

Analysis Of Student-Centered Learning-Based Civic Education Learning Models In Madrasah Ibtidaiyah (Mi) And Elementary Schools

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ARTICLE INFO

Keywords:

*Student Centered Learning,
Civic Education (PPKn),
MI/SD, Active Learning,
Critical Thinking.*

ABSTRAK

This study aims to analyze the Civic Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn) learning model based on Student Centered Learning in Madrasah Ibtidaiyah (MI) and Elementary Schools (SD). The background of this study is the dominance of teacher-centered learning, which results in low student participation and limited development of critical thinking skills and social skills. This research uses a qualitative approach with a case study design. Data were collected through interviews and documentation involving Civic Education teachers from three elementary schools in Lampung Province, namely SDN 27 Tegineneng, SDN 2 Canggau, and SDN 1 Penyandingan. The data analysis technique follows an interactive model consisting of data reduction, data display, and conclusion drawing. The results show that the implementation of Student Centered Learning in Civic Education can be carried out through Problem Based Learning, Cooperative Learning, and Role Playing models. These models have been proven to enhance students' active participation, cooperation, critical thinking skills, and understanding of civic values. Therefore, Student Centered Learning-based instruction is more effective than conventional teaching methods in creating an active, interactive, and meaningful learning process.

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Published by LPPI Musa Publishing, Mujtahidin Sajimah Selong Foundation

INTRODUCTION

Education is one of the fundamental aspects of human life that plays a crucial role in developing the quality of human resources. Through education, individuals not only acquire knowledge and skills but also develop the character, moral values, and social competencies needed to live in society. At the elementary education level, particularly in Madrasah Ibtidaiyah (MI) and Elementary Schools (SD), education has a strategic role in instilling character values and national identity from an early age as a foundation for students in facing the challenges of an ever-changing world. (Parawangsa et al., 2021).

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One of the subjects that plays a significant role in character development is Civic Education (PKn). Civic Education aims to develop students into democratic, responsible, and tolerant citizens who uphold the values of Pancasila in their daily lives. At the MI/SD level, Civic Education is not only oriented toward mastering civic knowledge but also emphasizes the development of affective and psychomotor aspects through the cultivation of attitudes and behaviors that reflect the characteristics of good citizens. (Setiawati & Mahfuroh, 2024).

In line with these conditions, Civic Education learning in elementary schools is still predominantly conducted through lecture-based instruction, causing students to become passive learners with limited opportunities to develop critical thinking skills and social competencies during the learning process.

Nevertheless, the implementation of Civic Education learning in MI/SD continues to face various challenges. One of the most common issues is the dominance of the Teacher-Centered Learning (TCL) approach, in which teachers serve as the primary source of information while students merely receive knowledge passively through lectures and memorization activities. These conditions lead to low student participation, underdeveloped critical thinking skills, and limited opportunities for students to express their opinions and collaborate to solve social problems. (Pamungkas & Wantoro, 2024).

In response to the twenty-first-century educational paradigm, learning practices have gradually shifted toward the Student-Centered Learning (SCL) approach, which positions students as central participants in the learning process. In this approach, teachers function as facilitators who guide students in constructing knowledge through active learning experiences, discussions, collaboration, and problem-solving activities. Student-Centered Learning has been recognized for its ability to enhance students' critical thinking, creativity, communication, and collaboration skills, making the learning process more active, meaningful, and relevant to the demands of twenty-first-century education. (Aryashanti et al., 2023).

The implementation of Student-Centered Learning in Civic Education can be realized through various innovative instructional models, including Problem-Based Learning (PBL), Cooperative Learning, Discovery Learning, and Role Playing. These learning models provide students with opportunities to actively identify problems, engage in discussions, collaborate with peers, and construct knowledge based on their own learning experiences. In addition to improving students' understanding of civic concepts, these instructional models also foster democratic values, responsibility, cooperation skills, and critical thinking abilities, which are essential components of Civic Education learning at the MI/SD level. (Fauziyyah & Suhartono, 2025)

Based on these issues, it is necessary to examine the implementation of Student-Centered Learning-based Civic Education instructional models in MI/SD to determine their effectiveness in creating a more active, interactive, and student-centered learning environment. The findings of this study are expected to serve as a reference for teachers in selecting innovative instructional models that can improve the effectiveness of Civic Education learning in accordance with the demands of twenty-first-century education. Therefore, this article aims to analyze Student-Centered Learning-based Civic Education instructional models in MI/SD and examine their implementation in enhancing students' active participation during the learning process as an effort to promote more effective, innovative, participatory, and student-centered Civic Education learning.

