider the application of role-playing techniques as an effective aspect to improve students' affective, cognitive, and psychomotor abilities in an integrated approach. In addition to these methods, interview results also showed that teachers also use songs during the learning process along with visual media. The concept of this practice is to facilitate the learning process to be more interesting and enjoyable, especially since elementary school students tend to be attracted to visual and entertaining activities. With the help of songs where

learning materials are connected with the use of images of national heroes and national symbols, students will be able to more easily understand the material they are learning. The combination of visual media, along with fun activities, has been observed to have a positive impact on students' level of interest in learning. According to Hidayati and Prasetyo, attention, learning motivation, and understanding of learning materials can be improved through visual media because information is communicated in a more realistic and engaging manner. (Hidayati & Prasetyo, 2022)

Thus, visual illustrations used in combination with singing activities can be discussed as an example of a learning strategy that can be implemented effectively to make students participate in the PKKn learning process.

Suitability of Learning Strategies with the Characteristics of Elementary School Students

Based on the results of interviews conducted with informants, the learning strategies used by teachers have taken into account the attributes and learning needs of elementary school children. This is evident in the use of group discussion techniques, role-playing, guiding questions as a starting point, and the formation of study groups based on different student abilities. These strategies were chosen because elementary school children are at a developmental level that requires interactive and real-life learning activities and involvement in the educational process. According to one informant, during Civics (PKKn) learning, students will be divided into small groups where students will engage in discussions and role-playing (role play). In other materials, teachers provide pictures of heroes or historical events, and students must come out and provide pictures based on their assigned roles. By participating in these activities, students not only learn through teacher explanations but also through hands-on learning. According to informants, these strategies help students understand the material more easily and are more likely to engage in the learning process than simply listening to the teacher's explanation.

The findings of this study demonstrate the suitability of the application of role-playing techniques to the nature of elementary school children who are more inclined to play, move actively, and learn through direct experience. At the school level, the content contained in abstract ideas is more likely to be understood when presented in the literal form of real activities that students can do and even touch. Through role-playing learning, students can learn to understand the learning material as well as learn communication skills, cooperation, critical thinking, and internalize the values instilled by the learning process. According to research conducted by Hamid et al., learning tools that use role-playing techniques in PKKn learning can motivate students to participate in learning exercises and increase their understanding of the importance of unity, responsibility, and the importance of cooperation. (Hamid et al., 2021)

In addition to role-playing techniques, interview results indicate that teachers also use guiding questions in the initial stages of learning. The purpose of asking these questions is to determine students' prior knowledge of the material to be studied and to generate interest in the topic. After the teaching and learning activities are completed, teachers again ask students several questions as an evaluation tool to gauge their understanding of the content presented. This allows teachers to adjust teaching techniques based on student abilities, making the presentation more effective and easier to understand.

Providing guiding questions at the beginning of the learning process demonstrates that teachers engage with students early in the learning process. This approach aligns with the characteristics of elementary school students, who are generally highly curious and learn more easily when their learning is linked to past experiences. A study by Lestari and Kurniawan showed that student engagement can be increased when prompted with guiding questions because it encourages them to think, recall what they have learned, and connect it to the material being studied. (Lestari & Kurniawan, 2023)

Another lesson learned from the interviews is that teachers have encountered situations where they have students with varying abilities and characteristics in the same class. Some students are found to demonstrate high learning abilities and engage in the learning process, while others require more rigorous instruction. To address this diversity of abilities, teachers create heterogeneous learning groups

where students with high, medium, and low abilities are included in the same learning group. Furthermore, teachers differentiate assignments according to each student's ability level so that students have equal opportunities to maximize the learning process.

The fact that student groups have been formed with students of different ability levels is evidence of the concept of student-centered learning (student-centered learning). Students in this mixed-society class will be able to exchange information, help each other, and collaborate in completing assigned tasks. By increasing learning capacity, students help other students persist in the learning process in such a way that the learning process becomes participatory and inclusive. This observation aligns with research by Novitasari and Puspita. They argue that the cooperative learning model is a good tool for improving social relationships among students, building collaborative skills, and improving learning achievement because each group member can have equal opportunities and become an active participant in the learning process. Along with the formation of heterogeneous groups, the practice of giving different assignments that are changed based on student abilities is also provided. In this plan, it is proposed to use differentiated learning, which aims to modify the learning process by referring to the variations in students' abilities, learning characteristics, and learning speed. This can be achieved by providing each student with activities appropriate to their level to ensure that students achieve learning objectives optimally without burdening or causing them excessive stress. Research by Dista, Hermita, and Triani shows that differentiated learning, when implemented, can encourage students towards more active learning and improve student performance because learning activities are designed according to the needs and characteristics of each student. (Dista, Hermita, & Triani, 2024)

Assessing the Effectiveness of Learning Strategies

Interviews with three informants indicate that the learning strategies for Pancasila and Citizenship Education (PPKn) are believed to be effective in increasing student engagement in the learning process. This is evident from the fact that when educators use various learning methods, such as group discussions, role-playing, question and answer sessions, singing, and engaging learning media, this contributes to increased student participation. These various techniques enable students to be actively involved in the learning process, both in their interactions with the teacher and with each other. This type of learning cannot be teacher-centered, but can instill active student interest in the content being taught.

