IMPLEMENTING INNOVATIVE INSTRUCTIONAL STRATEGIES FOR CIVIC EDUCATION IN PRIMARY SCHOOLS

Jesita Setio Ningsih[1], Adib Khusnul Rois[2] *
[1]Universitas Muhammadiyah Jakarta, Indonesia
[2]Universitas Muhammadiyah Ponorogo, Indonesia

Article Info

ABSTRACT

This study aims to analyze the implementation of innovative learning strategies in Civics (PKn) instruction at the elementary school level and to identify the supporting and inhibiting factors influencing their application. The research employed a qualitative method with a descriptive approach and was conducted at SDN Daarul Qur'an International. The participants consisted of the school principal, three Civics teachers, and six third-grade students. Data were collected through classroom observations, in-depth interviews, and documentation, while data validity was ensured through source triangulation and technique triangulation. Data analysis followed the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The results show that teachers applied several innovative learning strategies, including project-based learning, role-playing, and the utilization of interactive digital media. These strategies were found to enhance students' learning motivation, strengthen their understanding of Pancasila values, and contribute to the development of civic character. The supporting factors included adequate facilities, teacher competence, and strong professional commitment. Conversely, limited instructional time and variations in student abilities served as inhibiting factors. In conclusion, the study highlights that innovative strategies are effective in improving the quality of Civics learning, and recommends continuous professional training for teachers, the development of innovative learning modules, and increased collaboration between schools and parents to further reinforce character education.

Corresponding Author:
Jesita Setio Ningsih[1]
Muhammadiyah University of Ponorogo, Indonesia
Email: setiajesen76@gmail.com[1], Adibkhusnulrois@gmail.com[2]

1. INTRODUCTION

Civic Education (Pendidikan Kewarganegaraan or PKn) plays a strategic role in shaping the character, morals, and national identity of students from the primary school level. Within the context of the Kurikulum Merdeka (Independent Curriculum), teachers are required to implement student-centered, experience-based

learning that encourages active engagement in understanding Pancasila and citizenship values (Bukoting, 2023). However, Civic Education practices in various elementary schools are still dominated by conventional methods, such as lectures and rote assignments, which lead to low learning motivation and the underdevelopment of students' critical thinking skills and civic character (Dikarsa, 2024).

Previous research indicates that innovative learning strategies—such as project-based learning, role-playing, and the use of interactive digital media—have the potential to increase student participation in Civic Education and strengthen the understanding of Pancasila values (Sunaryati et al., 2024). Nevertheless, these studies tend to focus on the effectiveness of the strategies themselves; few have examined the actual implementation in the field, including the supporting factors and barriers experienced by elementary school teachers. Furthermore, the limited research combining various innovative strategies comprehensively indicates a research gap that needs to be addressed (Nelly, 2025).

Based on this gap, this study focuses on analyzing the implementation of innovative learning strategies in Civic Education at SDN Daarul Qur'an International and identifying the factors that influence its success (Kamaruddin, 2024). This research offers novelty in three main aspects: (1) an in-depth analysis of the combination of innovative strategies applied simultaneously by Civic Education teachers in elementary schools; (2) the identification of supporting and inhibiting factors of implementation from the perspectives of teachers, students, and principals; and (3) practical recommendations that can serve as a reference for schools in improving the quality of Civic Education in the digital era.

The innovation presented in this research contributes to the development of Civic Education practices that are more adaptive, contextual, and aligned with the requirements of the Kurikulum Merdeka, thereby strengthening character education and civic competence at the elementary school level (David, 2025). This multi-perspective approach provides a more complete picture of the implementation dynamics in the field.

Furthermore, the innovation offered in this study is expected to contribute to the development of Civic Education practices that are more contextual, engaging, and relevant to 21st-century challenges. Adaptive Civic Education does not only focus on the transfer of knowledge but also builds character, digital literacy, communication, collaboration, and social concern as integral parts of civic competence. Thus, the results of this study can serve as a foundation for efforts to improve the quality of primary school Civic Education, ensuring it is better aligned with the demands of the Kurikulum Merdeka while reinforcing the internalization of Pancasila values in students.

2. RESEARCH METHOD

This study employs a qualitative method with a descriptive approach to obtain an in-depth overview regarding the implementation of innovative learning strategies in Civic Education at the elementary school level (Andini et al., 2021). The research subjects consist of the school principal, three Civic Education teachers, and six third-grade students at SDN Daarul Qur'an International. The study was conducted over a three-month period, from November 2024 to January 2025 (Rani, 2025).

The research procedures encompassed the stages of preparation, data collection, data analysis, and report writing. During the preparation stage, the researcher coordinated with the school and developed the research instruments (S. Sitorus, 2021). The instruments utilized included observation guidelines, in-depth interview protocols, and documentation sheets. Observations were conducted to monitor the execution of classroom instruction, while interviews were used to explore the perceptions and experiences of the teachers, students, and the

school principal. Documentation included activity photographs, instructional tools (lesson plans), and relevant school archives (Saádi, 2025).

Data collection techniques were carried out through participant observation, semi-structured interviews, and documentary studies. The trustworthiness of the data was tested through source and technique triangulation to ensure the credibility of the findings (Arianto, 2025). Data analysis followed the Miles and Huberman model, consisting of three primary stages: data reduction, data display, and conclusion drawing/verification. The analysis was conducted continuously from the initial data collection through the final reporting process to achieve a comprehensive understanding of the implementation of innovative learning strategies in Civic Education (Qomaruddin & Sa'diyah, 2024).

