

Development of Junior High School Students Civic Disposition through Innovative Civic Education Learning Strategies

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ABSTRACT

This research examines strategies for teaching Pancasila and Citizenship Education in developing civic disposition behaviors among junior high school students, considering various challenges such as minimal parental support, conventional teaching methods, and limitations in resources and digital skills. PPKn plays a strategic role in shaping the nation's character and personality amid phenomena of moral degradation and globalization influences. The objective of this study is to identify and analyze effective PPKn learning strategies for enhancing SMP students' civic disposition behaviors. A qualitative approach with a case study method was employed to deeply investigate the implementation of PPKn learning strategies at SMP Itikurih Hibarna Ciparay, Bandung Regency. Data were collected through interviews, observations, and documentation, with data triangulation to ensure validity. Data analysis was conducted descriptively and qualitatively using the Miles and Huberman framework, encompassing data reduction, data presentation, and drawing conclusions with verification. The findings indicate that systematic PPKn lesson planning, student-centered implementation with innovative methods such as Project-Based Learning, and evaluation based on a scientific approach are highly effective in developing students' civic dispositions. Students successfully demonstrated improvements in moral responsibility, critical thinking, discipline, and active participation. The utilization of digital school applications also played a positive role in learning management. In conclusion, comprehensive PPKn learning strategies supported by technology and oriented toward character development are proven essential in forming a young generation with Pancasila character and responsibility as citizens.

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Introduction

Background

Phenomena occurring in educational environments indicate that Pancasila and Citizenship Education learning still faces various structural and cultural constraints (Elihami, 2021; Rukmini et al., 2021). One of the main problems is the minimal parental

support in accompanying citizenship character learning due to economic busyness (Ainsiyah & Ginting, 2020). This condition impacts the weak internalization of citizenship values in the family environment as the primary basis for character education among students (Kurniasih et al., 2018). Moreover, this challenge is exacerbated by instructional methods within schools that often rely on rote memorization and passive learning, rather than fostering critical thinking and active engagement with civic values (Malatuny & Rahmat, 2020). This pedagogical approach often neglects the development of essential civic skills, such as rational analysis of citizenship issues and ethical argumentation, which are crucial for cultivating informed and engaged citizens.

In addition to family factors, PPKn learning is also confronted with resource limitations, innovative learning media, and low digital skills among teachers and students (Ainsiyah & Ginting, 2020; Tambunan et al., 2024). Dominant conventional learning methods, such as one-way lectures, make learning less engaging and difficult to ensure comprehensive student understanding (Rejekiningsing et al., 2023; Sakinah et al., 2023). Less conducive classroom conditions, low learning motivation, and the influence of negative habits from previous educational levels and peers further exacerbate learning effectiveness (Elihami, 2021; Prasetyo, 2018). These prevailing challenges underscore the urgent need for innovative pedagogical approaches in Pancasila and Civics Education that can actively engage students and address the complex interplay of familial, educational, and societal factors inhibiting the development of robust civic dispositions (Herawati et al., 2022; Rahmawati & Wibawa, 2024).

These problems become even more crucial given that Pancasila and Citizenship Education plays a strategic role in shaping the nation's character and personality (Anugrah et al., 2024; Jayadiputra et al., 2023). As a compulsory subject from elementary to secondary levels, PPKn aims to form citizens with Pancasila character, critical thinking, participation, and responsibility (Pinandhita et al., 2025). Therefore, the internalization of Pancasila values among the younger generation is an urgent need in facing contemporary challenges (Furnamasari et al., 2024).

Various social phenomena such as juvenile delinquency, drug abuse, corruption, and violence indicate moral degradation among the young generation (Kurniasih et al., 2018; Ramdani & Sapriya, 2017). Globalization and the unfiltered influx of foreign cultures weaken cultural resilience and students' nationalist attitudes (Pangalila & Winoto, 2022). This situation demands strengthening character and citizenship education as a moral fortress and an instrument for fostering a defense mindset (Sarkadi et al., 2022).