Based on interviews with informant Nanik Alawiyah, it was concluded that the use of learning activities, singing activities, and drama games had a positive effect on student engagement in the learning process. According to the informant, students can learn faster and are more interested in learning when the learning process is implemented in the form of activities that involve direct student participation. Furthermore, the informant indicated that the techniques used can motivate students to be more actively involved in the learning process. These results indicate that student engagement in the teaching and learning process can be increased with the help of creative learning presentations tailored to the needs of elementary school students.

This also yielded similar results when interviewed by informant Surnadi. The informant indicated that group discussion and role-playing methods were more effective than lectures. These activities enable students to be more confident in communicating and voicing their opinions, involving others, and having an active role in the learning process. According to the informant, Civics learning should not be limited to learning material by memorizing concepts, but should emerge through learning experiences, enabling students to understand and practice civic values in their daily lives. Therefore, it can be assumed that the discussion and role-playing process (role play) can be used to offer a more meaningful learning experience; students will learn and remember the material more easily. The findings in this paper are similar to those of Hamid et al., who showed that role-playing learning models can be used to increase student engagement and also help them learn civic values by offering hands-on learning experiences. (Hamid et al., 2021)

In addition, a study by Novitasari and Puspita showed that cooperative learning through learning as a consequence of group discussion activities can improve learning activities, cooperative learning skills, and students' confidence in sharing their views. (Novitasari & Puspita, 2024)

Therefore, the use of learning strategies that lead to student involvement in the learning process has been proven to produce a more effective and meaningful learning process for students. Although the strategies implemented can be considered effective, interview results indicate that there are still a number of obstacles related to the implementation of these strategies by teachers. Differences in the characteristics and abilities of students in the same class are the most frequently observed challenge. According to informant Bambang Irawan, all students have diverse academic abilities, characteristics, and learning styles, therefore, teachers must implement learning strategies tailored to each student. Practically, some students are able to grasp learning material more quickly, while others may need more intensive support and attention to be fully engaged in the learning process. In this regard, teachers must be aware of the status of all students and their needs, so they can make learning activities more practical and beneficial for all students.

This is further reinforced by informant Nanik Alawiyah, who revealed that differences in student ability in mastering material is one of the main problems in Civics learning. However, this differs from the various differences in student characteristics, so teachers continue to strive to use learning techniques that can provide equal opportunities for students to learn the learning material. Based on this data, the effectiveness of learning strategies cannot be considered a problem that depends solely on the method, but rather on the teacher's ability to make the learning process flexible and aimed at accommodating various student characteristics.

Besides student characteristics, another obstacle that will affect the implementation of learning strategies is limited time during the learning process. Informant Surnadi added that in group discussions and role-playing, these learning methods may require more time to implement the learning method than the time actually spent. Furthermore, not every student is confident enough to be an active participant, and as a result, teachers must spend more time developing active and participatory learning habits. This condition requires some learning activities to be carried out optimally in situations where time is a constraint. This observation is in line with the work of Muthmainnah and Supriyadi, who revealed that time constraints are one of the problems that always arise in the implementation of active learning because various learning processes require more time compared to conventional learning processes (Muthmainnah & Supriyadi, 2023).

Thus, the success of implementing learning strategies in the classroom depends greatly on whether teachers can manage and use time as best as possible. To address these challenges, informants have proposed several initiatives that can be adopted to make Civics learning more successful. Informant Bambang Irawan pointed out that preparing learning tools or lesson planning before learning activities is very important. He explained that using well-prepared planning allows teachers to systematically plan the learning process and therefore achieve learning objectives. Furthermore, teachers can also use activitiesice breakingso that the learning process can take place more comfortably and involve students through the help of the last approach can help students to stay concentrated and motivated to learn if they are distracted.

In addition, informants explained that there is a fairly effective approach in utilizing several comprehensive learning media that improve the quality of the teaching and learning process. It is assumed that various learning tools, such as PowerPoint, Canva, posters, illustrations, learning videos, stories, and examples based on objects in the surrounding environment can be used to attract student interest and focus their attention on the learning process. Furthermore, the use of these media also helps students to learn the material being taught easily. Visual media is also applied in transforming the concept of PKKn which was previously abstract into a more concrete concept and therefore understood by elementary school students. The results of this study are confirmed by the research of Hidayati and Prasetyo. This perception is also in accordance with the argument that visual-based learning media can

help improve learning focus, arouse student motivation, and help them improve their learning content. (Hidayati & Prasetyo, 2022)

The results of the data analysis indicate that the teaching strategies implemented by teachers in teaching Civics can be categorized as successful strategies because they are able to trigger active student involvement, facilitate the process of mastering the subject matter, and simplify the process of memorizing the material that has been studied. However, the usefulness of these strategies is still determined by various factors such as the differences in the characteristics of each student and limited learning time. To overcome these obstacles, teachers make various efforts such as: appropriate learning planning, the use of more diverse and interesting media, the use of ice-breaking exercises, and adjusting learning strategies according to the needs and conditions of students. In this case, the success of Civics learning depends not only on the quality of the selection of learning strategies, but also on the teacher's ability to manage the learning process according to the characteristics and conditions of students.

