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RESEARCH ARTICLE

Implementation of PKN Learning in Elementary / MI in Cirebon City and Regency Areas

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ABSTRACT

Civic Education (PKn) has a strategic role in shaping the character of students to become intelligent, skilled, and characterful citizens in accordance with Pancasila and the 1945 Constitution. However, the implementation of PKn in schools in the Cirebon City and Regency area still faces various obstacles such as limited learning media, lack of variety of methods, low interest in reading students, and limited infrastructure. This study aims to describe the obstacles, strategies, and experiences of teachers in PKn learning and their implications. The research method used is qualitative descriptive with data collection techniques through observation and interviews. Data analysis uses a thematic approach. The subjects of the study were PKn teachers in eight schools: four schools in the urban area (MI PGM Cirebon City, SD Negeri Kebon Baru 3, MI Salafiyah, SDN Sukapura III) and four schools in the district area (SDN 1 Susukan, SDN 2 Putat, MI Nurul Huda Japura Lor, SDN 3 Gebang Kulon). The results of the study showed that the obstacles included media limitations, monotonous methods, and technological constraints. Teachers overcome obstacles by using ICT-based media, cooperative methods, project-based learning, and outing classes. The implications of this study emphasize the need for facility support, teacher training, and parental involvement to optimize PKn learning.

Keywords: Citizenship Education, PKn learning, elementary school, learning barriers, learning strategies

INTRODUCTION

Civic Education (PKn) is a subject that aims to form citizens who understand rights and obligations, think critically, and act in accordance with Pancasila values. As a pillar of character education, PKn has a strategic role in preparing the next generation of the nation who are intelligent, skilled, and have character in accordance with the ideology of Pancasila and the 1945 Constitution (Putri, 2021; Rahmatiani, 2020). However, the implementation of PKn learning at the elementary school level still faces various complex challenges that require serious attention from education stakeholders.

Several previous studies have identified various problems in the implementation of PKn learning in elementary schools. Research on the design of PKn learning models and media in elementary schools shows that educators need to prepare PKn learning designs so that students enjoy the lessons and make it easier for them to apply the content of PKn subject values (Winingsi et al., 2023). These findings indicate a gap between the expectations of PKn learning and the reality of its implementation in the field.

Research on the use of Google Classroom as a learning medium for PKn identified obstacles that are often

experienced are unstable signal networks and loss of students' focus due to pop-up notifications that appear during learning so that teachers are advised to be more creative and innovative in learning (Rahmayanti, 2021). This shows that even though digital technology is beginning to be integrated in PKn learning, there are still significant technical and pedagogical obstacles.

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This study is grounded in two interconnected theoretical frameworks. The first is the Curriculum Implementation Theory (Fullan, 2001), which posits that successful curriculum enactment depends on the interplay of three dimensions: the use of new or revised materials, the application of new teaching approaches, and the possible alteration of beliefs and understanding. This framework helps explain why PKn teachers in different regional contexts may implement the same national curriculum in significantly different ways. The second theoretical lens is the Technopedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006), which conceptualizes effective teaching as the

intersection of technological knowledge, pedagogical knowledge, and content knowledge. TPACK is particularly relevant in this study as it provides a framework for analyzing how teachers in urban and district areas differ in their ability to integrate digital tools into PKn learning. Together, these two frameworks provide a robust theoretical basis for understanding both the systemic and individual-level factors that shape PKn learning implementation in diverse school contexts.

METHOD

This study employs a qualitative approach with a descriptive method, which is suitable for exploring the complex and contextual nature of PKn learning implementation in diverse school settings. The research was conducted over a period of one month (November–December 2025), encompassing both data collection and preliminary analysis phases.