METHOD

This study employed a qualitative approach using a case study design. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the implementation

of Student-Centered Learning (SCL)-based Civic Education (PKn) learning models in Madrasah Ibtidaiyah (MI) and Elementary Schools (SD) based on actual classroom practices. Meanwhile, the case study design was used to investigate comprehensively and intensively the implementation of learning models within a specific educational context, namely Civic Education learning at the elementary school level.

Data were collected through interviews and documentation. The interviews were conducted to obtain direct information from Civic Education teachers regarding the implementation of learning models, the instructional strategies employed, and the challenges encountered during classroom instruction. In addition, documentation was used to support the interview data, including lesson plans, teaching materials, and other learning documents relevant to the focus of the study.

The data sources consisted of Civic Education teachers from three elementary schools in Lampung Province, namely SDN 27 Tegineneng, SDN 2 Canggu, and SDN 1 Penyandingan. The participants were selected using purposive sampling, based on the consideration that these teachers had experience in implementing various Civic Education learning models, particularly those related to the Student-Centered Learning approach.

The data were analyzed using the interactive qualitative data analysis model, which includes data reduction, data display, and conclusion drawing. During the data reduction stage, the researcher selected and focused the data obtained from interviews and documentation according to the research objectives. The reduced data were then systematically presented in the form of narrative descriptions to facilitate interpretation. Finally, conclusions were drawn by interpreting the analyzed data to answer the research problem concerning the implementation of Student-Centered Learning-based Civic Education learning models in MI and SD.

RESULTS AND DISCUSSION

1. The Concept of Student-Centered Learning in Civic Education

Civic Education (PPKn) in Islamic Elementary Schools (Madrasah Ibtidaiyah/MI) and Elementary Schools (SD) fundamentally aims to develop students into democratic and responsible citizens who are able to apply Pancasila values in their daily lives. To achieve this goal, the learning process should not merely focus on one-way knowledge transfer from teachers to students, but must also provide opportunities for students to actively construct their own knowledge through meaningful learning experiences. Therefore, the Student Centered Learning (SCL) approach is considered one of the learning alternatives that can improve the quality of Civic Education learning in elementary schools. (Aryashanti et al., 2023).

Student Centered Learning is a learning approach that places students at the center of the learning process, while the teacher acts as a facilitator, motivator, and guide during learning activities. In this approach, students are given opportunities to explore information, express opinions, engage in discussions, collaborate, and solve problems either individually or in groups. Learning is no longer dominated by teacher activities, but rather emphasizes active student engagement so that students can construct understanding based on their learning experiences. (Fauziah, R., & Wandira, 2025).

Interviews with Civic Education teachers at SDN 27 Tegineneng, SDN 2 Canggu, and SDN 1 Penyandingan revealed that the implementation of Student Centered Learning has changed classroom learning dynamics. Students appear more active in asking questions, more confident in expressing opinions, and more enthusiastic in participating in discussions compared to traditional lecture-based learning. Teachers also reported that students

understand concepts more easily when they are given opportunities to discover knowledge through direct learning experiences. This condition indicates that student-centered learning improves learning motivation while creating a more interactive classroom atmosphere.

These findings are consistent with constructivist theory, which states that knowledge is constructed through interactions between new experiences and prior knowledge. From a constructivist perspective, students are not passive recipients of information but active individuals who construct knowledge through social interaction and real-life experiences. Therefore, Civic Education learning using the Student Centered Learning approach provides opportunities for students to understand civic concepts more deeply through discussions, group work, and problem-solving activities related to daily life. (Aprianti et al., 2025).

In addition to increasing learning activity, Student Centered Learning also contributes to character development. Learning activities involving group work, deliberation, and presentation of discussion results provide direct experience in applying democratic values, responsibility, tolerance, and respect for others' opinions. These experiences are essential in Civic Education because the main goal is not only cognitive achievement but also the formation of good citizens. Thus, Student Centered Learning supports both academic competence and character education in elementary schools. (Setiawati et al., 2024).

