

## Citizenship Education in Elementary Schools: Factors Influencing Classroom Participations of College Students

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**Abstract: Citizenship Education in Elementary Schools: Factors Influencing Classroom Participation of College Students. Objective:** this research aims to analyze the factors that influence the lack of participation of college students in citizenship education in elementary schools. **Method:** a descriptive quantitative approach applied in this research with 125 pre-service elementary school teachers at Universitas Sarjanawiyata Tamansiswa as participants. Data collection uses questionnaires and interviews. This research uses data validity and reliability using triangulation. Data analysis uses the Miles and Huberman model. **Findings:** among five factors influencing students' classroom participation, motivation had the highest score causing the decline in student activity in citizenship education in elementary school (70.1%), followed by lecturers' roles in the classroom (66.7%) as the trigger for the decline in student activity. Furthermore, 56.5% of student conditions, 51.2% of learning environment and 50.6% of student anxiety. **Conclusion:** there are five factors identified as the root causes of low student activity in citizenship education in elementary school including student anxiety, the learning environment, the role of the lecturer in the classroom, and the student's condition.

**Keywords:** classroom participation, citizenship education in elementary school, college students.

**Abstrak: Pendidikan Kewarganegaraan di Sekolah Dasar: Faktor-Faktor yang Mempengaruhi Partisipasi Mahasiswa dalam Kelas. Tujuan:** untuk menganalisis faktor-faktor yang mempengaruhi kurangnya keaktifan mahasiswa PGSD UST dalam mata kuliah PKN SD. **Metode:** menggunakan pendekatan kuantitatif deskriptif. Subjek mahasiswa PGSD UST yang berjumlah 125 mahasiswa. Pengumpulan data menggunakan kuesioner dan wawancara. Penelitian ini menggunakan validitas dan reliabilitas data dengan menggunakan triangulasi. Analisis data menggunakan model Miles dan Huberman. **Temuan:** menunjukkan bahwa terdapat 5 faktor yang mempengaruhi penurunan keaktifan mahasiswa, yaitu kecemasan mahasiswa, lingkungan belajar, peran dosen di dalam kelas, dan kondisi mahasiswa. Faktor motivasi belajar memiliki persentase persetujuan tertinggi sebagai penyebab menurunnya keaktifan mahasiswa dalam pembelajaran PKN SD (70,1%), kemudian kontribusi dosen dalam pembelajaran (66,7%) sebagai pemicu menurunnya keaktifan mahasiswa. Lalu 56,5%, kondisi mahasiswa memberikan dampak, selanjutnya lingkungan belajar mahasiswa 51,2%. dan kecemasan mahasiswa, 50,6%. **Kesimpulan:** terdapat lima faktor yang diidentifikasi sebagai akar penyebab rendahnya keaktifan mahasiswa dalam pembelajaran PKN SD di UST pada mahasiswa PGSD. Faktor-faktor tersebut antara lain kecemasan mahasiswa, lingkungan belajar, peran dosen di kelas, dan keadaan mahasiswa.

**Kata kunci:** partisipasi kelas, pendidikan kewarganegaraan SD, mahasiswa.

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## ■ INTRODUCTION

Every human being has a basic need for education. Education is a process that helps humans become more humane, develop, and change their behavior for the better. (Cheeseman & Wright, 2019; van der Wilt, Bouwer, & van der Veen, 2022). Education influences the development of knowledge, character formation, as well as students' mental growth and development which will have a positive impact on their environment. (Izzah, Khofshoh, Sholihah, Nurningtias, & Wakhidah, 2022) one of the learning methods that realizes this goal is citizenship education. Citizenship education in elementary school aims to develop an understanding of democratic values, love of the country, and active participation in social life. The importance of citizenship education in shaping citizens' understanding, attitudes and involvement in democratic life. (Emily Johnson, 2021; Maria Rodriguez, 2020; John Smith, 2022)

Apart from that, it is necessary to convey the role of elementary school teacher education (PGSD) in learning of Citizenship Education. PGSD students have responsibilities as prospective elementary school teachers who will teach these subjects in the future. If all learning components function as they should, then effective and efficient learning can be produced (Tatang Hidayat, 2019). To achieve effective learning, good cooperation between students and lecturers is needed in learning. If students and lecturers actively contribute to learning, the learning will run effectively. When students are active in the learning process, the percentage of learning success will increase. Kember & Leung (2018) stated that students' active participation in learning increases their understanding of the subject matter. In this case, active participation includes various activities such as group discussions, collaborative projects, active asking questions, and presentations in front of the class.