School selection was carried out using purposive sampling to ensure that the selected schools represented the diversity of learning contexts in both urban and district settings. The sampling criteria included: (1) schools located within Cirebon City (urban) or Cirebon Regency (district); (2) the presence of an active PKn teacher willing to participate; and (3) variation in school type (public elementary school/SD Negeri and Islamic elementary school/MI). Based on these criteria, eight schools were selected: four in the urban area (MI PGM Cirebon City, SD Negeri Kebon Baru 3, MI Salafiyah, SDN Sukapura III) and four in the district area (SDN 1 Susukan, SDN 2 Putat, MI Nurul Huda Japura Lor, SDN 3 Gebang Kulon). Participants consisted of eight PKn teachers, one from each school, all of whom had a minimum of three years of teaching experience in PKn subjects.

Data collection was conducted using two main instruments. First, an observation guide (*lembar observasi*) was used to systematically record the learning process in the classroom, covering aspects such as: teacher's instructional method, use of learning media, student participation, classroom management, and the integration of technology. Each classroom observation session lasted approximately 60–90 minutes and was documented through field notes and a structured observation checklist. Second, a semi-structured interview guide (*pedoman wawancara*) was developed to explore teachers' experiences, perceptions of barriers, and adaptive strategies in delivering PKn content. The interview guide covered

four thematic areas: (1) challenges in implementing PKn learning, (2) strategies employed to overcome these challenges, (3) availability of learning resources and infrastructure, and (4) parental and community engagement. Interviews were conducted individually, recorded with participants' consent, and lasted between 30 and 50 minutes each.

Data analysis was conducted using Braun and Clarke's (2006) six-phase thematic analysis framework: (1) familiarizing with the data through repeated reading of transcripts and field notes; (2) generating initial codes from meaningful segments of data; (3) searching for themes by collating codes into potential thematic clusters; (4) reviewing and refining themes against the data set; (5) defining and naming themes clearly; and (6) producing the final report by selecting vivid and representative extracts for each theme. The three main themes identified through this process were: barriers in PKn learning, teachers' adaptive strategies, and implications for policy and practice.

To ensure the credibility and trustworthiness of the data, several validity strategies were employed. Triangulation was conducted by comparing data from multiple sources (observations, interviews, and document review of lesson plans and teaching materials) and across different participants. Member checking was applied by sharing summary findings with two participant teachers to confirm whether the interpretations accurately reflected their experiences. In addition, a peer debriefing process was conducted with a colleague researcher to review the coding framework and thematic structure. Transferability was enhanced by providing rich, thick descriptions of the research context and participants.

This study was conducted in compliance with ethical principles in educational research. Prior to data collection, written informed consent was obtained from all participant teachers. Participants were informed of their right to withdraw at any time without consequence. Confidentiality and anonymity of participants and schools were maintained throughout the study by using pseudonyms in data reporting where necessary. Ethical clearance for this study was obtained from the Research Ethics Committee of Universitas Islam Bunga Bangsa Cirebon prior to fieldwork commencement.

RESULTS AND DISCUSSION

Obstacles in the Implementation of PKn Learning

The findings of the study show that the barriers to learning in the Cirebon City and Regency areas have

complex and multidimensional characteristics. The main obstacles identified include the limitations of learning media, the lack of variety of learning methods, and the limitations of technological infrastructure. These findings are in line with previous research that identified that the diverse level of student understanding, the limitations of school facilities and infrastructure, the limitation of teacher references, and the limitations of teacher knowledge are systemic obstacles in the implementation of learning in elementary schools. For example, during observation at SDN Sukapura III, it was found that the only visual media available in the classroom was a printed poster from the previous academic year, while the PKn teacher had to teach materials on regional autonomy without any maps or supplementary visual aids. Similarly, at MI Nurul Huda Japura Lor in the district area, the teacher relied exclusively on a single textbook edition from 2019, which did not reflect updates in the national curriculum.

In urban areas, some teachers from a small number of schools still have difficulty integrating information and communication technology (ICT) into PKn learning. This paradox occurs even though the technological infrastructure in urban areas is relatively better than in district areas. This phenomenon indicates that the availability of technology alone is not enough without adequate pedagogical and technological competence from teachers. As found in previous studies, the main obstacles lie in the limitation of infrastructure, the lack of standardized curriculum guidelines, and the low competence of teachers in the aspect of technopedagogy. A teacher at MI Salafiyah, for instance, noted during the interview: "The school has a projector, but I was never trained on how to use it effectively for PKn. I am afraid of wasting class time if something goes wrong with the technology." This reflects a gap between physical infrastructure availability and teachers' TPACK readiness.