Furthermore, Student Centered Learning aligns with 21st-century learning demands that emphasize critical thinking, communication, collaboration, and creativity (4C). Through student-centered activities, learners are encouraged to identify problems, analyze information, express ideas, and collaborate in completing tasks assigned by the teacher. These skills are essential for students to face the increasingly complex and dynamic society. Therefore, the implementation of SCL in Civic Education is an effective strategy to improve learning quality and prepare students for future challenges. (Pamungkas & Wantoro, 2024).

Overall, the findings show that the concept of Student Centered Learning is highly relevant to the objectives of Civic Education in elementary schools. This approach transforms teacher-centered learning into a more active, participatory, collaborative, and meaningful learning process. Through direct involvement in learning activities, students not only gain conceptual understanding of citizenship but also internalize democratic values, responsibility, and tolerance as the main goals of Civic Education in MI/SD.

2. The Implementation of Problem-Based Learning, Cooperative Learning, and Role Playing

The implementation of Student Centered Learning (SCL) in Civic Education (PPKn) in MI/SD can be carried out through various innovative learning models that actively engage students in the learning process. Based on interviews with Civic Education teachers at SDN 27 Tegineneng, SDN 2 Canggu, and SDN 1 Penyandingan, the most frequently used models are Problem Based Learning (PBL), Cooperative Learning, and Role Playing. These models are considered more effective in creating interactive learning environments compared to traditional lecture-based instruction, where teachers act as facilitators rather than the sole source of knowledge. (Aryashanti et al., 2023).

Problem Based Learning (PBL) is implemented by presenting real-life problems related to students' daily experiences. These problems are aligned with Civic Education topics such as environmental cleanliness, tolerance among students of different religions, and responsibilities as school citizens. The teacher presents a case, and students are asked to identify problems, discuss them in groups, search for relevant information, and formulate appropriate solutions.

This activity encourages critical thinking and decision-making based on collaborative analysis. (Pamungkas & Wantoro, 2024).

Interviews with teachers indicated that PBL makes students more active in expressing opinions and more confident when presenting group results. Students also become more accustomed to teamwork in solving problems. This shows that problem-based learning enhances learning activity and develops higher-order thinking skills required in 21st-century education. (Fitriani, 2024).

Cooperative Learning is another model used in Student Centered Learning implementation. This model emphasizes collaboration among students in heterogeneous groups, where each member has equal opportunities to participate. Through group discussions, students learn to express opinions, respect others' views, and make democratic decisions. These activities are highly relevant to Civic Education goals that emphasize democratic character, responsibility, and cooperation. (Ni Ketut Tambun, 2023).

Cooperative learning also allows students to support each other in understanding learning materials. Students with higher ability can assist their peers, creating a collaborative learning environment. This interaction not only improves academic achievement but also strengthens interpersonal communication and mutual respect among students. (Ni Ketut Tambun, 2023).

Role Playing is another model that supports Student Centered Learning. It provides students with opportunities to act out situations related to Civic Education, such as class deliberation, class leader elections, school organizational meetings, or conflict resolution among peers. Through these simulations, students experience democratic values, responsibility, tolerance, and cooperation in a more meaningful way than through lecture-based learning. (Ricka Anggrayni Tanjung, 2024).

Role Playing also increases students' emotional engagement in learning. When acting out certain roles, students learn to understand different perspectives and develop communication skills and confidence in public speaking. Teachers reported that students are more enthusiastic during role-playing activities compared to conventional teaching methods. This indicates that experiential learning enhances motivation and strengthens understanding of civic concepts. (Ricka Anggrayni Tanjung, 2024).

Overall, the implementation of Student Centered Learning models shows that Civic Education in MI/SD becomes more active, collaborative, and student-centered. Problem Based Learning develops critical thinking and problem-solving skills, Cooperative Learning enhances collaboration and social communication, and Role Playing provides direct experience in internalizing civic values. Thus, these models support effective Civic Education learning aligned with elementary students' characteristics and 21st-century learning demands. (Novia Aryashanti et al., 2023).

3. The Impact of the Learning Models on Student Participation and Critical Thinking Skills

The implementation of Student Centered Learning in Civic Education significantly improves students' classroom participation. Through models such as Problem Based Learning, Cooperative Learning, and Role Playing, students have greater opportunities to actively engage in discussions, problem-solving, group presentations, and simulations related to real-life situations. Learning is no longer teacher-centered but allows students to construct knowledge through meaningful experiences. As a result, students become more confident in

expressing opinions, asking questions, and proposing solutions. (Pamungkas & Wantoro, 2024).