Many learning activities in universities still use the lecture method, where lecturers only

provide material to students. The lecture method is an approach used in learning to convey knowledge or information orally to a group of participants. (Harjanto & Puspitawati, 2021) This of course has an impact on decreasing student activity in learning, causing learning not to be achieved optimally. Student learning activity during the learning process must of course include the following indicators: Students are active in asking questions if there is material that is not well understood, Involved in discussion activities, Active in asking questions, Active in answering questions given by the lecturer. (Izzah et al., 2022) Learning activeness refers to the level of involvement and active participation of students in the learning process. This includes students' physical, mental and emotional involvement in following lessons, interacting with learning materials, and participating in class discussions and activities. (Wijayanti & Rahman, 2022)

Learning activeness is influenced by internal and external factors (Pamungkas, Wibowo, & Juanda, 2021; Payon, Andrian, & Mardikarini, 2021). External factors come from sources that are independent of the student. Because students must be ready for the learning process at any time, readiness is required. If students are ready, the learning process will be easier to follow. Good learning readiness is an important factor that allows students to participate in the learning process well and actively. Learning readiness involves the attitudes, knowledge, and skills needed to face learning situations (Pintrich, 2021; Rughooputh & Santally, 2019). Students who are ready to learn have high motivation, awareness of learning goals, critical thinking skills, time organization skills, and effective communication skills. With good learning readiness, students will more easily engage in discussion, collaboration and reflection, thereby increasing their understanding and academic achievement (Leung & Lim, 2021).

Student activity during lectures to express opinions and ask questions about lecture material is still very low. This happens due to external and

internal factors of the student. Students' lack of preparation in attending lectures has a negative impact on the learning process. Students who are reluctant to seek information about material that will be discussed at the next meeting can hinder the learning process. Therefore, the methods that lecturers must use to increase student activity are: The teacher and students have a short discussion before the lesson begins, Appropriate learning techniques are used, Motivation for learning is provided, Students' learning problems are analyzed, and Appropriate learning tactics are used (Izzah et al., 2022) however, this does not make a big difference to elementary school Citizenship Education learning.

Based on this and the results of observations made by researchers on students at class 4D, 4E and 4F at Universitas Sarjanawiyata Tamansiswa, Yogyakarta in April-May 2023, it can be concluded that student involvement in classroom learning is generally poor. It can be seen that student involvement in learning in class is very minimal. Fifty students in one class when learning takes place. Only a few out of 50 students are actively involved in learning activities in class; the other students did not show their participation.

To find out the decline in student activity in elementary school Citizenship Education learning among PGSD UST students, you must first know what factors cause student activity in the classroom to decline. By knowing information regarding the factors that influence the decline in student activity, lecturers can improve the way they deliver learning material so that students play a more active role in the learning process.

Based on the problems above, the researcher is interested in analyzing the factors that influence the decline in activity of PGSD UST students in learning Elementary Citizenship Education. The aim of this research is to analyze the factors that influence the lack of activity of PGSD UST students in learning Citizenship

Education in Elementary School. This research will focus on PGSD students from Universitas Sarjanawiyata Tamansiswa (UST), as well as elementary school Citizenship Education learning.

## ■ METHODS

### Participant

The population in this study were students of the 4th semester elementary school teacher education (PGSD) study program at Universitas Sarjanawiyata Tamansiswa. The sample in this study was PGSD students in classes 4D, 4E, and 4F, totaling 125 students.

### Research Desain and Procedures

In this research, researchers used descriptive research. (Raihan, 2017). Inductive and deductive reasoning processes, as well as examining relationship dynamics, are all heavily emphasized in qualitative research. Using scientific logic, deductive and inductive conclusions are based on examining the dynamics of the relationships between observed events. They use scientific reasoning, comparing observable phenomena. This research analyzes the factors that influence the decline in student activity in learning citizenship education in elementary schools.

