



Conceptual Knowledge of Civic Education: In-depth Interviews at Primary School

Susilawati¹, Medita Ayu Wulandari¹, and Siti Ruqoyah¹

¹ IKIP Siliwangi, Jalan Terusan Jendral Sudirman Baros Cimahi, Indonesia
susilawati@ikipsiliwangi.ac.id

Abstract. Abstract. This study investigates challenges primary school teachers encounter in civic education by focusing on students' difficulties understanding the subject matter. Descriptive qualitative was used in this research to get a complete and in-depth view of students' conceptual understanding and teachers' difficulties in teaching civic education. The data collection technique used in this research was in-depth interviews with 37 primary school teachers spread across the City and Regency of Bandung, Indonesia. The data was then processed through four stages of data analysis from Miles and Huberman. The results show that students' difficulties in understanding citizenship education lessons can be improved by determining appropriate learning strategies, cooperation from parents at home, and instilling values and norms from an early age.

Keywords: Conceptual Knowledge, Civic Education, Primary School.

1 Introduction

Civic Education is a subject that focuses on the training of citizens who understand and can carry out their rights and obligations to become good citizens, who are intelligent, skilled, and have character mandated by Pancasila and the 1945 Constitution. Civic Education is also a subject that focuses on the formation of diverse self-esteem in terms of religion, socio-culture, language, age, and ethnicity. In general, the content of material in civic education lessons in elementary schools has a wide scope that the Ministry of Education has determined. Of course, it is challenging for teachers to be able to convey these concepts to students so that students can understand the content of the subject matter properly and correctly.

Meanwhile, the phenomenon that occurs today in elementary schools is that students are less interested in civic education subjects because, so far, civic education lessons are considered as lessons that are only concerned with rote memorization, not emphasizing aspects of student character, causing a lack of understanding of the concept and instilling civic attitudes has not been seen. Simple things like this, if allowed to drag on, worry that the concepts that students have mastered during learning at school cannot be implemented by students in everyday life. Even though these two skills are indispensable for students in the era of hyper-globalization. Governments and policymakers

know that students must prepare to become global citizens. If we give understanding to the material alone, we will not have a good civic attitude. Therefore, in 21st-century learning, learning emphasizes the importance of mastery.

Conceptual knowledge is a basic ability that students must master. Students' knowledge and understanding of learning concepts according to the National Council of Teachers of Mathematics (NCTM) [1] can be seen from students' abilities in: a) Defining concepts verbally and in writing, b) Identifying and creating examples and not for example, c) Using models, diagrams and symbols to present a concept, d) Changing one form of representation to another, e) Recognizing various meanings and interpretations of concepts, f) Identifying the properties of a concept and recognizing the conditions which determine a concept, g) Compare and contrast concepts.

Concept understanding is the level of ability that aspects of understand the concept of divides aspects of understanding into 3 aspects, namely translation, interpretation, and extrapolation [2]. This article analyzes the understanding of the concept of civic education of elementary school students in depth by studying the attitudes that have been implemented by students with predetermined indicators. The purpose of this article is to understand the extent of knowledge of the concept of student citizenship education with the visible implementation of attitudes on predetermined achievement indicators related to civic education in elementary schools.

According to knowledge is the result of knowing and this happens after people sense a certain object [3]. Knowledge is something that is known to be related to the learning process [4]. This learning process is influenced by various factors from within, such as motivation and external factors in the form of available information facilities, as well as socio-cultural conditions. Knowledge is information or information that is known or realized by someone [5]. Students can be said to have effectively learned when they acquire conceptual knowledge. The knowledge stage consists of six levels, namely knowing, understanding, applying, analyzing, synthesizing, and evaluating [3]. So that we can interpret that a person's understanding is obtained from the knowledge process first. In line with Sudaryono's opinion [6], understanding is a person's ability to capture the meaning and meaning of the material studied, expressed by describing the main content of a reading or changing data presented in a certain form to another form. So that knowledge is a benchmark for one's understanding.

2 Method

Method. This study uses a qualitative approach; the technique used is descriptive analysis. The method aimed to get an in-depth view of how primary school students conceptual understanding of civic education and what challenges teachers encounter in teaching their students.

The subjects in this research were 37 primary school teachers (from different schools), who consist of 6 male and 31 female teachers. The research subjects were spread across schools in Bandung Raya (Bandung City, West Bandung Regency, and Bandung Regency). The subjects were taken randomly and voluntarily while meeting

the following criteria: the teachers must come from the top 15 schools in each district and city.

The instrument used was 11 open-ended interview questions. Material experts have validated this instrument so that it can be used optimally. Data collection was carried out directly by visiting the teachers at each school and then conducting individual interviews. The collected data was then analyzed using Miles and Huberman's four stages of data analysis: data collection, data reduction, data presentation and conclusion drawing/verification.

3 Result and Discussion

3.1 Result

Based on data obtained regarding students' understanding of the concept of citizenship education in elementary schools. This student understanding is classified into students' understanding of living in harmony, understanding of the meaning of cooperation, understanding of the youth oath, and problems of learning citizenship education in elementary schools.