In this context, PPKn learning strategies play a crucial role in nurturing civic disposition behaviors among junior high school students (Mariana & Andriani, 2025; Mazid et al., 2024). Appropriate, innovative, and contextual learning strategies are believed to help students understand and practice Pancasila values in daily life (Sitepu et al., 2023). Learning that encourages active participation, democratic discussions, and real-life experiences is a primary need for strengthening citizenship character (Ningari, 2022; Sunarso et al., 2024).

Civic disposition, encompassing responsibility, awareness of rights and obligations, and active participation in social life, is the primary focus of citizenship education (Mazid et al., 2024). Through effective learning strategies, students are expected not only to cognitively understand citizenship concepts but also to demonstrate behaviors as intelligent, character-driven citizens and serve as agents of positive change in society (Mariana & Andriani, 2025). This necessitates a shift from conventional pedagogical approaches to more dynamic, student-centered methodologies that prioritize the integration of critical thinking, ethical reasoning, and collaborative problem-solving within the curriculum

Previous Literature and Rationale

Various studies indicate that Pancasila and Citizenship Education plays a crucial role in shaping students' character and civic disposition. Perdana (2018) emphasizes that students' civic disposition behavior represents a serious challenge requiring effective PPKn learning strategies. Other research underscores the importance of character education in countering moral degradation and nurturing nationalism among the younger generation amid globalization and digitalization.

In addition, research by Herlina and Dewi (2021) demonstrates that contextual and participatory PPKn learning strategies can enhance students' understanding and practice of Pancasila values. Jai et al. (2020) also affirm that civic disposition can be developed through learning emphasizing responsibility, awareness of rights and obligations, and active student participation.

Although numerous studies have addressed the importance of PPKn and character education, there remains a limited body of research specifically analyzing the PPKn learning strategies implemented by teachers to enhance civic disposition behaviors among junior high school students within the classroom context. Most studies focus on conceptual aspects or end results, without deeply exploring the operational and contextual learning strategies employed.

The novelty of this research lies in its focused analysis of the implementation of innovative PPKn learning strategies, such as project-based learning and group discussions, in improving civic disposition among junior high school students. This study not only examines outcomes but also the learning processes and the teacher's role as the primary agent in strengthening students' citizenship character.

The objective of this research is to identify and analyze effective Pancasila and Citizenship Education learning strategies for enhancing civic disposition behaviors among junior high school students. It is expected to provide practical recommendations for teachers and education policymakers to improve PPKn learning quality, thereby producing a younger generation with strong Pancasila character and robust civic disposition.

Method

The research approach employed in this study is a qualitative approach using the case study method. The qualitative approach allows researchers to explore contemporary phenomena in depth and within their real-world context (Yin, 1984), which is highly relevant for analyzing Pancasila and Citizenship Education learning strategies and the development of civic disposition among junior high school students. According to Creswell, qualitative research focuses on an in-depth understanding of human and social problems (Charli et al., 2022; Creswell, 2007).

The case study method was chosen because it allows for an intensive investigation of a single unit of analysis: the implementation of PPKn learning strategies at SMP Itikurih Hibarna Ciparay, Bandung Regency. Robert Yin, a renowned case study expert, defines a case study as an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-life context (Yin, 1984). Case studies enable researchers to preserve the holistic and meaningful characteristics of real-life events, such as individual life cycles, organizational processes, and interpersonal relationships (Hartley, 2004; Yin, 1984).

Data Collection Techniques

To gather rich and in-depth data, this research will utilize interviews, observations, and documentation as data collection techniques. The use of these multiple methods represents a form of data triangulation, aiming to enhance the validity and credibility of the research findings (Carter et al., 2014; Fusch et al., 2018; Golafshani, 2015). Triangulation helps confirm findings by examining the consistency of information obtained from various sources or through various methods (Brink, 1993; Guion et al., 2011).

