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THE IMPLEMENTATION OF EFFECTIVE LEARNING RESOURCES MODELS IN CIVIC EDUCATION LEARNING AT SD NEGERI 5 SUKARARA

Oleh:

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Abstract. The implementation of effective learning resource models in Civic Education (PKn) in elementary schools is crucial. This study aims to explore in-depth the learning resource models that have been implemented in Civic Education at SD Negeri 5 Sukarara, focusing on the analysis of teachers' experiences, students' perceptions, and the understanding of the interaction dynamics between teachers, students, and learning resources within the context of implementing effective learning resource models in Civic Education classes. This research uses a qualitative phenomenological approach with a case study type, involving Civic Education teachers and students of SD Negeri 5 Sukarara as participants. Data were collected through in-depth interviews, observations, and document studies, and analyzed using a thematic approach to identify patterns, themes, and meanings from the collected data. The results show that: 1) Teachers at SD Negeri 5 Sukarara have positive experiences in using effective learning resource models, such as interactive methods like question and answer, TGT, STAD, and CTL. They utilize various learning resources, including the surrounding environment, teaching materials, information technology, and creative media, which enrich students' learning experiences, increase their engagement, and facilitate the understanding of Civic Education concepts. 2) Students respond positively to effective learning resource models, which enhance their engagement and understanding. They find environment-based learning and information technology interesting and relevant, and they enjoy the variety of teaching methods that make learning more interactive and motivate them to learn. 3) The implementation of effective learning resource models creates positive interactions between teachers, students, and learning resources, with teachers acting as facilitators guiding students to interact with various resources. In conclusion, the implementation of effective learning resource models in Civic Education in elementary schools can increase student engagement, peer collaboration, and active participation in discussions, creating a dynamic learning environment that supports better learning outcomes and develops students' social and emotional skills.

Keywords: *implementation, learning resources, Civic Education*

INTRODUCTION

Learning can be done in every aspect of human life, and learning itself undergoes a process called education. If linked to a narrow definition and meaning, the occurrence of learning takes place in schools, focusing on students, (Birowo PanduVacchelli et al., 2014). The essence of learning is the effort to educate students, and the design of learning is an effort to organize (Degeng, 2008:5; Tohari et al., 2019).

Bloom and Krathwohl's taxonomy divides learning objectives into three domains: a) Cognitive Domain, which

relates to mental processes/stages starting from the level of knowledge, comprehension, application, analysis, synthesis, to evaluation; b) Affective Domain, which relates to behaviors/attitudes, appreciation, and value relationships, as well as adapting social roles; and c) Psychomotor Domain, which relates to manual or motor skills/abilities. This domain is divided into various parts, from perception, readiness to perform tasks, mechanism, guided response, proficiency, adaptation, and organization (Setiawan 2017). On the other hand, the

learning process that each student goes through to acquire competencies in attitudes, knowledge, and skills is education to grow into intelligent, critical, and creative citizens (Widiasworo, 2018:16).

Civic Education (PKn) is one of the essential subjects in elementary schools that aims to shape the character, attitudes, and behavior of students to become good and responsible citizens who are aware of their rights and obligations. In the curriculum, Civic Education is expected not only to teach theoretical knowledge but also to develop skills and values relevant to everyday life. Civic Education (PKn) is a core subject aimed at enhancing the intelligence of citizens in terms of logic, spirituality, emotions, and social responsibility. It also aims to increase students' participation in shaping good citizens. (Dinianti Putri & Maulidiyah Alfi, 2022). The functions of Civic Education learning include: a) Helping the younger generation understand national ideals or state goals; b) Enabling them to make responsible decisions in solving personal, societal, and national problems; c) Appreciating national ideals and making intelligent decisions; and d) Serving as a means to create skilled, intelligent, and characterful citizens who are loyal to the Indonesian nation by reflecting on the habits of thinking and acting in accordance with the mandates of Pancasila and the 1945 Constitution of the Republic of Indonesia (Magdalena, Haq, and Ramdhan 2020; Mubarakah, 2012; Dinianti Putri & Maulidiyah Alfi, 2022)

Learning resources are all sources that can be used by individuals through messages, people, materials, and the environment (Solicha, 2013). This aligns with the statement of the Association for Educational Communications and Technology (1977) as cited by

(Rahmawati, 2013; Arsana & Anggraini, 2020) which defines learning resources as anything that consists of messages, people, materials (software), equipment (hardware), techniques (methods), and environments used individually or in combination to facilitate learning activities. Therefore, learning resources can be classified into six types: (1) messages, (2) people, (3) materials, (4) tools, (5) techniques, and (6) settings (Wedi, 2016). Teachers with high competence can develop various types of learning resources very well. (Witarsa et al., 2022)

The implementation of effective learning resource models in Civic Education is crucial in achieving these educational goals. Various and effective learning resource models can help teachers deliver material more interestingly and meaningfully, making it easier for students to understand and internalize the values taught. Learning resources can include textbooks, audiovisual media, digital learning resources, and local materials relevant to the students' life contexts. SD Negeri 5 Sukarara is a school committed to improving the quality of PKn (Civic Education) learning through the implementation of effective learning resource models. These learning resource models are expected to provide richer, more relevant, and engaging learning experiences for students, as well as enhance their active participation and understanding of Civic Education material. However, the implementation of these models is not without various challenges and dynamics in the field.

