



Strengthening Civic Knowledge in Junior High School: Demonstrative Methods and Humanity-Based Education for Sustainable Development Goals

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Abstract. The study discussed the usage of demonstrative methods for improving the civic knowledge in Junior High School. The method was focused on the analyzing the effectiveness of the method in learning civic education. The study method used was similarity qualitative analysed by a literature study approach. By conducting a careful literature search, there were various relevant sources that explored the issues to understand how the demonstrative method was applied in the context of civic education in junior high school. The analysis of the literature provided an overview of the positive impact of the demonstrative method on student's understanding of civic concepts, such as democracy, human rights and social responsibility. The findings illustrate that the demonstrative method was able to increase student's engagement and facilitate interactive learning, enabling them to gain a deeper and more practical understanding. The research also highlighted the need for innovative and evidence-based learning approaches in improving the quality of civic education. By strengthening student's civic knowledge at junior high school level through demonstrative methods, it was hoped to create a generation that was more aware of their rights and obligations in a democratic society.

Keywords: Reinforcement, Civic Knowledge, Demonstrative Method, Civic Education Learning, Junior High School

1 INTRODUCTION

Civic Education (Pendidikan Kewarganegaraan or PKN) had a crucial role in shaping student's civic awareness and national identity. In the midst of increasingly complex societal dynamics, the Civics teaching might be able to provide a deep understanding of rights, obligations, and active roles as responsible citizens. [1] explained that within the framework of pedagogy, a sense of responsibility was an emancipatory opportunity in fostering important transformative learning such as changes in worldview, self, epistemology, ontology, behavior. In the context of globalization, Civics became an important bridge for students to understand the values of democracy, human rights, pluralism, and tolerance as the foundation for an inclusive and civilized society.

Citizenship Education guided students in developing critical, reflective, and participatory attitudes towards relevant social and political issues. [2] stated that Civic Education involved learning that was not only theoretical, but also practical, where students could apply the concepts of citizenship in their daily lives and contributed to the development of a better society. Thus, Civics Education became an important bridge for students did not only deeply understand political structures and processes, but also became the active agents of changes by responding and overcoming various social and political challenges facing society.

As a formal educational institution, junior high school was a time when students began to enter adolescence and experience significant social, emotional, and intellectual development. In psychology, [3] explained that one of the reasons students find it was difficult to accept learning is low student psychology. Civic Education a crucial role in the junior high school curriculum because it helped students understand civic concepts, such as democracy, human rights, and social responsibility. By considering the Civics Education, the students were given the opportunity to develop a deep understanding of government structures, political processes, and the values that underlaid a democratic society.

Civics education in junior high school also aimed to shape the attitudes, values, and skills necessary for students to become active, participating, and responsible citizens. [4] explained that in integrating civic concepts in learning, Civics education helped students to develop critical thinking skills, social skills, and the ability to participate in democratic processes. Civics education also played a role in building student's civic identity, strengthening their sense of belonging to the state and nation, and preparing them was be productive members in a diverse and inclusive society.

One approach that had proven effective in strengthening civic knowledge among junior high school students was the demonstrative method. [5] explained that the demonstration method provided real variations, both in the form of original objects and imitations, so that students could observe clearly and lessons were more focused on achieving the desired results. The demonstration method allowed students to learn directly through practical and interactive experiences, was not just passively receiving information from the teacher.

Civic knowledge among junior high school students provided a deep understanding of rights, obligations, values, and democratic processes. [6] stated that civic skills and civic knowledge were key components of the perception process of political information. Knowledge of government structures, political systems, and the rights and obligations of citizens. In the context of education, civic knowledge was important to form a strong civic awareness and prepared the younger generation to play an active role in social and political life. The formation of civic knowledge started early, where formal education was one of the main platforms for transferring this knowledge to students. By considering some subjects such as Civic Education, students were introduced to the basic concepts of citizenship and given an understanding of the importance of participating in community life.

The knowledge of Civics education was also acquired through practical experiences in everyday life, including interaction with the community and participation in social or political activities. [7] stated that the increase in civic participation was hypothesized

to be triggered by the development of activism characteristics. By conducting a combination of hands-on experience and formal learning, students could develop a more holistic understanding of rights and responsibilities as citizens who contributed to the betterment of society and the country as a whole.

