



Research Article

Instructional Design of Civic Education Based on Current Issues in the Field of National Resilience According to the Characteristics of Students at SMKN 2 Lamongan

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Abstract

The aim of this study was to develop an instructional design for the subject of Civic Education based on current issues in the field of national resilience, tailored to the characteristics of students at SMKN 2 Lamongan. This study utilized the ADDIE model (Analyze, Design, Development, Implementation, and Evaluation). The outcome of this development is the lesson planning for PKn, focusing on one of the basic competencies. From this study, it can be concluded that lesson plans oriented around current issues, aligned with student characteristics, can serve as a foundation for teachers to design innovative lessons, fostering active student participation.

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INTRODUCTION

The essence of education is a conscious effort to develop the potential bestowed by God upon humans, directed towards the expected goals so that individuals can actively participate in community life (Setyawan, 2023). The learning process is also an effort to develop the activities and creativity of students through interactions that result in learning experiences (Fattah, 2018). These learning experiences are expected to enhance student learning outcomes.

The government, as the organizer of education in Indonesia, continues to make improvements for better education, especially in terms of learning outcomes. This is the background for the continuous changes in the curriculum (Tadjudin, 2013). Essentially, the nature of education is an effort to prepare our generation through guidance, teaching, training, and evaluation processes. The National Education System Law No. 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, noble ethics, and skills for themselves, society, nation, and state (Depdiknas,

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2003). To realize the purpose of education, there needs to be a synergistic and proportional role between policymakers, schools, teachers, and students. In the learning process, teachers must consistently master the subject matter they will teach and must develop it by enhancing their knowledge and skills (Sanjaya, 2013).

In Law No. 14 of 2005, Chapter I, Section 1, it states that a teacher is a professional educator with the tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education pathways, primary education, and secondary education (Depdiknas, 2005). As a position that must respond to the challenges of societal development, the role of a teacher must constantly evolve and be updated. In performing their duties, teachers must always make adjustments according to the demands of their responsibilities. The development of this professional attitude can be carried out both during pre-service education and after entering the profession (Abdul Hamid, 2017).

In its dynamics, teachers as educators always strive to adjust to various changes occurring in the educational world, one of which is curriculum change. One way to adapt to curriculum changes is through the development of competency achievement indicators. A teacher is someone who has the authority and responsibility for the education of students, both in the school environment and outside the school (Djamarah et al., 2010). This paper will focus on discussing the teacher's role, as in educational discussions, the teacher's role is central and has a significant impact on the learning process in the field. A teacher, as an educator, must possess various competencies necessary for the profession (Kompri, 2017). As an educator, a teacher must be able to adapt to curriculum policy changes to improve the quality of education. Teachers are required to have social, professional, pedagogical, and personal skills to effectively implement the latest curriculum (Wardani et al., 2023).

LITERATURE REVIEW

In this paper, the theoretical study posits that every curriculum change impacts all levels of school education, including at Vocational High Schools (SMK). This is experienced by the teachers at SMKN 2 Lamongan, where learning in SMKs has its own unique characteristics, particularly focusing on field practices. (Nuraeni et al., 2024). Such changes will impact every aspect of the learning process, including how evaluation standards should be implemented. However, appropriate and targeted development is required for the process of developing indicators for Civic Education Competency Achievement in SMK, one of which includes the formulation of learning outcome indicators derived from the mapping of basic competencies at each learning level (Idris H.M. Noor et al., 2019).

Whether acknowledged or not, the curriculum change has had a "systemic" impact on the teaching and learning process, affecting aspects such as lesson plan preparation (RPP), indicator mapping, and even practical sessions. The current curriculum change, namely the Merdeka Curriculum, has implications for the achievement of human resource quality. These curriculum changes will affect the system and learning processes, which, in turn, will intersect with classroom teaching and learning activities (Martinis Yamin, 2013). This highlights the importance of studying the curriculum content, which is fundamental to the education and learning system.

Civic Education practices in daily life reflect a form of social resilience in Indonesian society, which can be continuously developed in social contexts. However, the teaching process, which should already follow the student-centered learning model, is still hindered by challenges in fully mastering this approach. In the current classroom setting, teachers should be facilitators, not the central figures who dominate the class. In the context of Civic Education in schools, one of the issues is the development of indicators for specific competency achievements that need to be reviewed to align with the overall objectives of citizenship education. This issue is closely related to the evaluation or assessment of learning outcomes. Evaluation, or assessment of learning achievements, is a systematic and comprehensive process for collecting data and information at each stage to assess the learning outcomes of students (Idris H.M. Noor et al., 2019). In this study, the researcher explored the challenges in developing competency achievement indicators, specifically related to the national resilience competency in Civic Education learning at the Vocational High School (SMK) level.

METHOD

This study used a qualitative descriptive approach. Data collection was conducted through interviews, observations, document studies, and focus group discussions. Data analysis employed an interactive analysis method that includes data reduction, data presentation, data verification, and drawing conclusions. This process was carried out continuously from the data collection stage through verification, ensuring that every component was consistently tested. As a result, the conclusions drawn were selectively and accurately validated (Setyosari, 2016).