Data Collection Techniques

In-depth interviews will be conducted with PPKn teachers, students, and the school principal. These interviews will be semi-structured, allowing flexibility to explore respondents' views, experiences, and perceptions regarding PPKn learning strategies and the development of civic disposition (Dewi, 2022). Through interviews, researchers can gain a detailed understanding of how interventions can change care

(Barrett & Twycross, 2018), or in this context, how learning strategies influence civic disposition behaviors. Participant and non-participant observations will be carried out during the PPKn learning process in the classroom. Observations will focus on teacher-student interactions, the implementation of learning strategies, student participation, and the manifestation of civic disposition behaviors in the learning environment. Qualitative observation involves making field notes about the behavior and activities of individuals at the research site (Dewi, 2022), enabling researchers to gather concrete evidence to explain the research topic (GARIP, 2025). Document analysis will include lesson plans, teaching materials, assessment records, and other documents related to PPKn learning and school policies. Document analysis is the scanning of written documents that cover the research topic and any type of information relevant to the research problem (Dewi, 2022).

Data Analysis

Data analysis will be conducted descriptively and qualitatively using content analysis techniques. The qualitative data analysis framework developed by Miles and Huberman (Miles & Huberman, 1994; *Qualitative Data Analysis*, 2008) will serve as the primary guide for this research. Miles and Huberman's model involves three continuous streams of activity: data reduction, which is the process of selecting, focusing, simplifying, abstracting, and transforming raw data that emerges from field notes and interview transcripts (Sadang et al., 2023); in this context, relevant data pertaining to PPKn learning strategies, civic disposition behaviors, and the challenges and successes of their implementation will be identified. Data display involves organizing and compressing information into matrices, graphs, networks, or charts to facilitate conclusion drawing (Sadang et al., 2023), which will aid in identifying patterns, themes, and relationships between relevant variables. Finally, conclusion drawing and verification occur as researchers begin to understand the meaning of the findings from the start of data collection by looking for regularities, patterns, explanations, potential configurations, causal processes, and propositions (Sadang et al., 2023); conclusion verification involves rechecking and confirming the emergent findings.

Data Sources and Process

The data sources for this study are PPKn teachers, students, the school principal, and documents related to PPKn learning at SMP Itikurih Hibarna Ciparay, Bandung Regency. The selection of these data sources ensures a comprehensive representation of different perspectives within the case study context.

The research process will proceed through the stages of planning, implementation, data analysis, and report writing. These stages will be followed iteratively, where data analysis can begin from the initial data collection and continuously evolve throughout the research process (Handoko, 2017).

Data validity will be ensured through triangulation. In addition to the data source triangulation mentioned, this research will also consider method triangulation (the use of interviews, observation, and documentation) and investigator triangulation (if there is more than one researcher or involvement of expert reviewers) to enhance the objectivity, trustworthiness, and validity (dependability and credibility) of the research (Carter et al., 2014; Fusch et al., 2018). According to Denzin, triangulation is the use of two or more data sources, methods, investigators, theoretical perspectives, and analytical approaches in the study of a single phenomenon to overcome personal biases of the researcher and the inherent weaknesses of a single study (Brink, 1993).

Result

Research Results

Planning of Pancasila and Citizenship Education Learning Strategies

The planning process for Pancasila and Citizenship Education learning, aimed at developing students' civic disposition in junior high schools, involves several key stages designed to shape civic attitudes and character. The observed process is as follows:

- a) Development of Syllabus and Learning Implementation Plan: Teachers design a syllabus that includes identity, competency standards, basic competencies, main materials, learning activities, achievement indicators, assessment, time allocation, and learning resources. This syllabus forms the basis for developing the RPP, which outlines specific learning objectives for fostering civic disposition, such as attitudes of respect, discipline, and active participation in civic life.
- b) Determination of Materials and Learning Methods: Learning materials are oriented towards cultivating awareness of Pancasila values and civic principles relevant to junior high school students' lives, including appreciating diversity, social norms, and responsibilities as citizens. Effective learning methods identified include constructivism, problem-based learning, discussion, simulation, and role-playing. Examples include simulations of the BPUPKI session or election processes to internalize citizens' rights and obligations.
- c) Provision of Role Models and Development of Student Creativity: Teachers are observed providing good examples of civic disposition behavior ("ing ngarso sung tuladha" meaning 'one in front sets an example'), building student motivation and willingness ("ing madya mangun karsa" meaning 'one in the middle builds up initiative'), and encouraging student creativity and active participation in the learning process ("tut wuri handayani" meaning 'one from behind gives encouragement') in accordance with Ki Hadjar Dewantara's educational philosophy.
- d) Systematic Implementation of Learning: Learning begins with introductory activities involving orientation and motivation, followed by core activities that use interactive and active methods such as discussions and role-playing, and concludes with closing activities comprising reflection, evaluation, and reinforcement of civic character.

