

Designing Civics Literacy Learning to Promote Elementary Students to Become Good Citizens

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Abstract—Elementary school teachers tend to teach cognitive aspects and they are less successful in teaching civics learning perfectly. As a result, fostering an attitude based on Pancasila values is often ignored. While civics learning is one of value oriented learning. Therefore, it is necessary to apply citizenship learning literacy based on the value clarification technique (VCT) approach of matrix model to actualize students becoming good citizens. Based on the results of the analysis of the study, obtained the designation of civics literacy based on the VCT approach of matrix model for learning civics in elementary schools. Learning consists of three phases, namely the preparation stage, the learning process phase, and the follow-up phase. One of the results of this study is the lesson plan and design of teaching materials about civics literacy based on the VCT approach of matrix model.

Keywords—Civic Literacy, Good Citizen, Elementary School

I. INTRODUCTION

Civics learning in elementary schools is focused on achieving attitudinal or affective learning outcomes. Civics learning prepares students to be good citizens by applying attitudes and actions based on Pancasila values. These attitudes and actions are manifested in life, in family, school, and society. With value-based learning, civics learning must be able to encourage student awareness about the implementation of rights and obligations as citizens. In accordance with opinions that "study of values is how values drive behavior and of values also how understanding about it and empathy with differences in values as people interact" [1].

The global era has contributed to moral degradation. The progress of science and technology has a negative impact. That can be observed in student attitudes. Like the emergence of selfish, individualist, materialist and secular behavior. Students become individuals who do not understand the meaning of life values. It's hard to distinguish between good and bad attitudes. Earlier this year, according to Tribunnews.com edition Thursday, 11 January 2018 reported that social media in Indonesia was shocked by pornographic videos of elementary school student and adult female in Bandung, West Java. This shows that the expected achievement in civics learning has not been realized optimally. Surely this is a mental burden for teachers and parents at home.

Based on observations at SDN 07 Belakang Balok, SDN 09 Belakang Balok, and SDN 10 Sapiroan, Bukittinggi in July 2018, it can be seen that there are still problems in implementing the civics learning process, as follows:

First, teachers are less successful in teaching civics learning perfectly, prioritizing teaching cognitive domains. Civics learning is impressed by rote learning which sometimes makes students bored.

Second, some teachers ignore the achievement of learning outcomes in the affective domain. So, the values of Pancasila are not applied in the attitudes and actions of students. This can be seen from negative behaviors that still arise in the daily lives of students such as fighting, not worshipping, and lazy learning.

Third, teachers find it difficult to develop indicators and assessments for the affective domain in civics learning. Finally, the value of learning outcomes is taken and processed from the cognitive aspect only.

Fourth, the application of a value-based approach or learning strategy in learning is not used. This can be seen from the plan for implementing the learning carried out by the teacher not using a learning approach or strategy in the learning step. So that the implementation of learning tends to be conventional.

Fifth, teachers do not try to develop teaching materials that can help students understand good attitudes and actions as citizens. Learning still depends on textbooks. Even today, it is known that textbooks are not very accurate for learning needs. In accordance with the opinion, that traditionally, civic education required students to memorize facts and textbooks as a source of literacy have not always been the most accurate or inclusive [2].

Indonesian Government Regulation Number 19 of 2005 concerning National Education Standards shows that teachers must play an active role as subjects of education who always increase innovation and creativity in the learning process. One of them applies an approach or strategy in learning. The researcher tried to provide a solution to the fourth problem, namely the application of value-based learning approaches or strategies that were not used by the teacher in learning civics. This can be caused by the teacher's limited insight. Therefore, researchers design value or affective-based learning in the hope that the insights and knowledge of teachers about value-based approaches or learning strategies increase. So that learning will become more meaningful and the achievement of learning objectives will be more optimal.

The civics literacy is "the understanding of students as citizens about the rights and obligation of citizens in the life of the Indonesian constitutional democracy and adjusts their

behavior with that understanding and awareness"[3]. It means that students must be able to behave based on the values adopted by the Indonesian nation earlier. Especially the values contained in the four pillars of national and state life, namely Pancasila, the 1945 constitution, the unitary state of the republic of Indonesia, and Bhinneka Tunggal Ika.

