

Revitalizing Civic Education Learning to Strengthen Civic Disposition and Social Responsibility among Students of SD Negeri 02 Pereng in the Digital Era

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ABSTRACT

The digital era has significantly transformed various aspects of life, including the development of students' character. Rapid digitalization, text-oriented Pancasila and Civic Education (PPKn) instruction, information overload, passive attitudes toward social issues, and declining social empathy present serious challenges for contemporary education. This study aims to examine the importance of revitalizing PPKn learning to strengthen students' civic disposition in the digital era. This research employs a qualitative approach through a literature review enriched with field observation. The literature review analyzes recent academic studies and policy documents related to PPKn innovation, civic character education, and digital-era educational challenges, while field observations provide contextual insights into classroom practices. The findings indicate that contextual, problem-based, and collaborative PPKn learning approaches are effective in fostering students' civic disposition, particularly in promoting social empathy, active participation, and responsibility within both digital and social environments. The implications of this study highlight the need to transform PPKn learning through active pedagogical strategies, the critical integration of digital technology, and strengthened collaboration among teachers, schools, and stakeholders to support sustainable civic character development in the digital era.

Keywords: Pancasila and Civic Education, civic disposition, digital era, student character

1. INTRODUCTION

The advancement of globalization has driven the development of digital technology, which has significantly influenced the lives of younger generations, including elementary school students (Suhendar et al., 2024; Tirtoni, 2022). On the one hand, digitalization facilitates easier access to information; on the other hand, it presents challenges in the

form of declining social awareness and low levels of student engagement with public issues. Preliminary observations at SD Negeri 02 Pereng reveal similar phenomena, such as students' lack of focus, passive participation in discussions, and limited sensitivity to social values and collaboration in group learning activities. These conditions indicate that the challenges of digitalization extend beyond cognitive and informational aspects to encompass students' character, ethics, and social skills.

Digitalization also entails other risks, including misinformation, disinformation, and the potential for cyberbullying (Apul & Purnama, 2024; Suhendar, Taufika, et al., 2023). Although students at SD Negeri 02 Pereng have not been fully exposed to the complexity of digital challenges, teachers still face difficulties in maintaining students' attention and linking learning activities to relevant socio-digital contexts. Some students tend to be passive and show low enthusiasm during lessons, suggesting that character education needs to be integrated through more active, contextual, and developmentally appropriate approaches.

Normatively, the Pancasila and Civic Education (PPKn) curriculum is designed to develop intelligent, active, and responsible citizens (Bukoting, 2023; Suhendar & Saragih, 2025). However, in instructional practice including at SD Negeri 02 Pereng PPKn learning often remains focused on cognitive aspects, such as memorization of concepts, without consistently being connected to the practical application of values in everyday life. This situation is exacerbated by an instant culture resulting from unfiltered digital information access, which may weaken students' moral values (Nabilah, 2025). Classroom observations indicate that students' understanding of Pancasila values is still largely textual; for example, students can memorize the principles of Pancasila but have not fully demonstrated these values through concrete behaviors such as cooperation, respect for others' opinions, and social responsibility.

Various efforts have been undertaken by PPKn teachers at SD Negeri 02 Pereng, including discussions, brainstorming sessions, social habituation activities, and the use of historical videos on the formulation of Pancasila. Nevertheless, the learning process continues to face obstacles, such as limited technological facilities, internet connectivity disruptions, and varying levels of student participation. These conditions point to a gap between the ideal objectives of PPKn learning and its classroom implementation, highlighting the need for more adaptive and practical instructional innovations (Suhendar & Halimi, 2023; Wiratama, 2024).

The research gap in this study lies in the limited number of studies that specifically examine the revitalization of PPKn learning at the elementary school level with a focus on strengthening civic disposition through contextual approaches and the critical use of digital media. Previous studies have predominantly emphasized cognitive learning outcomes or general digital literacy, without sufficiently linking these aspects to the development of civic character within the context of PPKn instruction in elementary schools.

Based on this gap, this study aims to analyze how the revitalization of PPKn learning can be implemented at SD Negeri 02 Pereng to strengthen students' civic disposition. Specifically, the study seeks to address the following questions: (1) how PPKn learning is currently conducted in fostering students' civic disposition at SD Negeri 02 Pereng, and

(2) how contextual and socially as well as digitally relevant PPKn revitalization strategies can be applied in the school.

The revitalization of PPKn learning is understood as an effort to restore the meaning and effectiveness of instruction so that it becomes more contextual, participatory, and responsive to contemporary challenges (Firdaussyah & Dewi, 2021; Syam et al., 2024). In the context of SD Negeri 02 Pereng, revitalization is pursued through the critical use of digital media, problem-based learning, case studies, the use of contextual student worksheets (LKPD), and the integration of technology to support effective content visualization. This approach is expected to strengthen students' digital literacy, social empathy, and reflective capacities.

