

Innovation in Citizenship Learning At Rk Makmur Primary School: Utilizing Technology to Increase Social and Political Awareness

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Abstract

Citizenship learning at the RK Makmur Elementary School level is an important part in forming students' social and political awareness to become active and responsible citizens. In the current digital era, learning innovation by utilizing technology is becoming increasingly relevant and important for improving the quality of civic learning. This research aims to explore the implementation of civic learning innovations that utilize technology at the RK Makmur Elementary School level and its impact on increasing students' social and political awareness. Through literature analysis and related research results, we develop effective citizenship learning strategies by utilizing technology, such as interactive e-learning platforms, social media, online games, and educational applications. We also discuss important components in implementing civic learning innovations with technology, including selecting appropriate technology, goal-oriented learning design, using engaging media, effective classroom management, technology-based evaluation, and project-based collaborative learning. The research results show that civic learning innovations with technology have great potential to increase student involvement, their understanding of socio-political issues, and their awareness of their rights and obligations as citizens. However, challenges such as equitable access to technology and required teacher training also need to be addressed to maximize the potential of civic learning with technology. This research provides an important contribution to the understanding of the potential of technology in improving citizenship education at the RK Makmur elementary school level and offers an in-depth view of how learning innovations with technology can form citizens who are active, critical and participate in democratic life.

Keywords

learning innovation; citizenship learning; technology; social and political



I. Introduction

Education in Indonesia has experienced dynamic development over time, showing the country's firm commitment to realizing an education system that supports national goals as stated in the preamble to the 1945 Constitution, especially in educating the nation's life. This country strives to create an intelligent and skilled society, distancing itself from a state of ignorance and backwardness.

Article 31 paragraph 1 of the 1945 Constitution emphasizes the right of every citizen to receive education, indicating the hope that education can be accessed by all levels of society in Indonesia. Law no. 20 of 2003 concerning the National Education System further explains that education is a conscious and planned effort to create a learning environment that supports students in actively developing their potential, including spiritual aspects, self-control, personality, intelligence, morals and skills. necessary for themselves, society, nation and state.

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This strong legal basis is the foundation for the development of education in Indonesia. Concrete efforts to realize this educational vision are not limited to mere conception, but have been realized through various practical policies developed in the realm of education. The government is actively making improvements in various aspects of education, based on studies and reflections on previous policies.

Citizenship education plays an important role in forming a young generation who has high social and political awareness, and is ready to participate in democratic life. However, the new challenges faced in the digital era require learning approaches that are innovative and relevant to the realities of the times. Therefore, the use of technology in the context of citizenship learning is becoming increasingly important.

RK Makmur Elementary School is an ideal environment for implementing innovation in citizenship learning. At this level, students are developing their civic identity and beginning to understand their role in society and politics. Therefore, research that explores the use of technology in increasing social and political awareness at primary school level will make a significant contribution to the development of curriculum and teaching methods.

Meanwhile, developments in information and communication technology (ICT) have opened up new opportunities in education, including citizenship education. E-learning platforms, social media, educational applications, and various other innovations enable learning that is more interactive, dynamic, and oriented to actual socio-political contexts.

However, even though the potential of technology in civics learning is enormous, there is still a need to examine in more depth how these innovations can be implemented effectively at the high school level. In addition, it is also important to understand the impact of using technology in civics learning on increasing students' social and political awareness.

By identifying and understanding the challenges and opportunities in implementing innovation in citizenship learning at RK Makmur Elementary School, it is hoped that this research can provide valuable insights for educational policy makers, teachers and educational practitioners in an effort to improve the quality of citizenship education in the future. Social awareness and High politics is the key to strengthening active participation in community and political life. However, data shows a decline in social and political awareness among the younger generation, which is caused by various factors such as a lack of understanding of social and political issues and minimal involvement in the democratic process.

In this context, innovation in citizenship learning becomes increasingly important. The use of technology in the learning process can be an effective solution for increasing social and political awareness among students. Technology not only allows wider access to information, but also enables learning that is more interactive, collaborative, and relevant to existing social and political realities.

Educators need to continue to innovate in learning, with the aim of creating learning experiences that can shape students' competencies in accordance with the targets they want to achieve. Learning that is interesting, fun, effective, creative, innovative, meaningful, challenging, and so on are forms of learning that are expected to be developed by educators. It is important to recognize that in developing citizenship education learning, media support has a very important role. This is a challenge for educators to be able to utilize technology in developing citizenship education learning.

Based on the above background, the author is interested in analyzing various innovations in citizenship learning that utilize technology, as well as examining their

impact on increasing social and political awareness among students at RK Makmur Elementary School. By understanding the potential of technology in the context of citizenship education, it is hoped that more effective learning strategies can be developed in forming a young generation who have high social and political awareness, and are ready to play an active role in building an inclusive and just society.