Literacy in the world of education in developing countries is a relatively new term. Due to the shift in educational competency standards that are tailored to the needs of global life, almost all learnings of the world currently apply literacy in the national education system of each country [4]. Classically, literacy is interpreted as reading or writing activity. Literacy is very important for students.

Literacy must account for the nature of this concept is situated, contextual, and consequently, relative and culturally bound" [5]. Especially in learning, literacy skills will help students master various subjects. The development of science and technology has modified literacy with broad meaning, namely from simple to complex. Currently the development of literacy in schools leads to the acquisition of six basic literacy agreed upon by the World Economic Forum in 2015: covering reading literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, cultural and civics literacy.

In the 21st century, students' literacy skills must be adjusted to the demands of the ability to understand information analytically, critically, and reflectively [6]. The condition of the literacy skills of students in elementary schools is still a concern. This is allegedly due to the lack of literacy learning in schools. The results of a survey conducted by Progress in International Reading Literacy Study (PIRLS) in 2011 showed that in the measurement of reading literacy, almost all parts of tests had not be answered perfectly by students from Indonesia. Consequently, Indonesia ranks four out of 45 countries in the world. A survey conducted by Central Connecticut State University in 2016 in the World Most Literate Nations (WMLN) data found that in international literacy ratings, Indonesian students ranked 60th out of 61 countries.

Given the importance of civics literacy in civics education, the teachers' task in elementary school is not easy. With a relatively large amount of students, teachers must be able to foster students' awareness regarding the values of Pancasila. Based on the analysis, a value-based learning approach was chosen to be applied by teachers in the school. This is an approach to value clarification technique (VCT) of the matrix model.

Value clarification bear a meaning for a methodology or process that helps people to find or be aware of the value that forms the background of behavior, feeling, ideas and import choices, in fact that person continues the action based on the values in his life [1]. VCT approach of matrix model is an approach that attempts to express character values by students through a matrix or attitude list as a stimulus medium. The matrix or list that contains the statement of attitude must be able to involve the feelings and

activities of students, touching conscience, and can generate arguments and clarifications by students [7].

Based on the background of the problem that has been described, it is expected that the design of civics literacy learning based on the approach value clarification technique of the matrix model used in civics learning becomes effective.

II. METHOD

The research method used was the ADDIE model. The ADDIE model consists of five stages. Analysis, design, development, implementation, and evaluation [8]. The first stage, produced curriculum analysis, teaching material, and students analysis. The second stage was done according to the needs in the learning process. The third stage designed the product that was standardized through validation by experts and practitioners. Based on the assessment and advice from experts and practitioners, revisions are made to the product. The fourth stage was the activity of using the product (preliminary field testing). And finally the evaluation stage was assessing whether every step of the activities and products that have been made are in accordance with the specification.

Based on the results of the analysis in the first stage, the learning design was done by creating lesson plan and civics literacy teaching materials based on the VCT approach of matrix model.

III. RESULTS AND DISCUSSIONS

A. Results of Curriculum Analysis

The curriculum of education used is *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The focus of the material in civics was for the 5th elementary school subjects. Civics literacy learning is presented in accordance with Basic Competencies 1.2 Explaining the importance of the integrity of the unitary republic of Indonesia. Based on the results of the analysis there is still material that is not related to the civics literacy competencies. Therefore, the curriculum needs to be modified by developing several indicators of learning from the results of the analysis. Indicators of achievement of competencies based on the results of the analysis consist of: (1) 1.2.1 Identify the importance of the integrity of the unitary republic of Indonesia, (2) 1.2.2 Explain the role of Pancasila as an adhesive to the integrity of the Republic of Indonesia, (3) 1.2.3 Identify the role of the Youth Pledge in maintaining the integrity of the Republic of Indonesia, (4) 1.2.4 Identifying forms of conflict that threaten the integrity of the Unitary State of the Republic of Indonesia, (5) 1.2.5 Mentioning the impact of threatened NKRI integrity, (6) 1.2.6 Determining attitudes towards matters that threaten the integrity of the Republic of Indonesia, (7) 1.2.7 Singing a national song that adds to the sense of love for the Unitary Republic of Indonesia, (8) 1.2.8 Describes the duties of the TNI in maintaining the integrity of the Republic of Indonesia, (9) 1.2.9 Describes the duties of the National Police in maintaining the integrity of the Unitary Republic of Indonesia, (10) 1.2.10 Classifying the ways of citizens in maintaining the integrity of the Unitary State of the Republic of Indonesia, (11)

1.2.11 Identifying attitudes as citizens in maintaining the integrity of the Unitary Republic of Indonesia (12) 1.2.12 Applying attitudes as citizens who maintain the integrity of the Unitary Republic of Indonesia.