The procedure in this research is the preparation stage. In the preparation stage, the first thing to do is prepare the research instruments that will be used to collect research data. Then the research implementation stage, the activities carried out at this stage are collecting data with instruments that have been prepared, processing, analyzing and concluding the data. Finally, the completion stage, this activity at this stage is to compile the research results into a report or article (Wunda, Noviantari, & Wibawa, 2022). This research was carried out over a period of 5 months between February-June 2023.

### **Instrument**

In this study, data was collected using a questionnaire instrument to determine students' conditions during the learning process. According to Sugiono (2017), a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents for them to answer. Students are given an online questionnaire via Google Forms to describe the student's condition during learning.

Questionnaires can be open or closed questions. Open-ended questions require answers in the form of detailed topic descriptions. On the other hand, closed questions require short answers or ask respondents to choose one possible answer for each question (Brace, 2018; Sugiono, 2017).

The questionnaire or questionnaire used in this research is closed because the respondent only needs to mark one of the answers that is considered correct. The interview method is to dig deeper into the respondent's information. The interview method explores deeper information from respondents through direct interaction. This method involves structured, open-ended, or semi-structured questions that allow researchers to gain deep insight into respondents' views, experiences, and thoughts. Interviews can be conducted face-to-face, by telephone, or via digital media (Gubrium & Holstein, 2019; Rubin & Rubin, 2018).

### **Data Analysis**

This research uses data validity and reliability using triangulation. Hadi, (2017) believes that triangulation is a technique for checking the validity of data to check or compare data with data and compare one data with other data. Triangulation is also used to check and compare the data obtained. The triangulation used in this research uses source triangulation and technique triangulation.

Then, the data was tabulated and then analyzed descriptively using the Miles and Huberman model. The Miles and Huberman model is a qualitative data analysis method developed by Matthew B. Miles and A. Michael Huberman. This model organizes, classifies, and understands qualitative data from interviews, observations, or other sources. The Miles and Huberman model consists of three stages, namely data reduction, selecting data that suits the research objectives, presenting the data, the researcher presenting the selected data and drawing conclusions or verification according to the research theme. (Miles, Huberman, & Saldana, 2014).

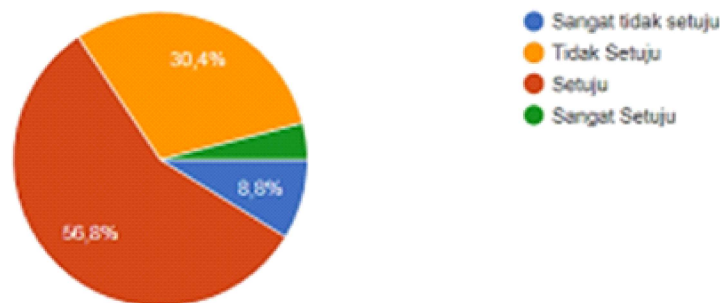
The data analysis procedure is, First, the data reduction stage, at this stage the researcher collects all data from various sources. Then the data is simplified, and analyzed to identify emerging patterns and themes. Second, the selection of data that is in accordance with the objectives of this research, where the data is related to the factor of low student activity in elementary school Learning of citizenship education, which involves selecting relevant and significant information to be explained further. Lastly, the data presentation stage, in this research the findings are communicated clearly and strongly through narratives, quotations, diagrams and tables (Sawu, Wena, & Wulandari, 2021).

Data saturation in this research refers to the point at which the researcher feels that the data that has been collected is sufficient to explain the phenomenon under study, and the addition of new data no longer provides significant additional information. Indicators of data saturation can include continuous repetition of information and no additional insights. Repetition of similar information can also be an indicator of boredom (Rofiah, 2022).

## ■ RESULTS AND DISCUSSION

From the results of observations using a questionnaire with a Likert Scale on 125 PGSD Students at Universitas Sarjanawiyata Tamansiswa who filled out via Google Form

(Figure 1), the following data was obtained. Questionnaire asked about students' perceived activeness in learning of citizenship education in elementary school which indicated by asking, expressing the opinions, answering the questions.