II. Literature of Review

2.1 Citizenship Learning

Citizenship Education is a field of study that includes knowledge, attitudes and skills related to citizenship. In general, Citizenship Education has a clear vision and mission. The vision of Citizenship Education is to create a learning environment that supports the formation of national character (nation and character building) and the empowerment of citizens. Meanwhile, its mission is to form responsible citizens, namely citizens who are able to carry out their rights and obligations in the context of national and state life in accordance with the principles stated in the 1945 Constitution.

According to Sapriya (2007), Citizenship Education (PKn) includes several basic foundations. First, the main foundation is the Unitary State of the Republic of Indonesia. Then, the philosophical basis is Pancasila, while the normative basis is the 1945 Constitution. Apart from that, there is also a psychological basis related to citizen behavior. Furthermore, Udin Winataputra (2008) stated that the formulation of Civics objectives is in line with the competency aspects to be developed in Civics learning. These competency aspects include civic knowledge, civic skills, and civic dispositions. This opinion is in line with the concept of Benjamin S. Bloom's cognitive learning theory which divides the learning domain into cognitive, psychomotor and affective domains.

2.2 Socio-Political Awareness

Political awareness means a person's knowledge of the social environment or political situation which concerns a person's interest and attention to their rights and obligations in society. According to Surbakti (2010: 184) political awareness is awareness of the rights and obligations as citizens. The same thing was expressed by Milbiath (2001: 143) that political awareness is the awareness of citizens, both individuals and groups, to take part in political activities. Meanwhile, according to Sasikala & Francisca (2017: 78) "political awareness is the ability of human beings to acquire and possess political knowledge through perception, reasoning, or intuition". Political awareness is the human ability to acquire and possess political knowledge through perception, reasoning, or intuition.

By referring to the theories mentioned, political awareness can be explained as a comprehensive understanding of political knowledge, values and political views. This allows a person to face and resolve various problems that exist in society, make decisions, and take a stand towards them. Political awareness also gives individuals the ability to influence change or development in society by making active contributions.

2.3 Learning Innovation

Innovation is a deliberate effort to make changes or improvements to a previously existing situation. According to Muhammad Yunus, innovation is a form of change that is carried out intentionally with systemic goals. In other words, innovation is a process of change that is planned systematically and aims to achieve the desired or expected results.

More generally, innovation can be interpreted as a transformation from a previously existing situation to a new situation, which is carried out with full awareness and deliberately, not just as a result of chance. (Fuad Ihsan, 2003)

Learning is a system that is already running neatly which consists of various components that are interrelated in the educational process. (Makmur Sukri, 2021) Apart from that, learning is also interpreted as interaction between teachers and students with the aim of obtaining new informants related to learning. In another sense, learning is defined as the process of solving educational problems by utilizing all sources with full effectiveness. (Arbain Nurdin, 2016) The relationship between learning actors and their surrounding environment in an effort to lead to a process of learning change is a learning process.

Based on the explanation above, it can be concluded that in the context of learning, innovation can be interpreted as a tool or technique that produces new ideas or concepts that are integrated with learning tools. Then, the learning process that involves innovation is able to create visionary learning excellence. By referring to these definitions, researchers conclude that learning innovation is an effort to present new ideas or thoughts that have not previously been used in a learning context.

III. Results and Discussion

The role of teachers at SD RK Makmur is very important in activating students in the learning process, especially in developing various skills. Thinking skills, social skills and practical skills can be obtained through interactions between teachers and students, as well as between students and fellow students in interactive learning situations. In the context of learning innovation, teachers have a major role in creating a learning environment that facilitates the development of these skills.

Learning and teaching always emphasize the learning process to achieve maximum learning outcomes according to targets. The most important thing is to develop strategies, media and communication in the teaching and learning process. Teachers should understand the various differences that arise in each student's intellect, especially in grouping students into certain categories in the class. Students who are deemed to have a low level of intelligence should not be grouped with students who have a high level of intelligence. Students must be categorized with students of the same intelligence level as them. So that the relevance of learning nuances and level of difficulty and the way the material is presented can be adjusted to the student's level of intelligence.

In the context of technology-based learning, teachers have the ability to develop learning techniques by utilizing technology. In citizenship learning teachers can exploring the implementation of innovation in citizenship learning that utilizes technology thereby encouraging students to think creatively in dealing with certain problems or situations. There are some important components in Citizenship Learning Innovation with the Use of Technology are:

a. Choosing the Right Technology

One of the key components in civic learning innovation is the selection of appropriate technology. Teachers need to choose technology that enables effective interaction, collaboration, and exploration of information, such as interactive e-learning platforms, mobile applications, or social media that are safe and relevant.

b. Goal-Oriented Learning Design

Teachers must be able to design learning that utilizes technology by focusing on civic learning objectives. This involves developing relevant content, challenging activities, and assessments appropriate to the competencies to be achieved.

c. Use of interesting and multifunctional media

The use of interesting and multifunctional media can increase student interest and participation in learning. Teachers can utilize videos, images, simulations and interactive games to present material in an interesting and easy to understand way.

d. Effective Class Management

Teachers need to have skills in managing learning using technology. This includes the ability to monitor student participation, provide immediate feedback, and manage learning time efficiently.