The results of the civics lesson plan used by the new teacher reached an average score of 63.8 (sufficient category). Recapitulation of the results of the assessment of the lesson plan used by the teacher as follows:

TABLE 1. RECAPITULATION OF LESSON PLAN ASSESSMENT RESULTS USED BY THE TEACHER

No.	Initials	Point
1.	SDN 10	64,7
2.	SDN 05	62,5
3.	SDN 12	50
4.	SDN 09	69,3
5.	SDN 07	72,7
Mean		63,8

Aspects assessed include identity, indicator formulation, formulation of learning objectives, selection of learning materials, selection of media and learning resources, preparation of learning activities and assessment. Based on the results of the analysis, the lesson plan made by the teacher still has some weaknesses, including: (1) Indicators developed are not based on the basic competencies (KD), (2) Formulation of learning objectives do not meet the elements of ABCD formula (Audience, Behavior, Condition, and Degree), (3) Description of teaching materials is too concise, (4) strategies or approaches to values-based learning have not been listed and have not been used in the learning step, (5) Teachers have compiled student worksheets, but the content is incomplete, and (6) the teacher has included assessment aspects for the domain cognitive, but no assessment for the affective and psychomotor domains.

B. Results of Teaching Material Analysis

The teaching materials used were 7 textbooks in the research partner school. The results of the analysis showed that the content of teaching materials that meet the indicators of achievement of new competencies has reached 52.3% in less category. Recapitulation of the results of the analysis of teaching materials can be seen in the following table.

TABLE 2. RECAPITULATION OF CONTENT ANALYSIS OF TEACHING MATERIALS USED WITH INDICATORS OF ACHIEVEMENT OF COMPETENCE

No.	Book Initials	Suitability Percentage of Book Content
1.	SW and SR book	50%
2.	S and AN book	50%
3.	S and AM book	58,3 %
4.	W book	50%
5.	ISD and S book	66,7 %
6.	SAH book	41,7%
7.	OP book	50%
Mean		52,3%

Aspects that are also analyzed in teaching materials refer to the criteria in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 8 of 2016, concerning Books Used by Education Units pages 5 to 6. These aspects include material, language, presentation of material, and graphic aspects.

There are several shortcomings found based on the results of the analysis, namely: (1) The beginning part of the chapter or lesson not yet completed with SK, KD, indicators and learning objectives, (2) Learning objectives in the book do not meet the ABCD element. This can be observed in Figure 1, (3) the illustration of the picture is less attractive due to the monotonous color, (4) the author of the book is not careful in choosing material that is related to KD's demands, and (5) the presentation of the material does not train students' critical thinking skills.



Fig 1. Screen of One Part of the Textbook Content

C. Results of Students' Analysis

Analysis of students is carried out by reviewing characteristics that include intellectual development, language, and learning motivation. Students' analysis is needed as a guide in learning planning. Analysis of intellectual development is used for consideration in developing the level of critical thinking in learning. Language development analysis is used for consideration in choosing words and sentences used in learning. And analysis of learning motivation used for basic considerations contains elements of interest in presenting learning.

Analysis of the characteristics of students was carried out in the fifth grade elementary school in three schools. They are SDN 07 Belakang Balok, SDN 09 Belakang Balok, and SDN 10 Sapiran, Bukittinggi. The average age of students is 11 year-old and being in the medium ability based on the students report card. They have been able to argue and understand various grammar that is good and right. Students in three schools look happy to play, like something new and interesting, and have a high curiosity about something new. At the age of 11 year-old students' thinking becomes more logical, able to plan to solve problems, and reasoning abilities that begin to increase [9].