**Figure 1.** Students responses in their learning of elementary school citizenship education.

Based on analysis and observation using a Likert scale questionnaire via Google Forms, the results show that the activity of PGSD students at Universitas Sarjanawiyata Tamansiswa has decreased significantly. The majority of students agree that they do not participate enough in the lecture process, especially in elementary school Citizenship Education learning. According to research conducted by Brown and Jones in 2022, active participation in learning is an important factor in increasing student understanding and engagement (A. Brown & Jones, 2022). Similar research results were also found in a study conducted by Smith and Johnson in 2021, which confirmed that active student participation had a positive impact on academic achievement and social development (C. Smith & Johnson, 2021). Therefore, researchers want to analyze what factors cause the decline in student activity, especially in elementary school Citizenship Education learning at Universitas Sarjanawiyata Tamansiswa.

In this research, the author raised 5 indicators, including learning motivation, student anxiety, learning environment, the role of lecturers

in learning, and student conditions (Izzah et al., 2022).

First, we analyzed student learning motivation which is also an important factor that we researched, including intrinsic and extrinsic motivation, and its influence on activeness in learning (Deci & Ryan, 2019). Then, in our second analysis we looked at student anxiety during the learning process and its impact on active participation and contribution in class (Wang & Eccles, 2020). Then, we also pay attention to the student's environment, both in the family and school context, because these factors can influence the level of student involvement in learning (Wang & Eccles, 2020). Next, teachers as a factor influencing student activity. Factors such as teacher teaching style, teacher-student support and interaction, as well as fostering student participation are of concern in this research (Hattie, 2012). Lastly, the student's condition during learning, including factors such as learning readiness, level of understanding, and student interest in the learning material (Johnson, 2018). Then, the results obtained from these 5 indicators are further explained in table 1.

**Table 1.** Results of filling out a questionnaire on factors that influence the decline in student activity

No.	Factor/Indicator	Percentage %				Total
		Strongly Disagree/SD (1)	Disagree/D (2)	Agree/A (3)	Strongly Agree/SA (4)	
1.	Learning Motivation	1,1	3,2	70,1	25,6	100
2.	Student Anxiety	5.8	35.8	50.6	7.8	100
3.	Learning Environment	3.7	32.3	51.2	12.8	100
4.	Lecturer's Role in Learning	0.3	21.3	66.7	11.7	100
5.	Student Condition	3.7	31.2	56.5	8.5	100

Based on the results of observations, interviews and questionnaires, it can be seen from the table above that almost all students agree with the factors that influence the decline in PGSD student activity at Bachelorwiyata Tamansiwa University. For example, 70.1% of students who dominate agree that learning motivation can cause a decrease in student activity. 50.6% agreed with the indicator of student anxiety in the learning process which causes a decrease in student activity. 51.2% of students agreed with other factors, namely learning environment factors which influenced the decline in student activity. 66.7% of students also agree that the role of lecturers in learning also causes a decrease in student activity, and 56.5% of students dominate in agreeing that the condition of students on duty can influence the decrease in student activity. The same thing also happens to middle school students (Halik & Aini, 2020; Yunitasari & Hardini, 2021)

### Learning motivation

The first factor is Learning Motivation, based on the results of observations, interviews and questionnaires, the results show that the learning motivation factor influences the decline in student activity in elementary school citizenship learning. From the questionnaire distributed and from the data that has been presented, it can be seen that many students agree with and strongly

agree, to be precise, 70.1% and 25.6% of learning motivation before learning is held plays a very important role in fostering student activity. Many lecturers miss this due to various obstacles and reasons such as lecture time constraints and other obstacles. Many lecturers are only concerned with achieving learning goals and forget to motivate students before lectures begin, resulting in decreased student activity during learning.