Students' understanding of living in harmony

The results of the data analysis showed that students' understanding of living in harmony shows that it needs to be improved. This can be seen from the students' quite visible understanding. Data in the field shows that students have not yet implemented understanding and implementing the meaning of living in harmony in everyday life Table 1. Data from teacher observations shows that students' understanding can be observed through the attitudes that appear in daily activities, students can carry out the rules that apply at school, such as coming to school on time, wearing complete uniforms, and doing assignments at home. Likewise students' attitudes towards the obligations that they have to carry out at school, such as throwing rubbish in the right place, being kind to teachers and friends, and asking permission when leaving class. However, to understand and apply attitudes in the home environment, parents need cooperation, because students need guidance and habituation to carry them out.

Table 1. Students' understanding of living in harmony

The definition of living in harmony	Observation result
Maintain order at home	Not all attitudes have been implemented by students
Maintain order at school	
Exercising rights and obligations at home	
Exercising rights and obligations at school	

Understanding the meaning of mutual cooperation

The results from data in the field show that students' understanding of the meaning of cooperation is quite visible. Understanding this meaning is not much different from the students' understanding discussed previously. The teacher reiterates that understanding and instilling the attitude values given by the teacher will be achieved optimally with cooperation and assistance from parents to familiarize themselves with the values given by the teacher. at school. Table 2 contains an analysis of this understanding.

Table 2. Students' understanding of the meaning of mutual cooperation

The definition of cooperation	Observation result
Implement an attitude of love for the environment	Not all attitudes have
Implementing an attitude of democratic love	been implemented by
Implementing Pancasila values	students

Another thing that influences the understanding and attitudes of several teachers' responses in the field is that the form of curriculum launched by the school will encourage students' understanding and attitudes, such as schools that have a curriculum that contains religious values to be applied to habits and daily activities. will produce students who stand out more than the usual curriculum. So this is where the role of the school principal as the highest position holder must be able to create a curriculum that aims to make students understand and implement citizenship education.

The meaning of the youth oath

The data shows that students' understanding of the youth oath as outlined in students' attitudes towards implementing the norms that apply in society, having self-respect as individuals, and being proud as Indonesians is quite visible. This is proven by the results of teacher security in the field that students are enthusiastic about activities related to cooperation, courage to express opinions, and the celebration of independence in general, students can participate well.

Table 3. Students' understanding of the meaning of the youth oath

The definition of the meaning of the youth oath	Observation result
Implementing norms that apply in society	Not all attitudes have
Have self-respect as an individual	been implemented by
Have a sense of pride as an Indonesian nation	students

Description of interview results challenges in citizenship learning

From the results of the interviews, it was found that there are many challenges faced in citizenship learning which are of course related to the achievement of the learning objectives planned by the teacher. The following challenges faced by teachers in civics learning are the existence of the digital generation and the influx of foreign cultures growing at this time so students' character and habits are difficult to form. Lack of parental involvement in implementing habits that have been formed at school. Lack of

teacher knowledge of interesting learning models, especially when explaining history to students, so that students memorize and interpret the history of Indonesian independence and teachers have limited digital access, so learning activities still use traditional models, methods, and media.

3.2 Discussion

Citizenship education emphasizes conceptual knowledge and is related to the cognitive dimension which requires targeted teaching strategies [7], [8] In the stages of thinking theory proposed by Bloom, there are levels that students have which include remembering, understanding, applying, analyzing, evaluating, and creating. In line with this theory, teachers must be able to carry out learning activity processes based on this theory so that learning objectives are achieved optimally.

This research shows that students' understanding of the concept of citizenship education has not yet been achieved optimally. Teachers create learning strategies that enable students to understand the concept of citizenship education and be able to apply this understanding to their daily activities. [8], [9] Teachers are also expected to make extensive use of the learning environment, laboratories, school fields, school gardens, and other places so that students can experience various forms of social, cultural, physical, and psychological experiences to achieve the desired learning goals.

Referring to this problem, role models or teacher figures in schools will be a benchmark for students' achievement of understanding the concept of citizenship. Apart from that, peers, the media, and education at school are things that will greatly influence students' attitudes, especially parents are emphasized as the starting point for forming attitudes related to citizenship education [9]. Parental cooperation is needed to maximize students' understanding of the concept of education so that harmony occurs. The connection between the understanding received by students at school and the habituation carried out by students at home with their parents. In essence, citizenship education aims to make students become someone who understand and carry out their rights and obligations become intelligent, skilled, and characterized Indonesian citizens as mandated by Pancasila and the 1945 Constitution, which of course is beneficial for the future progress of the nation [10]

From that explanation, it can be concluded as follows: First, at the education level in primary school, civic education must be able to instill values that grow in a country. This refers to the theory that habituation or instilling values and norms from an early age will positively impact an individual's life [11]. The first thing that needs to be invested in civic education is the ability of students to live in harmony with differences [27]. Students must be taught to behave in an orderly manner at home and school and must also understand their rights and obligations at home and school.