In addition to participation, SCL also improves students' critical thinking skills. In Problem Based Learning, students analyze real-life problems, identify causes, gather relevant information, and formulate solutions through group discussions. This process trains students to think logically, systematically, and reflectively before making decisions. Research shows that PBL significantly enhances students' critical thinking through analysis, evaluation, and problem-solving activities. (Pamungkas & Wantoro, 2024).

Cooperative Learning also contributes to improving students' social skills and participation. In heterogeneous groups, students exchange ideas, help each other, and share responsibility for group outcomes. This interaction increases confidence in expressing opinions and fosters democratic attitudes, which are key goals of Civic Education. Studies on Numbered Heads Together (NHT) also show improved student engagement and learning quality. (Desvianti et al., 2020).

Role Playing provides students with concrete learning experiences through simulations such as deliberation, elections, and conflict resolution. Students directly experience civic values such as democracy, tolerance, responsibility, and cooperation. This makes learning more engaging and improves long-term retention of knowledge. (Rabiatul Adawiah, 2025).

Teacher interviews from SDN 27 Tegineneng, SDN 2 Canggu, and SDN 1 Penyandingan confirm that students become more active, confident, and willing to participate after the implementation of student-centered models. However, challenges remain, including limited time allocation, differences in student characteristics, and varying levels of participation. Therefore, teachers need effective classroom management strategies such as heterogeneous grouping and guided facilitation.

Overall, the findings indicate that Student Centered Learning positively impacts student participation, critical thinking, collaboration, and understanding of civic values. It is effective in developing democratic, responsible, and critical-thinking citizens aligned with 21st-century learning goals. (Pamungkas & Wantoro, 2024).

4. Challenges in Classroom Implementation and Teachers' Solutions

The implementation of Student Centered Learning (SCL) in Civic Education in MI/SD provides many benefits but also faces several challenges. These challenges include limited instructional time, readiness of students, teacher classroom management skills, and the contextual nature of Civic Education content. Therefore, teachers must design flexible learning strategies to ensure learning objectives are achieved effectively. (Pamungkas & Wantoro, 2024).

One major challenge is limited instructional time. Models such as Problem Based Learning, Cooperative Learning, and Role Playing require more time compared to traditional lectures because they involve group discussions, presentations, reflection, and evaluation. As a result, teachers often struggle to complete all learning stages within the allocated time. (Pamungkas & Wantoro, 2024).

Another challenge is the diversity of student characteristics and abilities. Students in a single classroom have different academic levels, confidence, and communication skills. Some students actively participate, while others remain passive and require additional

guidance. Therefore, teachers must adopt inclusive strategies to ensure equal learning opportunities. (Lailiyah et al., 2024).

Classroom management is also more complex in student-centered learning. During group discussions and simulations, classrooms become more dynamic, requiring teachers to manage interactions effectively while maintaining a conducive learning environment. Teachers act as facilitators who guide discussions and support students in solving problems. (Lailiyah et al., 2024).

To overcome these challenges, teachers can apply strategies such as forming heterogeneous groups, providing clear instructions before activities, and offering continuous guidance during learning processes. These strategies help improve collaboration, reduce participation gaps, and ensure effective implementation of Student Centered Learning. (Nisa et al., 2024).

CONCLUSION

Based on the findings and discussion, it can be concluded that the implementation of Student-Centered Learning (SCL)-based Civic Education (PKn) learning models in Madrasah Ibtidaiyah (MI) and Elementary Schools (SD) has a positive impact on the learning process. This approach positions students as active participants who construct knowledge through discussions, collaborative group activities, and direct learning experiences.

Furthermore, the implementation of learning models such as Problem-Based Learning, Cooperative Learning, and Role Playing has been shown to enhance students' active participation in classroom activities, strengthen collaboration among learners, and develop critical thinking skills in solving contextual problems. In addition, Student-Centered Learning facilitates students in understanding and internalizing essential civic values, including responsibility, democracy, and tolerance.

Therefore, it can be concluded that Student-Centered Learning-based Civic Education is effective in improving students' learning engagement, collaboration skills, critical thinking abilities, and understanding of civic values at the MI and SD levels. Consequently, this approach contributes to creating a more meaningful, interactive, and student-centered learning environment that is aligned with the demands of 21st-century education.

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