In the context of Civics learning, the demonstrative method had an important role in strengthening civic knowledge among students. By directly involving students in practical activities, this method allowed them to experience civic concepts first hand, rather than just understanding them theoretically. For example, through the election simulations, students could experience the democratic process and understand the importance of active participation in elections for the sustainability of a democratic political system. The demonstrative method also facilitated interactive learning between students and teachers.

Civic education learning allowed students to exchange ideas, asked questions, and discussed complex concepts. [8] stated that civic learning needs to illustrate civic concepts through concrete examples and activities that was interest students, thus strengthening student's understanding. The use of demonstrative methods in civic learning also allowed students to engage in hands-on experiences that was the depth for their understanding of their rights and obligations as citizens. Through role plays or problem-based projects, students could see how citizenship concepts were applied in real-life contexts. This helped them understand the relevance and importance of citizenship in their daily lives.

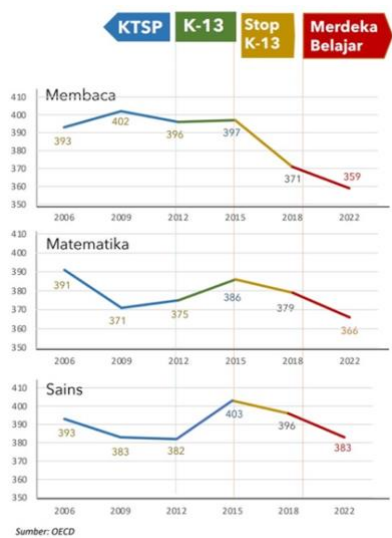
The use of demonstrative methods in civic learning did not only improve student's understanding of civic concepts, but also built the social, emotional, and critical skills needed to become active and responsible citizens. [9] explained that education was a form of activity in changing cultural images and individual awareness. In the context of Civics, it was about creating a generation that was more aware of their rights and obligations in a democratic and inclusive society. Demonstrative methods offered a variety of activities that could stimulate student understanding and engagement. By ranging from simulations, role plays, to problem-based projects, this method allowed students to relate civic concepts to real-life experiences. Thus, students could see the direct relevance between the learning material and the social and political context around them.

The main advantage of the demonstrative method was its ability to stimulate critical and reflective thinking. [10] stated that the demonstration method was a way of presenting lessons by directly demonstrating the process of something happening or related to learning material, which was accompanied by oral explanations which was carried out by students under the guidance or direction of the teacher through media images or props. By conducting directly interaction with learning materials, students were exposed to situations that required analysis, evaluation and decision making. This did not only enhance their understanding of civic concepts, but also developed the ability to think independently and critically.

In a survey on demonstrative methods, it allowed teachers to create an inclusive and participatory learning environment. By encouraging students was actively engaged in discussions, collaboration and role play, teachers could create an atmosphere that promoted respect for differences of opinion, teamwork and the development of social

skills. Thus, the use of demonstrative methods in Civics learning in junior high school did not only improve student’s understanding of civic concepts, but also shaped the attitudes, values, and skills needed to be active, participating, and responsible citizens in a democratic society. The results of PISA 2022 on December 5, 2023 showed that Indonesian children's literacy, math, and science skills were still one of the poorest as had been shown in Figure 1 below:

Figure 1. PISA Result on 2022



Source: [11]

From figure 1 about pisa 2022 results, it could be seen that reading had decreased in the year 2022. Reading had a vital role in shaping democratic learning because of the access it provided to information, the critical thinking it developed, and the understanding of pluralism it promoted. By reading, individuals could access multiple perspectives, expand their knowledge of history, rights and responsibilities as citizens, and deepen their understanding of political and social processes. By reading the literacy of Civics education also helped nurture free speech and independent media, which were important pillars in maintaining a healthy democratic system. Therefore, the integration of democratic learning with reading was key in preparing individuals to actively participate in a democratic society.

The formulation of the problem in this study was how to strengthen civic knowledge through demonstrative methods in learning civic education in junior high school. The purpose of this study explored and understood in the depth how the strengthening of civic knowledge could be achieved through the application of demonstrative methods in civic education learning in junior high school. One of the novel aspects of this study was focused on the use of demonstrative methods in the context of civic education learning at the junior high school level. This study captured the relevance and need for innovative and interactive learning approaches to strengthen civic understanding

among young students. In an era where active participation in social and political life was increasingly important, this study put the spotlight on how the demonstrative method could be an effective tool in preparing the younger generation to become active, participating and responsible citizens in a democratic society.