3. RESULTS AND DISCUSSION

The research results indicate that Civic Education teachers at SDN Daarul Qur'an International implement various innovative learning strategies, including project-based learning (PjBL), role-playing, and the utilization of interactive digital media. These three strategies are applied consistently during the classroom instructional process and are capable of enhancing learning motivation, student engagement, and their understanding of Pancasila values. In project-based learning, students are assigned mini-projects themed around the application of Pancasila values in daily life (Dikarsa, 2024). This activity fosters student creativity and trains them to work collaboratively. Role-playing is also utilized through simulations such as class president elections and mock sessions, which effectively help students understand the concepts of democracy, courage in expressing opinions, and cooperation. Meanwhile, the use of interactive digital media, such as animated videos and online quizzes, provides a more engaging learning experience and facilitates students' understanding of abstract concepts in Civic Education (Daga et al., 2025).

The supporting factors for the successful implementation of these innovative strategies include the availability of adequate infrastructure, teachers' pedagogical competence, and the principal's support for technology-based learning and creative activities. Conversely, this study identified several constraints, such as limited instructional time—which prevents project-based strategies from running optimally—variations in student abilities requiring differentiated instructions, and a dependency on electricity and internet connectivity when using digital media (Salbi, 2025).

The discussion of these findings shows that the field results align with previous research. Project-based learning is proven to enhance critical thinking skills and student involvement, as explained by Aziza et al. (2025), while the use of role-playing in Civic Education supports research stating that social simulations can develop empathy, democratic attitudes, and an understanding of citizenship concepts (Uctuvia et al., 2025). The utilization of digital media also corroborates findings that such media can increase learning motivation and help students understand Civic Education concepts more concretely (Hidayah et al., 2025). Nevertheless, these results emphasize that innovative learning strategies require effective time management and differentiated instruction, consistent with the perspective on the complexity of implementing PjBL in the elementary school context (Kurniawan, 2025).

Based on these findings, recommended solutions include the need for continuous teacher training in designing innovative instruction, the development of Civic Education modules that integrate project activities and digital media, and increased collaboration between schools and parents to reinforce Pancasila values at home (Ali et al., 2024). Furthermore, teachers should implement differentiated learning to address variations in student ability and ensure the availability of adequate technological infrastructure. These findings provide a practical contribution

to the development of active, contextual Civic Education aligned with the Kurikulum Merdeka and can serve as a foundation for future research exploring the effectiveness of specific strategies in greater depth (Mugara & Ali, 2025).

21st Century Skills Development

In the current educational context, it is crucial to consider the development of 21st-century skills, including critical thinking, collaboration, communication, and creativity. The innovative strategies implemented at SDN Daarul Qur'an International focus not only on understanding Pancasila values but also on developing these competencies. For example, in PjBL, students learn to work in teams, convey ideas, and solve problems creatively, preparing them for the challenges of an ever-changing professional world.

Integration of Character Values

Beyond Pancasila values, integrating character values—such as honesty, responsibility, and discipline—into instruction is vital. In role-playing activities, students can portray figures reflecting these values. For instance, in an election simulation, students learn the importance of honesty in voting and the responsibility of a leader. Thus, learning addresses not only cognitive outcomes but also affective aspects contributing to character building.

Parental Involvement in Learning

Parental involvement is essential in supporting the student learning process. Research shows that active parental engagement leads to higher motivation and achievement. Schools can organize workshops or seminars for parents regarding the application of Pancasila values at home. This allows parents to collaborate with teachers in supporting innovative learning practices.

Technology Utilization in Education

The use of digital media, applications, and online platforms like Google Classroom or Kahoot makes learning more flexible and allows for independent practice outside school hours. Technology also enables teachers to provide faster and more effective feedback, making the learning process more interactive and responsive to student needs.

Challenges and Solutions in Implementation

To overcome constraints such as time limitations and diverse student abilities, teachers must plan lessons more effectively and utilize differentiated instruction. Creating study groups based on ability levels and designing clear timelines for each project phase ensures that all students have sufficient time and support to complete their tasks.

Evaluation and Feedback

Innovative learning requires an evaluation system that assesses the process and student engagement, not just the final product. Using assessment rubrics that cover creativity, collaboration, and conceptual understanding, alongside constructive feedback, helps students recognize their strengths and areas for improvement.

Continuous Research and Development

To ensure innovative strategies remain relevant, continuous research and development are necessary. Further studies could evaluate the effectiveness of these strategies in different contexts, such as adapting PjBL for

students with special needs, to provide deeper insights into best practices for Civic Education and future curriculum development.

4. CONCLUSION

This study concludes that the implementation of innovative learning strategies in Civic Education at SDN Daarul Qur'an International effectively enhances learning motivation, engagement, and students' understanding of Pancasila values. Strategies such as project-based learning, role-playing, and the utilization of interactive digital media have proven to provide a more active, meaningful, and contextual learning experience for elementary school students. The primary supporting factors for executing these innovative strategies include the availability of infrastructure, teacher competence, and institutional support; meanwhile, the identified constraints encompass limited instructional time, variations in student abilities, and technological dependency. These findings emphasize that the success of innovative learning relies heavily on teacher readiness, appropriate instructional design, and a supportive learning environment.

The prospects for further research can be directed toward a more in-depth analysis of the effectiveness of each specific strategy to determine their individual contributions to Civic Education learning outcomes. Furthermore, future studies could explore the application of innovative learning models across different grade levels or within schools with diverse characteristics. Practically, the results of this research have the potential to serve as a foundation for developing more structured project-based and digital-media-based Civic Education modules that can be widely implemented in elementary schools. Future application prospects may also focus on the integration of more adaptive learning technologies, the strengthening of differentiated instruction, and the development of collaboration between schools, parents, and the community to support sustainable civic character building.

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