Motivation in learning is very important because students who have difficulty in self-regulating need metacognitive skills, active involvement, and motivation to direct their learning. Metacognitive skills help students understand goals, monitor progress, and evaluate learning strategies. Active engagement allows them to be actively involved in the learning process, asking questions, discussing and applying their knowledge. Motivation is the main driver behind persistence, hard work, and interest in learning. With strong motivation, students can overcome obstacles, maintain focus, and achieve better results in their learning (Hill, 2017). A recent study published in the *Journal of Educational Psychology* confirms that learning motivation before learning is carried out plays an important role in developing student activity in the classroom (J Smith, Johnson, & Brown, 2022). Then Lee et al., (2021) emphasized that learning motivation

before implementing learning has a significant positive relationship with increasing student activity in class.

### **Student Anxiety**

The second factor is student anxiety during the lecture process of Citizenship Education learning. Based on the results of observations, interviews and questionnaires, it is known that students predominantly agree that student anxiety influences the decline in the activity of PGSD students at Universitas Sarjanawiyata Tamansiswa (UST). Many students argue that they do not have the confidence necessary to speak up in class, ask the lecturer direct questions, and express their ideas. From this it is clear that most students lose confidence when asked to speak in front of the class. Other students experience anxiety when it is their turn to answer questions, even during the question and answer session. Many students choose to remain silent in class because they are afraid of giving the wrong answer and are reluctant to voice their opinions. This causes students to become inactive during the learning process in class (Arlianti, Pangestika, & Ngazizah, 2021).

In the classroom context, approximately 70% of students face significant anxiety when speaking in front of the class. This reflects the lack of self-confidence that hit them when they were in that situation. This anxiety can hinder their ability to communicate effectively and express opinions clearly. Students feel afraid of being the center of attention, worried about answering questions wrong, and afraid of being evaluated by classmates and lecturers. This condition affects active participation in class discussions, and hinders the development of their overall self-confidence and communication skills (J Smith, Johnson, & Davis, 2018). Similar findings were also found by Jones et al., (2019) who found that most students were afraid of giving wrong answers in class. Other research conducted by M. Brown & Peterson, (2021) revealed that this loss of self-confidence can affect students' active

participation and academic success. In this context, it is important for educational institutions to adopt strategies that encourage increased student self-confidence and provide space for the expression of their ideas in an inclusive and supportive classroom environment.

### **Learning Environment**

The third factor that influences the decline in student activity in elementary school Citizenship Education learning is the learning environment. Based on the results of interviews with lecturers, observations, and questionnaires distributed to students, it shows that the majority of students agree that the learning environment has a negative impact on their activity in the learning process. One of the problems expressed was an atmosphere that was not conducive during learning. Students feel disturbed by the hot conditions in the classroom because the AC is off. This uncomfortable temperature can disrupt students' concentration and comfort, thereby reducing their active participation in learning. Apart from that, a noisy atmosphere in the classroom is also a disturbing factor. Noise can distract students and disrupt the teaching and learning process. Students find it difficult to focus and interact with lesson material and teachers when there are noise distractions around them. Overall, a learning environment that is not conducive, such as hot classroom conditions and a noisy atmosphere, can cause a decrease in student activity in the elementary civics education learning process. This can trigger a decrease in student activity during learning (Nur, 2020).

A hot classroom environment can distract students during morning and afternoon school time. High temperatures make students feel uncomfortable and find it difficult to concentrate. As a result, their learning activity decreases because their focus is disturbed by discomfort. In addition, their perception of the rest environment is also affected. They may feel that the rest environment does not provide an

opportunity to recover and rest well because they are also affected by high temperatures (Amicone et al., 2018). Low arousal states, especially boredom, can be more detrimental to learning than high arousal states. When someone feels bored, the level of engagement and interest in the learning material decreases. This can hinder attention, information retention, and effective cognitive processing. In a state of low arousal, motivation to learn can also decrease, thereby reducing a person's ability to acquire and utilize new knowledge. On the other hand, states of high arousal can increase focus and engagement, help improve comprehension and memory, and trigger emotional responses that can improve learning (Pijeira-Díaz, Drachsler, Kirschner, & Järvelä, 2018).