CONCLUSION

Research results show that educators employ a variety of strategies in teaching Pancasila and Civic Education (PKN) in elementary schools. These strategies include lectures, question and answer sessions, group discussions, role-playing simulations (role play), singing, and the use of learning media. All of these variations describe teacher actions to engage the learning process to make it more participatory, engaging, and student-centered. Furthermore, presenting Civics using various learning strategies tends to make it more concrete and contextual, so students not only understand it but are also able to apply it to their everyday experiences.

The results of the study indicate that the learning strategies used have been modeled according to the characteristics of elementary school students. Group discussions, role-playing techniques, question-posing techniques, and dividing study groups according to student ability will enable students to actively participate in the learning process. In addition to developing content knowledge, the development of communication skills, collaboration, accountability, and social attitudes—essential characteristics of Civics and Citizenship Education—is also involved in the implementation of these strategies.

Furthermore, learning strategies can be assessed based on the higher level of student activity and engagement in the teaching and learning process. However, other issues still plague teachers, such as differences in student abilities and characteristics, limited learning time, and classroom discipline. To overcome these obstacles, teachers follow a series of steps such as organizing learning activities, engaging learning media, ice-breaking learning activities, and adapting the learning process based on student attributes and needs. Therefore, the successful implementation of Civics and Citizenship Education learning depends heavily on teachers' ability to select and control learning strategies that are appropriate to the situation and student characteristics.

BIBLIOGRAPHY

- Dista, D. X., Hermita, N., & Triani, R. A. (2024). Pengaruh pembelajaran berdiferensiasi di sekolah dasar. *Journal of Education Research*, 5(2), 994-999.
- Fitriani, F., Sari, D. P., & Handayani, R. (2023). Strategi pembelajaran inovatif dalam meningkatkan keaktifan dan hasil belajar peserta didik. *Jurnal Basicedu*, 7(4), 2543-2552.
- Hamid, S. I., Dewi, D. A., Nugraha, A. R., Jaelani, W. R., & Vichaully, Y. (2021). Implementasi nilai persatuan dan kesatuan bangsa dengan model pembelajaran role playing di sekolah dasar. *Jurnal Basicedu*, 5(6), 5731-5738.
- Hemafitria, H., Rohani, R., & Safira, M. (2024). Implementasi Kurikulum Merdeka dalam perwujudan Profil Pelajar Pancasila melalui Pendidikan Kewarganegaraan. *Jurnal Pendidikan*

Kewarganegaraan, 8(1), 180–194

- Hidayati, S., & Prasetyo, A. (2022). Pemanfaatan media visual dalam meningkatkan minat belajar siswa sekolah dasar. *Jurnal Pendidikan Dasar*, 13(2), 115–126.
- Lestari, Y., & Kurniawan, R. (2023). Penggunaan pertanyaan pemantik dalam meningkatkan keterlibatan siswa sekolah dasar. *Jurnal Educatio*, 9(2), 785–794.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Muthmainnah, S., & Supriyadi, A. (2023). Hambatan pelaksanaan pembelajaran aktif pada sekolah dasar. *Jurnal Educatio*, 9(3).
- Novitasari, V., & Puspita, R. D. (2024). Implementasi model pembelajaran kooperatif dalam meningkatkan aktivitas dan hasil belajar siswa sekolah dasar. *Jurnal Basicedu*, 8(4).
- Pipit Widiatmaka. (2022) “Perkembangan Pendidikan Kewarganegaraan Di Dalam Membangun Karakter Bangsa Peserta Didik,” *Jurnal Pendidikan Kewarganegaraan* 5, no. 1 .
- Rasyid, R., Fajri, M. N., Wihda, K., Ihwan, M. Z. M., & Agus, M. F. (2024). Pentingnya pendidikan karakter dalam dunia pendidikan. *Jurnal Basicedu*, 8(2), 1278–1285.
- Sanjaya, W. (2016). *Strategi pembelajaran berorientasi standar proses pendidikan* (13th ed.)
- Sapriya, S., Winataputra, U. S., & Komalasari, K. (2023). Peran Pendidikan Pancasila dan Kewarganegaraan dalam Penguatan Karakter dan Kompetensi Kewargaan Peserta Didik di Era Digital. *Jurnal Civics: Media Kajian Kewarganegaraan*, 20(2), 215–226.
- Shabrina Azzahra and Mega Febriani Sya. (2023). “Strategi Pembelajaran Inovatif Dan Kreatif Di Sekolah Dasar,” *Jurnal Karimah Tauhid* 2 : 329–38.
- Sitepu, T. E., Perangin-angin, R. B. B., & Nasriah. (2023). Pendekatan kontekstual dalam meningkatkan pembelajaran PPKn di sekolah dasar. *Jurnal Basicedu*, 7(1), 213–223.
- Sugiyono. (2022). *Metode penelitian kualitatif*. Alfabeta.