This research made a significant contribution to the field of Civic Education by exploring the potential of the demonstrative method in strengthening civic understanding among junior high school students. The main contribution of this study provided a deeper understanding of the effectiveness of demonstrative methods in improving students' civic knowledge, attitudes and skills. Thus, by this study could be provided an important impetus in the development of more innovative and relevant curriculum and teaching methods in civic education.

Strengthening Civic Knowledge in Junior High Schools: Demonstrative Methods and Humanitarian-Based Education for the Sustainable Development Goals and the conference topic complement each other in the context of education for the achievement of the SDGs. The paper emphasizes the importance of demonstrative methods in teaching civics at the junior high school level to equip students with a deep understanding of their role in sustainable development, with a humanitarian and environmental approach. This forms a strong foundation for further understanding in higher education, which was highlighted at the conference as key to strengthening the achievement of the SDGs. In other words, strengthening civic knowledge at the elementary level is a crucial first step that supports the role of higher education in developing innovative solutions and strategies needed to achieve the sustainable development goals more effectively.

2 METHOD

A qualitative approach was conducted in this study with a focus on literature studies. Bob and Taylor in Lexy J Moleong [12] defined if qualitative was a study procedure that produced descriptive data in the forms of written or spoken words from people and observable in behavior. The qualitative approach was chosen because it was allowed by researchers to explore in depth the concepts and experiences related to strengthening civic knowledge through demonstrative methods in Civics learning in junior high schools. Literature study was chosen as a data collection method because it was allowed by researchers to compile and analyzed for relevant information from various available sources.

The relevant literature which related to the concept of Civics, learning methods, and strengthening civic knowledge in junior high schools as a first step in this study was identified. The literature sources were discussed by detail identifying for scientific journals, textbooks, research articles, and relevant education policy documents. Next, information from the literature would be collected, compiled and analyzed to explore key concepts, theories, previous research findings and best practices related to strengthening civic knowledge through demonstrative methods.

Data analysis would be conducted by using a descriptive-comparative approach in this study. Moreover, some patterns, themes, and relationships between various

concepts and findings from the collected literature would be identified by the researchers. Furthermore, information would be synthesized to present a comprehensive understanding of the contribution of the demonstrative method in enhancing civic understanding and awareness among junior high school students.

The limitations of this study laid in the limited literature sources available and the possibility of bias in the selection and interpretation of information from the literature collected. Nevertheless, this study was expected to provide valuable insights into the importance of demonstrative methods in strengthening civic knowledge in junior high schools as well as directions for further development of research and learning practices in this area.

3 RESULT AND DISCUSSION

An analysis of the literature provided a rich picture of the positive impact of the demonstrative method on students' understanding of citizenship concepts, including democracy, human rights and social responsibility. [13] explained several things that need to be considered so that the demonstration method run effectively was that the teacher must develop learning objectives and basic competencies. Demonstrative methods, through simulations, role plays, and practical projects were opened up space for students to engage directly with these concepts, turning learning into a lively and meaningful experience.

The use of demonstrative methods in democracy learning provided significant benefits by allowing students to experience the concepts of democracy directly and more concretely. As mentioned by [14] the demonstration method allowed children to learn effectively because through simulation, students could be actively involved in the learning process. Thus, they could understand the principles of democracy more deeply and connect with the real world through direct experience. In the context of democratic learning, demonstrations could include election simulations, role plays or group discussions that involved students directly in the decision-making process. This did not only enhance student's understanding of democracy, but also prepared them to actively participate in a democratic society in the future.

By investigating the demonstrative method, students were also encouraged to understand social responsibility as an integral part of citizenship. The participating projects, it emphasizes the importance of making a positive impact in their community, students learnt as citizen. They had a role and responsibility helped to improve the society in which their live. The demonstrative method also facilitated the development of student's social and emotional skills. By involving the methods through directly interaction in simulations or role plays, students learnt to communicate, collaborate and negotiate with others, skills that were essential in complex social and political life.

An analysis of the literature highlighted that demonstrative methods did not only strengthen student's civic knowledge, but also shaped the attitudes, values and skills needed to be active, participating and responsible citizens in a democratic and inclusive society. [15] explained that the demonstrative method was able to increase student

involvement and facilitate interactive learning, allowing them to gain a deeper and more practical understanding.