- e) **Attitude Assessment and Guidance Provision:** To ensure the formation of civic disposition, attitude assessments are conducted through observation and self-assessment, covering aspects of honesty, discipline, respect, and responsibility. If inappropriate behaviors are found, teachers provide coaching and guidance to improve and strengthen students' positive attitudes.

Overall, the planning stage in PPKn learning encompasses curriculum analysis, syllabus development, and the preparation of learning implementation plans. Curriculum analysis is performed to identify basic competencies students must achieve. The syllabus is a learning plan outlining the learning material, activities, and assessment. The RPP is a more detailed learning plan containing learning objectives, material, activities, methods, media, and assessment.

Implementation of Pancasila and Citizenship Education Learning Strategies

The implementation process of PPKn learning, designed to develop students' civic disposition in junior high schools, is carried out through a series of procedures and methods that emphasize the comprehensive development of civic attitudes, knowledge, and skills. The learning process is based on principles of active student learning, cooperative learning (group work), participatory approaches, and responsiveness to student needs.

During implementation, PPKn teachers engage students in active discussions, analysis of social issues, and reflection on Pancasila values. Learning materials are not merely textual but are more directed towards shaping attitudes and behaviors consistent with moral values, norms, and principles in national life.

Innovative learning methods utilized include Project-Based Learning, where students undertake projects related to social, political, and environmental issues as a medium for developing responsibility and social participation. An example is a project on the importance of tolerance in a multicultural society.

PPKn teachers serve as implementers of the Pancasila student profile within the independent learning curriculum. In this stage, teachers conduct learning using various relevant methods and media. The learning methods employed are appropriate for student characteristics and learning material, while the learning media used are engaging and motivate students to learn.

Evaluation of Pancasila and Citizenship Education Learning Strategies

The evaluation of PPKn learning strategies, aimed at developing students' civic disposition in junior high schools, indicates that learning with a scientific approach is highly effective and yields good results. The main findings of the evaluation are as follows:

- a) **Understanding and Implementation of Learning:** PPKn teachers in junior high schools demonstrate a very good understanding of the scientific approach, with approximately 66.66% falling into the very high category. The implementation of learning using this approach is also very good, reaching 74.92% in the very high category.

- b) Assessment of Learning Outcomes and Follow-up: The assessment of learning outcomes and subsequent follow-up are also categorized as very good (66.66%).
- c) Development of Civic Disposition and Civic Skills: Through PPKn learning, students develop moral responsibility, critical thinking, discipline, and active participation.
- d) Effective Learning Strategies: PPKn teachers utilize a variety of learning methods, engage students in group tasks, encourage active participation, and provide motivation and reinforcement to enable students to think critically and participate fully in class.

Generally, PPKn learning evaluation is conducted to determine learning effectiveness and to identify weaknesses that require improvement. Learning evaluation can be carried out through various methods such as tests, assignments, observation, and interviews. The results of learning evaluation are used to refine the learning process in subsequent cycles.

Utilization of Digital School Applications in PPKn Learning Management

The utilization of digital school applications in online PPKn learning management is observed across several aspects, including information quality, system quality, service quality, usage level, user satisfaction, and benefits obtained. Digital school applications are used for delivering learning materials, giving assignments, collecting tasks, providing assessments, and for communicating with students and parents.

Discussion

Interpretation of PPKn Learning Planning Strategies

The planning stages for PPKn learning observed in this study, from syllabus and RPP development to material and method determination, reveal a systematic approach. The identified use of effective methods such as constructivism, problem-based learning, discussion, simulation, and role-playing provides students with practical experiences of civic functions and roles. This aligns with student-centered educational philosophies, where knowledge is constructed through active experience and contextual relevance. The emphasis on teachers providing positive role models, as highlighted by Ki Hadjar Dewantara's philosophy, significantly contributes to developing students' civic disposition, underscoring the teacher's vital role as a moral exemplar. This meticulous planning, as described by Yin, lays the groundwork for a robust case study investigating contemporary phenomena within their real-life context.