Second, at elementary school age, students must already know the people in their surrounding environment [13] so that civic education lessons can also be used as a forum for instilling attitudes of love for the environment [12], democratic attitudes, and Pancasila values as the basis of the Indonesian state [14]. Apart from that, because high school and primary school children are at the transitional age between children and teenagers, they must also be introduced to youth-related matters [15], such as what

norms apply in society and their self-esteem, and instilling a sense of love for the homeland and nation.

4 Conclusion

The results of research from 37 teachers who were interviewed showed that not all students understood the concept of citizenship education. Teachers need to create learning strategies that instill values that grow in students so that understanding of concepts and attitudes emerges by itself. However, this requires cooperation with parents at home and early habituation by parents at home, so that teachers can continue the connections that have been formed with students previously. The home environment is the initial place where students receive education which will later influence students' habits at school, so parents need to limit the presence of media that has a bad influence on students' attitudes.

When teachers become students' educators at school, they must be able to utilize the environment around the school to create social interaction, culture, and harmony in students, thereby creating recognition and habituation in social interaction. Teachers can also do other things to achieve an understanding of the concept and familiarization with these values by introducing the norms that apply in society to make them better understand their rights and obligations as individuals at home, at school, and in the community. Parents and teachers have a role in controlling student behavior at home and school, for this reason, schools should provide space for parents to communicate in aligning the instillation of values that should be built on parental guidance, in this case, an agenda for parenting can be created in every three months to monitor progress regarding this matter. Apart from that, teachers must also package citizenship education learning activities in schools with fun strategies by adapting models, methods, and media that make children understand better about instilling and getting used to values education.

Acknowledgment. With all due respect, we would like to thank all primary school teachers from the City and Regency of Bandung who were willing to participate in this study.

References

1. Harefa, D., Sarumaha, M., Fau, A., Telaumbanua, T., Hulu, F., Telambanua, K., ... & Ndraha, L. D. M.: Penggunaan model pembelajaran kooperatif tipe jigsaw terhadap kemampuan pemahaman konsep belajar siswa. *Aksara: Jurnal Ilmu Pendidikan Nonformal* 8(1), 325-332 (2022).
2. Nafiati, D. A.: Revisi taksonomi bloom kognitif afektif dan psikomotorik. *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21(2), 151-172 (2021)
3. Notoatmodjo, S.: *Metodologi penelitian kesehatan*. (2005)

4. Bolisani, E., Bratianu, C., Bolisani, E., Bratianu, C.: The elusive definition of knowledge. *Emergent Knowledge Strategies: Strategic Thinking In Knowledge Management* 1-22 (2018).
5. Riyanto, A.: *Kapita selekta kuesioner pengetahuan dan sikap dalam penelitian kesehatan*. Salemba Medika, Jakarta (2013).
6. Sudaryono.: *Dasar - dasar evaluasi pembelajaran*, 1st ed. Graha Ilmu, Yogyakarta (2012).
7. Arensmeier, C.: Swedish students' conceptual knowledge about civics and citizenship: an interview study. *Citizenship Teaching & Learning* 11(1), 9-27 (2015).
8. Susilawati, S.: Pengaruh metode quantum writing berbantuan big book terhadap kemampuan menulis paragraf narasi siswa Sekolah Dasar. *Collase (creative of learning students elementary education)* 6(5), 809-814 (2023).
9. Schulz, W., Fraillon, J., Losito, B., Agrusti, G., Ainley, J., Damiani, V., Friedman, T.: *IEA International civic and citizenship education study 2022 assessment framework* (p. 133). Springer Nature (2023).
10. Parawangsa, E., Dewi, D. A., Furnamasari, Y. F.: Hakikat pendidikan kewarganegaraan di sekolah dasar (SD). *Jurnal Pendidikan Tambusai* 5(3), 8050-8054 (2021).
11. Nurgiansah, T. H., Wulandari, M. A., & Bety, C. F.: Resolution of social conflicts through multicultural education. *Jurnal Etika Demokrasi* 7(3), 428-436 (2022).
12. Wulandari, M. A., Farihah, Z. L., Samsudin, A., Kuswendi, U.: Instill character education during online learning with developing whiteboard animation proclamation-based. *Jurnal Prima Edukasia* 10(2), 149-158 (2022).
13. Samsudin, A., Kuswendi, U., Wulandari, M. A., Farihah, Z. L.: Effectivity of whiteboard animation proclamation-based on the patriotism of elementary school students. *Primaryedu: Journal Of Primary Education* 6(2), 80-90 (2022).
14. Nabillah, P., & Khairul Nisa, A. The influence of instilling pancasila values onstrengthening the character of elementary school students. *International Journal of Students Education* 2(1), 90–94 (2023).
15. Mu'ammar, M. A., & Badri, M.: Instillation of the value of caring for the environment at elementary students in pamekasan, indonesia. *Journal of Pedagogy and Education Science* 1(02), 108-116 (2022).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