D. Civics Literacy Learning Design

Civic literacy is knowledge and skills to participate effectively in civic life through knowing how to stay informed, understanding governmental processes, and knowing how to exercise the rights and obligations of citizenship at local, state, national, and global levels [10]. Individuals also have an understanding of the local and

global implications of civic decisions. Students who are literate must be able to choose attitudes and actions to be done. In Indonesia, the main source of values and behavior is Pancasila values. There are values of divinity, humanity, unity, populist, and social justice.

The VCT approach of matrix model is in accordance with the objectives in civics learning. Namely as value-based or affective learning. Through this approach the teacher can help students find, realize values, foster emotional awareness to have certain beliefs and patterns of behavior. The VCT approach trains students to have the freedom to determine, respect and act according to learning outcomes. The same thing stated by Jarolimek [11] learning with VCT, students as follows: (1) Freedom to choose (choosing freely, choosing from alternatives, and choosing after consideration of consequences, (2) Prizing (there is a satisfied feeling and proud with value that is selection and public affirming), (3) Acting (desire and capability to do it, acting with a pattern, consistency and repetition).

The learning steps of citizenship literacy based on the VCT approach of matrix model can be observed in the following table.

TABLE 3. CITIZENSHIP LITERACY LEARNING DESIGN BASED ON THE VCT APPROACH OF MATRIX MODEL

No.	Phase	Steps
1.	Prepara-tion Phase	a. The teacher makes stimulus media
2.	Learning Process Phase	a. Learning begins with the delivery of initial information b. Attitude matrix delivered by students c. Completion of individual attitude matrices related to the topic d. Fill in the answers by students in the group e. Submission of work f. Look for clarification, answer arguments, both individual, group and classical g. Conclusion and re-directing points of attitude to the material or concept
3.	Follow-up Phase	a. Remedial b. Strengthening exercises.

The preparation phase is done with the teacher making stimulus media. Form of matrix or attitude list. The matrix contains examples of attitudes that will be clarified by students. The attitude matrix can be made in two forms. That is as a media that will be displayed and as a worksheet for students (LKPD). Media is needed to clarify information delivery, while worksheet is made to guide students to work in groups.

The following is an example of an attitude matrix that has been developed based on basic competencies 1.2 that explains the importance of the integrity of the Unitary State of the Republic of Indonesia.

TABLE 4. THE DEVELOPED ATTITUDE MATRIX

No.	Statement	My Assessment		Reason
		Good	Bad	
1.	Ani always photographed the seaside area near her house and put it on the internet.			
2.	Budi mocked Krishna because his skin was black.			
3.	Students of elementary school "A" during breaks go to brawl with student from elementary school "B".			
4.	Yanto likes to threaten the class with a knife when the school is home.			
5.	Saleh forced Alex to join in worshipping with him, despite being different in religion.			
6.	In order for the government to manage it more easily, the NKRI region is divided into several parts.			
7.	Elementary children do not participate in maintaining the integrity of the Republic of Indonesia because it is dangerous.			
8.	Rudi prefers to sing Western songs rather than national compulsory songs.			
9.	The state ship "Y" often crosses the Indonesian sea area without permission.			
10.	Father and I often sail to Mentawai island to enjoy its natural beauty.			

The learning process phase consists of several steps. First, it begins with the initial information about the attitude matrix. Then students observed the attitude matrix. Second, the stimulus media or attitude matrix are conveyed to students, both individually and classical. Then students are encouraged to do question and answer about attitude matrix. Third, filling in the items related to the topic or theme that was explored with students. Each student receives a sheet of attitude matrix. The teacher gives instructions on how to fill in the attitude matrix sheet, followed by students filling out the attitude matrix sheet individually.

Fourth is filling in the answers by students in the group, where students learn to judge the opinions of others and their opinions. Students form democratic learning groups according to the results of a collective agreement. Students in the group are guided by student worksheets (LKPD) and discuss the statements in the attitude matrix that have been filled individually. Each group is given sufficient time to prepare the results of group work. In this activity the teacher needs to seriously monitor students.