According to [16] the demonstration method was the simplest method compared to other teaching methods. An analysis of the literature found that demonstrative methods were able to increase student engagement in learning. By allowing students engaged directly in practical activities such as simulations, role plays and problem-based projects, this method moved students from the role of passive spectators to active participants in the learning process. It created a dynamic and engaged learning environment that encouraged students to be more invested in the learning material.

In addition, the demonstrative method facilitated interactive learning between students and teachers. Through various activities demanded active participation, students had the opportunity to communicate, collaborate and exchange ideas with teachers and classmates. This interaction strengthened student's understanding of the learning materials and broadened their perspectives through discussion and joint reflection. The demonstrative method opened up opportunities for students to gain a deeper and more practical understanding of civic concepts. By engaging students in real-life situations, such as simulating an election or role-playing a political debate, they did not only understand the concepts theoretically, but also experienced first-hand how they were applied in a practical context. By introducing the civics education learnings through these hands-on experiences, students could develop a more holistic understanding and strengthen the practical skills needed to be active and responsible citizens in a democratic society.

This approach also allowed students to relate civic concepts to their own experiences and the surrounding environment. [17] stated that in participating students would encounter problem-based issues relevant to their daily lives so that they could see a direct connection between classroom learning and the challenges and issues they face in society. Thus, the demonstrative method did not only enhance student's engagement in learning, but also facilitated a deeper and more practical understanding of civic concepts. This helped to shaped students into more informed, engaged and responsible individuals in a democratic society.

There were some needs for innovative and evidence-based learning approached to improve the quality of civic education. By strengthening student who learnt the civic knowledge at the junior high school level through demonstrative methods, it was hoped to create a generation that was more aware of their rights and obligations in a democratic society. In the face of the complexity of social and political challenges, the need for innovative and evidence-based learning approaches in improving the quality of civic education was increasingly urgent. Especially at the junior high school level, where civic identity was being formed, an approach that combines theory with practical experience was needed. The demonstrative method was one answer to this need, as it did not only provide conceptual understanding, but also allowed students to experience first-hand the principles of democracy and citizenship in action.

By Strengthening student's civic knowledge at the junior high school level through demonstrative methods had the hope of forming a generation that was more aware of a democratic society. [18] stated that practical projects for students did not only understand civic theories, but also learnt how to apply those values in daily life. Thus,

the demonstrative method did not only teach civic concepts in the abstract, but also assisted students in internalizing those values and turning them into concrete actions in their interactions with the surrounding society.

Innovative approaches such as demonstrative methods did not only allow students to be passive spectators, but also were active participants in the learning process. According to [19] in order to experience for themselves how democracy worked and internalized its values, respect for human rights in real actions. Demonstrative methods also facilitate the development of student's social and emotional skills, which were important aspects in building a generation that could play an active role in a democratic society. By observing learning methods through direct interaction in real-life situations, students learnt to communicate, collaborate and cooperate with others in achieving a common goal.

Innovative and evidence-based learning approaches such as the demonstrative method played an important role in improving the quality of civic education at the junior high school level. [20] stated that by conducting Civics education learning through directly experience and active participation, these were expected for teaching students. They did not only become more informed citizens, but also were more aware of their roles and responsibilities in building a democratic and inclusive society. By investigating method, students did not only understand civic concepts theoretically, but also experienced how these values were applied in real life, preparing them to become agents of positive change in a heterogeneous and dynamic society.

4 CONCLUSIONS

Based on conducting the literature analysis, some important findings could be concluded if the demonstrative method was proven to be effective in improving student's understanding of civic concepts such as democracy, human rights and social responsibility. By considering the direct and interactive experiences, students could be better internalizing of these values were. The demonstrative method allowed students to be actively involved in learning, it was not just as passive spectators. By investigating the simulations, role plays and issues -based projects, they revealed results that the students became active participants who built their understanding deeply.

In addition to improve the conceptual understanding, by the demonstrative method also helped in the development of student's social, emotional, and critical skills. They learnt to communicate, collaborate, and think critically through direct interaction by learning materials. In the context of a democratic society, the demonstrative method helped students understand the importance of active participation and responsibility as citizens. They did not only learn civic concepts theoretically, but also practiced them in their daily lives.

This study made a significant contribution to the field of Civic Education by exploring the potential of the demonstrative method as an effective tool in strengthening junior high school students' civic understanding. Thus, the use of demonstrative methods in learning civic education in junior high schools did not only improve student's understanding of civic concepts, but also it shaped the attitudes, values, and

skills needed to become active, participating, and responsible citizens in a democratic society.

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