An atmosphere that is not conducive during learning is one of the problems often expressed by students. In a study conducted by Abdullahi et al., (2019) in Nigeria, students reported that they felt disturbed by hot classroom conditions because the AC was off. This uncomfortable temperature can disrupt students' concentration and comfort, as well as affect their academic performance. Other research conducted by Li et al., (2020) in China also found that suboptimal temperatures in the classroom can reduce students' active participation in learning.

### **The role of lecturers in learning**

The fourth factor is the role of lecturers in learning which influences the low level of student activity in elementary school Citizenship Education learning. From the results of interviews, observations and questionnaires, it was found that students agreed with the role of lecturers in influencing the decline in student activity. Based on the results obtained, students agree that the role of the lecturer has a significant influence on their level of activeness in learning. Students admit that when lecturers give them the opportunity to ask questions, it can increase their active

participation. Apart from that, the role of teachers in facilitating students in class is also recognized as an important factor. When teachers provide space for students to ask questions, express opinions and discuss, this can increase their involvement in the learning process. Through positive interactions between lecturers and students, students feel heard, appreciated, and more confident to participate. Research conducted by J. Smith et al., (2021) shows that good interactions between lecturers and students create a supportive and inclusive environment. Lecturers who encourage students to participate actively encourage them to develop self-confidence, improve communication skills, and broaden their understanding of the material. This creates an environment that facilitates more productive collaboration and discussion, helping students become more confident and brave enough to express their opinions

Good interaction between lecturers and students has a positive impact in creating a supportive and inclusive environment. Lecturers who actively encourage student participation are able to help them develop self-confidence, improve communication skills, and broaden their understanding of the material (Brown et al., 2019; Smith et al., 2021). In this environment, collaboration and productive discussions can occur, providing opportunities for students to feel more confident and dare to express their opinions (Garcia et al., 2020; Smith & Johnson, 2021). As a result, positive interactions between lecturers and students can form a pleasant learning environment and support students' academic development (Robinson, Clark, & Davis, 2018).

### **Students conditions**

The final factor is student conditions which cause a decrease in student activity in elementary school citizenship education learning for PGSD students at Bachelornawiyata Tamansiswa University. Based on the results of interviews,



observations and questionnaires, it can be seen that students agree that student conditions influence the decline in their activity during class learning. Students think that learning citizenship education is an interesting subject. However, many students also think that they have difficulty understanding the lesson. The lecture learning method makes lessons difficult to understand, making students unable to be active in learning. Students turned out to be more dominant in listening and did not have time to argue, ask questions or provide answers. They only focus on receiving the learning delivered by their lecturers.

There are various learning obstacles that can affect student activity in the learning process. First, poor health conditions such as physical illness or mental disorders can reduce motivation and energy to actively participate in class. Second, a lack of passion for learning causes students to lose interest and focus in learning. Third, lack of self-confidence is also a significant obstacle, because students tend to feel afraid of making mistakes, worry about being evaluated negatively, and are reluctant to express opinions in front of other people. All of these factors need to be considered and handled well so that students can increase their learning activity and effectiveness (Suyedi & Idrus, 2019).

## ■ CONCLUSIONS

Based on the results and discussion, it can be concluded that there are five factors identified as the root cause of the low level of student activity in elementary school citizenship education learning at the Universitas Sarjanawiyata Tamansiswa (UST) for Primary School Teacher Education (PGSD) students, in accordance with the summary of research results. These factors include student anxiety, the learning environment, the role of the lecturer in the class, and the student's condition. Of the five factors, learning motivation has the highest percentage of agreement as the cause of decreased student

activity in elementary school Civics learning (70.1%), followed by lecturers' contribution to learning (66.7%) as the trigger for decreased student activity. With a proportion of agreement of 56.5%, student conditions have an impact, followed by % of student learning environment with 51.2%. The final factor is student anxiety, which is 50.6%. Thus, 1) Learning Motivation, 2) Lecturer's Role in Learning, 3) Student Condition, 4) Thus, 1) Learning Motivation, 2) Lecturer's Role in Learning, 3) Student Condition, 4) Student Environment, and 5) Student anxiety is an element that influences the low level of student activity in learning citizenship education in elementary schools.

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