This study positions civic disposition as the primary outcome of PPKn learning. Civic disposition encompasses concern for public issues, social responsibility, the ability to collaborate, democratic attitudes, and awareness of contributing to the community (Dalimunthe et al., 2024; Kusnadi, 2024). Observational findings indicate that learning practices at SD Negeri 02 Pereng have begun to cultivate these aspects through group deliberations, classroom mutual cooperation activities, value-based discussions, and reflective learning. Therefore, the revitalization of PPKn learning is crucial to ensure that students become not only normatively compliant citizens but also a generation that is responsive, empathetic, critical, and ethical in both social and digital life.

2. RESEARCH METHODE

This study was designed as a literature-based study enriched with field observation data (literature-based study with field observation enrichment). The research design positions the literature review as the primary approach for constructing the conceptual and analytical framework concerning the revitalization of Pancasila and Civic Education (PPKn) learning and the strengthening of civic disposition, while field observations function as contextual data to validate and connect theoretical findings with actual instructional practices in elementary schools. This approach was selected to achieve a comprehensive understanding that integrates theoretical perspectives with the empirical conditions of PPKn learning in the digital era.

The literature review was conducted systematically by examining relevant academic sources, including peer-reviewed journal articles, reference books, and educational regulations. The literature was selected based on the following criteria: (1) publications from 2019 to 2024 to ensure relevance and currency, (2) sources obtained from credible academic databases such as Google Scholar, DOAJ, and nationally accredited journal portals, and (3) a focus on PPKn learning, character education, civic disposition, digital literacy, and elementary education. Conceptual, empirical, and policy-oriented literature was analyzed to develop a theoretical mapping, synthesize previous research findings, and construct the analytical framework employed in this study (Prastyo et al., 2024).

To enrich the data, this study also employed field observations conducted at SD Negeri 02 Pereng. The observations focused on Grade V PPKn learning, with research subjects consisting of one PPKn teacher and Grade V students. Observations were carried out

over several instructional sessions within a single PPKn theme to obtain a representative depiction of the learning process. The observation instrument was a non-participatory observation checklist encompassing aspects such as teacher activities, student participation, use of instructional media, social interactions among students, and constraints related to facilities and infrastructure. These observational data served to identify the factual conditions of classroom instruction and the challenges encountered in efforts to strengthen students' civic disposition.

Data collection techniques involved systematic literature searching and document analysis of the classroom observation records. All data were analyzed using a qualitative descriptive-analytical approach, which included identifying key themes, categorizing data based on concepts of civic disposition, PPKn instructional strategies, and digital challenges, and synthesizing theoretical and practical findings. The analysis was directed toward assessing the alignment between the normative concepts of PPKn and their classroom implementation, as well as formulating the needs and strategies for revitalizing PPKn learning that is contextual, participatory, and responsive to students' social and digital dynamics.

3. RESULT AND ANALYSIS

Practices of PPKn Learning and the Formation of Civic Disposition in the Digital Era

Observational findings at SD Negeri 02 Pereng indicate that Pancasila and Civic Education (PPKn) learning has begun to integrate elements of digital technology, particularly through the use of instructional videos and visual content related to the historical formulation of Pancasila. The use of these media has helped students understand the material more concretely and increased their learning engagement. However, the effectiveness of digital learning has not yet been optimal due to limited technological devices and frequent internet connectivity disruptions (Saragih et al., 2025; Ukur et al., 2025). These conditions have resulted in inconsistent use of digital media during the instructional process (Suhendar et al., 2023).

In addition, observations show that teachers have instilled fundamental civic values such as communication ethics, responsibility, cooperation, and respect for others' opinions through classroom routines and group discussions (Popovska & Popovski, 2021). These practices serve as an initial foundation for the development of civic disposition, although the explicit implementation of digital civics remains limited due to students' developmental stages and infrastructural constraints.

The Project-Based Learning (PjBL) model applied by teachers such as activities involving the construction of a chronology of the history of Pancasila and group presentations has proven effective in encouraging students to collaborate, engage in democratic discussions, and take responsibility for group tasks. These activities demonstrate the emergence of civic disposition indicators, including cooperation, communication, and respect for differences (Muettteries et al., 2022). Nevertheless, participation disparities were also observed, with some students tending to dominate while others remained passive.

Revitalizing PPKn to Strengthen Civic Disposition in the Digital Era

The research findings indicate that PPKn instructional practices at SD Negeri 02 Pereng have begun to orient toward strengthening civic disposition; however, further revitalization is required to ensure greater contextual relevance and adaptability to the digital era. From a theoretical perspective, PPKn plays a strategic role in shaping citizens who are ethical, democratic, and socially responsible (Afan et al., 2024). Within the framework of the Kurikulum Merdeka, PPKn learning should not be limited to cognitive mastery but should also emphasize meaningful, value-oriented learning experiences (Nur et al., 2023).