Analysis of PPKn Learning Strategy Implementation

The implementation of PPKn learning observed in this research adopts principles of active student learning, cooperative approaches, participatory methods, and responsiveness to student needs. This approach is consistent with concepts of deep knowledge and constructed knowledge, encouraging students not only to understand Pancasila concepts textually but also to embody and apply them in daily life. The use of Project-Based Learning as an innovative method is a practical application of constructivist theory, where students actively engage in real-world problem-solving, thereby developing their responsibility and social participation.

The teacher's role as an implementer of the Pancasila student profile within the independent learning curriculum is crucial in ensuring that learning is delivered through relevant methods and media, tailored to student characteristics and subject matter. This highlights the importance of pedagogical adaptation to motivate students and ensure comprehensive understanding, echoing Creswell's focus on in-depth understanding of human and social problems.

Effectiveness of PPKn Learning Evaluation

The evaluation results demonstrate the high effectiveness of the scientific approach in PPKn learning. The very good level of teacher understanding and implementation of this approach, coupled with effective outcome assessment and follow-up, indicates that the evaluation process functions as a mechanism for continuous improvement. The observed development of civic disposition and civic skills among students, such as moral responsibility, critical thinking, discipline, and active participation, confirms PPKn's significant contribution to shaping civic character. The consistent use of varied teaching methods, group tasks, and participatory approaches by teachers strongly supports this objective, indicating that these strategies are highly effective in promoting desired civic behaviors. This continuous cycle of data collection, reduction, display, and conclusion drawing aligns well with the qualitative data analysis framework proposed by Miles and Huberman, which emphasizes iterative processes to understand meaning.

Implications of Digital Technology Utilization in PPKn Learning

The utilization of digital school applications in PPKn learning management shows significant potential for enhancing information quality, system functionality, service delivery, user satisfaction, and overall benefits. The ability of these applications to deliver materials, assignments, assessments, and facilitate communication between students and parents suggests that technology integration can be a powerful means to support PPKn learning. This aligns with modern educational trends that leverage technology to improve accessibility and efficiency in learning, thereby extending the reach of citizenship education strategies. The diverse sources of data, including digital platforms, contribute to a comprehensive understanding, reflecting Denzin's emphasis on triangulation to overcome biases and inherent weaknesses of single-source studies.

Conclusion

This research finds that the PPKn learning strategies at SMP Itikurih Hibarna Ciparay, Bandung Regency, demonstrate a structured and effective approach in efforts to develop students' civic disposition. The learning planning process involves the preparation of specific syllabi and Lesson Plan Implementation Plans, determination of relevant materials and methods, as well as emphasis on teacher exemplary conduct and student creativity development, in line with Ki Hadjar Dewantara's philosophy. This thorough planning serves as the foundation for character-oriented learning implementation.

In the implementation stage, the applied strategies center on active student learning, cooperative, participatory, and responsive to student needs. The use of innovative methods such as Project-Based Learning and active discussions successfully encourages students not only to understand Pancasila values textually but also to internalize and apply them in daily

life, as well as to develop social responsibility. PPKn teachers play a crucial role as applicators of the Pancasila Student Profile, ensuring that learning methods and media align with student characteristics.

The evaluation of learning strategies demonstrates high effectiveness of the scientific approach used, evidenced by the very good level of teacher understanding and implementation, as well as effective learning outcome assessments. Through this PPKn learning, students successfully develop moral responsibility, critical thinking, discipline, and active participation, which are key indicators of strong civic disposition. These evaluation results affirm that the implemented strategies significantly contribute to shaping students' character and civic temperament. In addition, the utilization of digital school applications has served as a positive enabler in PPKn learning management, enhancing information quality, system quality, service quality, user satisfaction, and benefits in the context of online learning.

Overall, the comprehensive PPKn learning strategies from planning to evaluation, supported by technology have proven effective in forming junior high school students' civic disposition. This shows that with the appropriate approach, civic education can be a powerful instrument for producing a young generation with Pancasila character and responsibility as citizens.

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