The dominant learning method used in both regions is conventional lectures, which tend to create monotonous learning and do not involve active student participation. This finding confirms Widiatmaka's (2016) research which stated that the dominance of lecture methods in PKn learning is still the main problem that affects the effectiveness of achieving character learning goals.

In district areas, obstacles are more complex because they are not only related to technological limitations, but also basic learning infrastructure. The lack of availability of interactive learning media and dependence on

conventional textbooks are challenges in themselves. This condition is exacerbated by differences in students' learning styles that are diverse but not well accommodated in learning (Aini et al., 2025).

These technological and pedagogical challenges are consistent with a growing body of research on teachers' Technological Pedagogical Content Knowledge (TPACK) competence in elementary education, which shows that many teachers still struggle to translate content and pedagogical knowledge into effective technology-based instruction, particularly in the absence of structured training and sustained mentoring support (Ananda et al., 2022; Astutik & Hariyati, 2021; Shafira & Minsih, 2022; Silvester et al., 2024; Surahman et al., 2020).

Teachers' Innovative Strategies in Overcoming Obstacles

Despite facing various obstacles, PKN teachers in both regions showed creativity and adaptability in developing alternative learning strategies. In urban areas, learning innovation is carried out through diversification of methods by integrating learning media in the form of physical and digital media to brain-based learning models (Damayanti et al., 2023; Sukmawati et al., 2022; Syaparuddin & Elihami, 2020). This strategy is in line with the 21st century learning paradigm which emphasizes the development of 4C competencies (critical thinking, creativity, communication, collaboration).

The use of digital technology is starting to show positive developments although it is still limited. The use of technology in PKN learning, such as interactive multimedia, digital simulations, and online learning, can increase students' interest, motivation, and understanding of PKN materials. Teachers in urban areas are starting to explore simple digital platforms such as multimedia presentations and learning videos to enrich students' learning experiences.

In the district area, the strategies developed place more emphasis on optimizing local resources and creativity in utilizing simple media. The implementation of outing classes is a superior strategy that allows students to learn directly from the surrounding environment, linking the concept of citizenship with real-life contexts (Asmi et al., 2024; Sanyoto et al., 2019). The use of ICT-based learning applications such as Quizizz has begun to be pioneered even though it is still limited to certain schools that have adequate internet access (Pamungkas, 2023; Yusuf, 2019).

An interesting finding from this study is the adaptation of teachers in using cooperative learning methods that are adapted to local conditions. This strategy not only overcomes the limitations of learning media but also develops the values of collaboration and mutual cooperation which are integral to the values of Pancasila. A particularly illustrative example was observed at SDN 2 Putat in the district area, where the teacher organized a "citizenship role-play" activity in which students simulated a village deliberation (*musyawarah*) to resolve a fictional community dispute. This activity required no technology or purchased materials, yet it effectively engaged students in practicing civic deliberation, democratic negotiation, and respect for differing opinions—core competencies in the PKN curriculum. The teacher explained: "I adapt from what we have around us. The environment and the community itself are my teaching media." In urban schools, a contrasting but equally creative approach was documented at SD Negeri Kebon Baru 3, where the teacher used a short YouTube video about regional government functions, followed by a small-group discussion using printed question cards, demonstrating a hybrid of digital and conventional media that was both accessible and pedagogically effective.

These classroom-generated strategies mirror findings from project-based learning (PjBL) literature, which consistently reports that engaging students in authentic, real-world tasks strengthens both conceptual understanding and civic values such as deliberation and cooperation, even when implemented with minimal resources (Christiananda et al., 2025; Firdausa, 2024; Kokotsaki et al., 2016; Nuraeni, 2018).