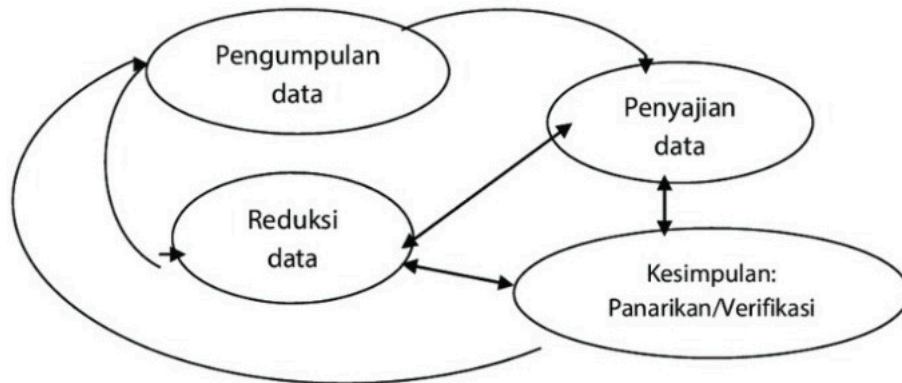


Figure 1: HB Interactive Analysis Model

DISCUSSION

Based on the study findings, the Civic Education (PKn) teachers at SMKN 2 Lamongan explained that there were various challenges in developing competency achievement indicators, both in the general process of Civic Education learning and specifically in the development of indicators related to national resilience studies. Generally, the challenges faced by teachers in developing competency achievement indicators for Civic Education included difficulties in the preparation phase, particularly in the process of developing assessment instruments. These difficulties involve challenges in breaking down basic competencies into measurable indicators, issues in creating assessment blueprints, and difficulties in developing individual assessment items. This highlights the need for enhanced teacher training in curriculum design, particularly in the areas of competency-based learning and assessment construction. By addressing these challenges, the effectiveness of the teaching process can be improved, ensuring that the indicators are clearly defined and aligned with the curriculum objectives. Teachers also reported facing significant challenges in determining the most appropriate form of assessment that aligns with the material outlined in the basic competencies. Additionally, they encountered difficulties in effectively implementing the assessment techniques that have been planned. This preparation phase is critical, as it plays a pivotal role in shaping the effectiveness of the subsequent core learning process. For successful implementation, it is imperative for educators to have a thorough understanding of the subject matter related to the basic competencies, as this knowledge is essential for designing relevant and effective evaluation tools. Moreover, the development of competency achievement indicators for the national resilience curriculum presents challenges, particularly in mapping cognitive levels that appropriately correspond with the desired learning outcomes. Teachers also struggled to adjust these indicators to accommodate the diverse characteristics of students, as well as determining the appropriate scope and depth of the competency indicators in relation to the material being developed. These challenges arose from the necessity of mapping the national resilience study in alignment with the core components of civic education. The foundational pillars of civic education, which include civic knowledge, civic skills, and civic dispositions, must be integrated effectively within the indicators to ensure comprehensive student development in this area (Banks, 2016). Civic knowledge refers to the content or information that citizens should be aware of. Civic skills, on the other hand, encompass the intellectual and participatory abilities that citizens must possess. Finally, civic dispositions are related to the private and public character traits that citizens need to maintain and cultivate within a constitutional democracy. In this context, teachers were still confronted with challenges in mapping the study of national resilience into these three core components of civic education—civic knowledge, civic skills, and civic

dispositions. The difficulty lies in aligning the national resilience framework with these components in a way that enhances the educational experience and fosters democratic values.

The findings of this study align with previous study that highlights several challenges faced by teachers in the evaluation process of Civic Education (PKn). These challenges include difficulties in developing assessment instruments and reviewing these instruments during trial runs (Nuraeni et al., 2024). Furthermore, studies have indicated that in terms of the learning assessment mechanism, Civic Education teachers face obstacles, particularly during the final evaluation (post-test). One significant issue is the limited time available for conducting assessments, which often results in teachers being unable to perform the evaluation process optimally (Marhamin, et al., 2015). Therefore, these findings reinforce the notion that various obstacles still exist in the development of competency achievement indicators in the Civic Education learning process in general, and specifically in the study of national resilience (Ningsih, 2012).

CONCLUSION

A general conclusion can be drawn that the challenges faced by teachers in the Civic Education (PKn) learning process at SMKN 2 Lamongan included difficulties in the development of assessment instruments. These challenges consist of difficulties in breaking down basic competencies into indicators, struggles in creating assessment grids, and challenges in formulating individual assessment items. Teachers also acknowledged difficulties in determining the appropriate types of assessments for the content of the basic competencies, as well as challenges in implementing the planned assessment techniques.

Another challenge in the development of indicators for national resilience competency achievement was the improper mapping of cognitive levels. This issue pertained to the learning outcomes to be achieved and the adjustment to students' characteristics, which were not adequately addressed in the indicators. Furthermore, there are difficulties in determining the scope and depth of the achievement indicators related to the content being developed.

RECOMMENDATION

This paper can serve as a reference for further in-depth study. Given that this study addressed crucial aspects, it is essential to explore these topics more fundamentally, with the hope that it can contribute to the improvement of education in Indonesia.

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