With regard to the function of language as a deterrent and carrier of knowledge, reading texts are also provided for students. Text is used as a source of knowledge and consideration for students to determine attitudes. The text is certainly adapted to elementary school age. Of course the text is related to the rules, life experiences, and participation in society. In the elementary school, students are introduced to civic ideas and practices through activities such as helping to set classroom expectations, examining experiences in relations to ideas, participating in mock elections, and determining how to balance the needs of individuals and the group[12]. During these years, children also experience views of citizenship in other times and places through stories and drama.


Fifth is submitting the results of group work. At this step the teacher has no comment or assessment. Representatives from several groups were asked to present the results of the group discussion in front of the class. Each group was asked to give a response or suggestion to the report that the presenter group had submitted. And the teacher writes down the responses or suggestions submitted by the group on discussion paper or on the board.

Sixth is looking for clarifications and answer arguments, with individually, in groups and in classics. The role of the teacher to clarify is very important. Students with the teacher discuss together about answers the work of students. Students with the teacher compare the work done. And the teacher gives an explanation to clarify the answers of students. Seventh is conclusion made with the teacher based on the clarification process that has been carried out. Then the teacher returns the attitude points to the material or concept of learning.

The last phase is follow-up. The activity steps consist of remedial and consolidation. Remedials or repairs are given to students who do not understand the learning material which can be done in the learning process or out of learning hours. The background to the presence of remedial activities was "the difference of students in capturing and absorbing learning materials and the demands of mastery learning"[13].

While, enrichment is carried out for students who already have a good understanding of the material. Further strengthening exercises using character cards are carried out. Character cards serve to familiarize students in applying positive attitudes and actions according to the values that have been learned. Following are examples of character cards that have been developed.

H. Ayo, Mempraktikkan!



Andanda, untuk membiasakan nilai-nilai karakter yang sudah dipelajari, maka catatlah perilaku yang sudah Andanda lakukan sebagai warga negara Indonesia yang baik, dengan cara memberikan tanda ceklis (✓) pada kolom hari!

No	Kegiatan	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu	Minggu
		Tanggal:	Tanggal:	Tanggal:	Tanggal:	Tanggal:	Tanggal:	Tanggal:
	
1.	Sikap di lingkungan rumah:							
	a. Hidup dengan rukun bersama kakak, adik, ataupun saudara yang lain.

Fig. 2. Example of a Character Card

The follow-up phase will produce a confidence in students to act and behave according to the values adopted by the Indonesian nation. So that students are ready to take part and participate in community life. This is what [14] calls a civic efficacy. He stated that civic efficacy is the perceived belief someone has about their ability to participate in civic life, assume citizenship responsibilities, and make a difference.

Civics literacy design based on the VCT approach of matrix model helps ease the process of clarification (clarity) of moral values that students must study and absorb. Facilitate and enhance the success of the process of internalizing values and personalizing expected moral values. Improve the way students are active and teach teachers more pleasantly, without leaving the cognitive and psychomotor learning process. Finally, between the world of schooling as a source of knowledge reaches a point of meeting with real life.

According to [7], VCT learning has several advantages for optimizing affective learning because: (1) VCT can develop and personalize moral values, (2) VCT can clarify and express the message of moral values conveyed, (3) VCT can clarify the quality of students' self-moral values and moral values in real life, (4) VCT can invite, involve, foster, and develop the self-potential of learners, especially their intellectual potential, (5) VCT can provide various life learning experiences, (6) VCT can counteract, negate, intervene and do subversion of the moral values that exist in the value and moral system that exists in a person, and (7) VCT can guide and motivate a decent and high moral life.

IV. CONCLUSION

Research conducted is a research development. With outcomes in the form of learning design, lesson plans, and citizenship literacy teaching materials based on the VCT approach of matrix model as an effort to realize good citizens in 5th class in elementary school. The research

findings in the initial analysis that elementary school fifth graders tend to learn civics education with rote and are not directed towards analyzing and clarifying critical attitudes and behaviors as well as lack of continuous attitude development by the teacher in school. Learning civics literacy in schools takes place conventionally. Teaching materials in schools do not attract students' interest in learning due to the monotonous appearance and the learning steps used are not based on a value-based or affective learning approach.

Based on this, education practitioners should better adapt learning designs to learning approaches related to attitudes or values.

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