Values such as mutual cooperation (gotong royong), tolerance, patriotism, democracy, and social responsibility have emerged in classroom practices, yet their development remains uneven. Participation disparities among students indicate that the internalization of civic values has not been fully optimized. This condition underscores the importance of revitalizing instruction through more participatory strategies, including the strengthening of PjBL, social simulations, and problem-based discussions that actively involve all students.

From a digital-era perspective, strengthening civic disposition should be directed toward preparing students as future digital citizens. Although elementary school students are not yet intensively engaged in digital spaces, early habituation of values such as tolerance, communication ethics, and social responsibility is essential to equip them to face future risks of polarization, intolerance, and misinformation. In this regard, PPKn learning functions as a transitional space that bridges conventional civic values with digital citizenship.

Conceptual Synthesis of PPKn Revitalization

Based on the findings and discussion, this study proposes a conceptual framework for revitalizing PPKn learning, consisting of three main components:

- 1) Input
 - Challenges of the digital era;
 - Characteristics of elementary school students;
 - Limitations in technological facilities;
 - PPKn curriculum and the Pancasila Student Profile.
- 2) Process (Revitalization Strategies)
 - Project-Based Learning (PjBL) and Problem-Based Learning (PBL);
 - Hybrid integration of digital and non-digital media;
 - Value-based discussions, deliberation simulations, and group work;
 - Habituation of social and digital ethics;
 - Authentic assessment based on observation and reflection.
- 3) Output
 - Strengthened civic disposition (mutual cooperation, tolerance, democracy, responsibility, patriotism);
 - Students' readiness as ethical, critical, and responsible digital citizens.

This framework demonstrates that the revitalization of PPKn goes beyond methodological innovation, emphasizing the alignment among values, instructional strategies, and students' socio-digital contexts.

Challenges and Solutions (Focused Discussion)

PPKn learning at SD Negeri 02 Pereng faces several challenges, including low student concentration, limited technological facilities, difficulties in integrating PjBL and the Pancasila Student Profile (P5) due to time constraints, low levels of digital literacy, and the complexity of assessing civic disposition. These challenges are consistent with the characteristics of elementary school students at the concrete operational stage, who require tangible and meaningful learning experiences.

The proposed solutions include the implementation of concrete activity-based learning, role rotation systems within group work, the use of hybrid media (digital and non-digital), the strengthening of digital literacy and ethics, and the application of continuous authentic assessments such as observation rubrics, reflective journals, and character portfolios. The simultaneous implementation of these solutions will reinforce the position of PPKn as a strategic subject in fostering students' civic disposition in response to the demands of the digital era.

4. CONCLUSION

The digital era requires Pancasila and Civic Education (PPKn) learning to function not only as a means of transferring normative knowledge but also as a strategic space for contextually shaping students' civic disposition. The findings from SD Negeri 02 Pereng indicate that PPKn instruction has contributed to instilling values of mutual cooperation (gotong royong), tolerance, patriotism, democracy, and social responsibility through discussions, group work, presentations, and the habituation of positive attitudes. However, persistent disparities in student participation, limitations in digital facilities, and the dominance of conventional instructional approaches underscore the need for a more systematic, participatory, and digitally adaptive revitalization of PPKn learning.

From a theoretical perspective, this study contributes by emphasizing that civic disposition cannot be optimally developed through cognitive approaches alone; rather, it requires the integration of Pancasila values, authentic learning experiences, and students' socio-digital contexts. The proposed framework for revitalizing PPKn through project-based learning, contextual value-based discussions, the gradual use of digital media, and authentic assessment—strengthens the position of PPKn as a vehicle for civic character formation that is responsive to the demands of digital citizenship.

Practically, the findings offer important implications for teachers, schools, and educational stakeholders. PPKn teachers should be positioned as facilitators of value-based learning who actively encourage the participation of all students, while schools are expected to support the enhancement of learning facilities and the cultivation of a democratic classroom culture. Collaboration with parents also emerges as a crucial

element in ensuring the continuity of civic value internalization between school and home environments.

For future research, it is recommended that the proposed PPKn revitalization framework be empirically tested through classroom action research, quasi-experimental designs, or quantitative approaches employing valid and reliable instruments for measuring civic disposition. Subsequent studies may also expand the scope to different educational levels and regions, as well as examine more deeply the relationships among digital literacy, digital citizenship, and the strengthening of civic disposition. In this way, the future development of PPKn learning will be not only conceptual in nature but also grounded in robust and sustainable empirical evidence.

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