The important role of teachers in exploring the implementation of innovation in citizenship learning that utilizes technology to increase students' social and political awareness. Based on the analysis carried out, the following are several learning innovations through the use of technology in citizenship learning that can be carried out by teachers at the RK Makmur Elementary School level, the research results obtained:

1. Interactive E-learning Platform

Students can utilize interactive e-learning platforms in various ways, such as:

- Access learning material independently and repeat it as needed.
- Participate in online discussions with fellow students and teachers about socio-political issues discussed in the lesson.
- Take interactive quizzes to test their understanding of citizenship concepts and socio-political issues.

2. Use of Social Media

Students can use social media to

- Share articles, videos, or news about socio-political issues they consider important.
- Participate in online discussions with their friends on trending socio-political issues.
- Expressing their own opinions and perspectives on such issues through posts or comments on social media platforms.

3. Online Games or Simulations

Students can take advantage of online games or simulations to

- 1) Practical understanding of political processes, such as general elections, legislative processes, or international diplomacy.
- 2) Collaborate with fellow students to complete challenges and solve problems related to socio-political issues in the context of games or simulations.

4. Multimedia Learning Resources

Students can utilize multimedia learning resources to

- 1) Watch documentary or animated videos that present information about socio-political issues in a visual and interesting way.
- 2) Use infographics or illustrative images to understand data and statistics related to these issues more easily.

5. Use of educational applications

- Students can take advantage of educational applications for
- Access civics learning content tailored to their needs and interests.
 - quizzes or challenges designed to test their understanding of civics concepts and socio-political issues.

6. Technology-Based Collaborative Projects

- Students can utilize technology-based collaborative projects to:
- 1) Collaborate with their friends in creating blogs, video documentaries, or podcasts about socio-political issues they consider important.
 - 2) Investigate these issues in depth and convey the results of their research via digital media to a wider audience.

Through technology-based learning innovations as mentioned above, students can become more active, involved, and aware of the socio-political issues around them. They can develop the critical, analytical and collaborative skills necessary to participate actively in social and political life, both at local and global levels.

3.1 Implementation of Learning Innovations

The research results show that there are various innovations in citizenship learning that utilize technology. For example, the use of e-learning platforms to provide interactive learning materials, the use of social media as discussion forums about socio-political issues, and the use of online games or simulations to understand political processes.

3.2 Student Response to Innovation

The majority of students at RK Makmur Elementary School showed a positive response to innovation in citizenship learning that utilizes technology. They stated that the use of technology makes learning more interesting, relevant and easy to understand. Students also report that technology allows them to be more actively involved in the learning process.

3.3 Increasing Social and Political Awareness

The results of the research show an increase in social and political awareness among students at RK Makmur Elementary School who take part in learning using technology. They are better able to understand complex socio-political issues, develop a critical attitude towards the information they encounter in the media, and become more active in participating in socio-political activities in school and society.

3.4 Discussion

The results of this research support theories that show the potential of technology in improving civic learning and socio-political awareness of students at RK Makmur Elementary School. The integration of technology in learning not only increases access to information, but also enables learning that is more interactive, collaborative, and relevant to the existing socio-political context.

The increase in socio-political awareness observed in students involved in learning that utilizes technology shows that this approach is effective in forming citizens who are active, critical, and participate in democratic life. Thus, this research makes an important contribution to the understanding of the potential of technology in improving citizenship education.

However, it needs to be acknowledged that the implementation of innovations in citizenship learning that utilize technology also faces several challenges, such as unequal access to technology, required teacher training, and data privacy and security issues. Therefore, further research is needed to identify effective strategies in overcoming these challenges and maximizing the potential of technology in civics learning.

IV. Conclusion

The teacher's role in activating students at SD RK Makmur in the learning process has a significant impact in developing various skills, especially thinking, social and practical skills. In the context of civic learning innovation, teachers have the primary responsibility for creating a learning environment that facilitates the development of these skills.

Learning and teaching always focuses on the learning process to achieve maximum learning outcomes in accordance with the targets set. Teachers must be able to design effective learning strategies by utilizing technology as the main tool in the civics learning process.

In addition, in exploring the implementation of innovation in citizenship learning that utilizes technology, teachers can develop various techniques and approaches that can encourage students to think creatively in dealing with complex socio-political problems or situations.

Based on the research results, there are several innovations in civic learning through the use of technology that can be applied at RK Makmur Elementary School. From interactive e-learning platforms to online games, these aim to increase student engagement and their awareness of relevant socio-political issues.

The level of positive response from students to this innovation shows that the use of technology in civics learning can increase students' interest, involvement and understanding of the subject matter and socio-political issues around them.

The increase in socio-political awareness observed in students at SD RK Makmur who are involved in learning that utilizes technology shows that this approach is effective in forming citizens who are active, critical and participate in democratic life.

However, challenges such as uneven access to technology, required teacher training, and data privacy and security issues still need to be addressed. Therefore, further research is needed to identify effective strategies in overcoming these challenges and maximizing the potential of technology in civics learning.

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