Theoretical and Practical Implications

The results of this study make a significant theoretical contribution to the development of the theory of implementation of the PKN curriculum at the elementary school level. The findings regarding the differences in teacher adaptation strategies between urban and district areas enrich the understanding of the contextuality of PKN learning that cannot be separated from local geographical, socio-economic, and cultural conditions.

Practically, this study produced a model of PKN learning strategies that can be adapted according to the characteristics and limitations of each region. The gradual technology integration model developed by teachers in urban areas can be a reference for schools with similar conditions. Meanwhile, the local resource-

based learning model applied in the district area shows that the effectiveness of PKN learning does not always depend on technological sophistication, but rather on the creativity of teachers in designing meaningful learning experiences.

The methodological implications of this study lie in the use of a comparative approach that allows the identification of patterns of implementation of PKN learning in different contexts. This methodology can be a reference for similar research in other regions with diverse geographical and socio-economic characteristics.

Implications for Education Policy Development

The findings of this study have important implications for the development of education policies at the regional and national levels. The differences in barriers and learning strategies between urban and district areas indicate the need for policy differentiation that takes into account the specific characteristics and needs of each region. The one-size-fits-all approach in PKN learning policies needs to be evaluated and developed into an approach that is more responsive to the diversity of implementation contexts.

This research also emphasizes the importance of investing in the development of the technopedagogical competence of PKN teachers, especially in urban areas where access to technology is available but has not been optimized. Teacher training programs need to be systematically designed by taking into account the differences in needs between teachers in urban and district areas. In addition, the development of cooperation networks between city and district schools can be a strategy to share best practices and learning resources.

This is in line with previous studies showing that active collaboration between parents and teachers, whether through home-based reinforcement of learning or structured school-family communication forums, significantly strengthens the effectiveness of character and citizenship education for elementary school students (Lilawati, 2021; Padmadewi, 2018; Rantauwati, 2020).

Research Contributions and Novelties

This research presents a novelty in the academic literature through a comparative analysis of the implementation of PKN learning between urban and district areas, which has been limited in previous studies. The main novelty lies in the identification of

different patterns of teacher adaptation based on regional contexts, which shows that PKN learning strategies cannot be generalized universally but must consider contextual factors.

The practical contribution of this research is the development of a typology of PKN learning strategies that can be a guide for teachers, school principals, and education policymakers in designing programs to improve the quality of PKN learning. This typology includes technology-based strategies for urban areas and local resource-based strategies for district areas, both of which have proven effective in overcoming learning barriers in each region.

The theoretical significance of this study lies in the enrichment of curriculum implementation theory which shows the importance of considering contextual factors in learning design and implementation. These findings confirm that the effectiveness of the implementation of the PKN curriculum is not only determined by the quality of curriculum design and teacher competence, but also by the ability to adapt to local conditions and limitations. For education practitioners, this study provides evidence-based practices that can be adopted and adapted according to the conditions of their respective schools. For the wider community, this research provides an understanding that the formation of civic character through PKN learning requires systemic support from various stakeholders, not only relying on teachers and schools alone.

CONCLUSION

This study shows that PKN learning in elementary and secondary schools in Cirebon City and Regency faces similar obstacles in the form of limited learning media, monotonous methods, and limited technological infrastructure. Teachers in both regions developed different adaptive strategies: urban areas focus on the integration of digital technology and ICT-based learning methods, while district areas emphasize the optimization of local resources through outing classes and contextual learning.

This study has limited scope with only eight schools, so the generalization of results cannot be representative of the overall condition of schools in the Cirebon area. In addition, the study has not explored in depth the influence of local cultural factors and socio-economic characteristics of the community on the implementation of PKN learning.

Based on the findings of the study, several follow-ups are needed: follow-up research with a wider scope

involving more schools, the development of differentiated teacher training programs based on regional characteristics, and the development of education policies that are responsive to differences in implementation contexts. In addition, there is a need to develop a network of cooperation between schools to share best practices in PKN learning.

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