The experience of teachers is a key factor in the successful implementation of learning resource models. Teacher experience encompasses various aspects, from planning, execution, to evaluation of learning, as well as the obstacles encountered and the strategies used to

overcome them. Similarly, exploring student perceptions is crucial as they are the direct recipients of the learning process. Positive student perceptions can be an indicator of the success of learning resource models, while negative perceptions can provide feedback for improvements. Good interaction between teachers, students, and learning resources can create a conducive learning environment and support the achievement of learning objectives. This study will explore the various forms of interactions that occur, the factors influencing them, and their impact on the learning process and outcomes.

Previous studies indicate that: 1) Agus Wedi's research titled "Utilization of Learning Resources in the Implementation of Thematic Learning Delivery Strategies". This study was conducted in the early grades of MIN Malang I. The research findings show the utilization of various learning resources, patterns of student interaction with resources, and the structure of classical, group, and individual learning. The utilization of these resources is influenced by internal and external factors (Wedi, 2016); 2) Hidayatullah's study titled "The Role of Learning Resource Centers in Improving Educational Quality" using a library research method, concluded that educational institutions excel when supported by adequate facilities and infrastructure such as buildings, statistics, print, and non-print media. These resources can be managed by a Learning Resource Center, which facilitates successful learning outcomes and enhances educational quality (Hidayatullah, 2005); and 3) Arsana and Anggraini's research titled "Utilization of Non-Textual Learning Resources in Elementary Schools in the Wringinanom District, Gresik Regency". The study found that most non-textual learning

resources in schools are adequate, with maps and textbooks being the most commonly used, although facilities like laboratories and computer rooms are lacking. There were no significant obstacles related to the availability or use of these learning resources, and efforts to overcome existing challenges were sufficient, with teachers often improvising with available tools. Non-textual learning resources have been effectively utilized according to the themes of learning, with routine maintenance and procurement coordinated with school principals and administrative staff. All teachers agree that non-textual learning resources are very beneficial in the learning process, making students more interested and quick to understand the material (Arsana & Anggraini, 2020).

Previous research by Agus Wedi illustrates the diverse utilization of learning resources in the early grades of MIN Malang I, such as classical, group, and individual learning structures, influenced by both internal and external factors. This study identifies various patterns of student interaction with learning resources. Hidayatullah emphasizes the importance of Learning Resource Centers in enhancing educational quality, supported by adequate facilities and infrastructure. Arsana and Anggraini find that most non-textual learning resources in elementary schools in the Wringinanom District are adequate, with maps and textbooks being the most commonly used, despite deficiencies in facilities such as laboratories and computer rooms.

The gap between these studies and the present research lies in the focus on implementing effective learning resource models in PKn (Civic Education) learning at SD Negeri Sukarara. This study seeks to explore how effective learning resource models are applied in

the specific context of Civic Education, and how student perceptions and the dynamics of interaction between teachers, students, and learning resources unfold in this context. The novelty of this research lies in its specific approach to Civic Education and the diverse application of learning resource models to enhance learning effectiveness at SD Negeri Sukarara.

The research questions in this study are: 1) What are the experiences of teachers in implementing effective learning resource models in Civic Education (PKn) at SD Negeri 5 Sukarara?; 2) What are the perceptions of students regarding the use of effective learning resource models in Civic Education (PKn) at SD Negeri 5 Sukarara?; and 3) How do the dynamics of interaction between teachers, students, and learning resources unfold in the context of implementing effective learning resource models in Civic Education (PKn) classes at SD Negeri 5 Sukarara? The objectives of this study are: 1) To identify and analyze teachers' experiences in implementing effective learning resource models in Civic Education (PKn) at SD Negeri 5 Sukarara; 2) To explore students' perceptions of the use of effective learning resource models in Civic Education (PKn) at SD Negeri 5 Sukarara; and 3) To understand the dynamics of interaction between teachers, students, and learning resources in the context of implementing effective learning resource models in Civic Education (PKn) classes at SD Negeri 5 Sukarara.

METHOD

This study employed a phenomenological qualitative approach with a case study research type to delve into the subjective experiences of teachers and students regarding the implementation of effective

learning resource models in Civic Education (PKn) at SD Negeri 5 Sukarara. This approach allowed researchers to understand the meanings attributed by participants to their experiences within the context of Civic Education learning. Participants in this study included: 1) Civic Education Teachers: Teachers who teach Civic Education at SD Negeri 5 Sukarara, selected based on their experience and involvement in implementing learning resource models; 2) Students: Students from various grade levels participating in Civic Education learning at SD Negeri 5 Sukarara, purposively selected to encompass variations in their perceptions of learning.

Data Collection Techniques employed in this study were: 1) In-depth Interviews: Conducted with Civic Education teachers to gain a deep understanding of their experiences in implementing learning resource models; 2) Observation: Observations made in the context of Civic Education classes to directly understand interactions between teachers, students, and learning resources; and 3) Document Study: Analysis of documents related to Civic Education learning at SD Negeri 5 Sukarara, such as lesson plans, teaching materials, and other documentation. Data Analysis conducted in this study followed these stages: 1) The qualitative data collected were analyzed using a thematic approach. This analysis sought main patterns, themes, and meanings emerging from interviews, observations, and document studies; 2) Analysis was conducted iteratively to ensure the accuracy and validity of findings.

RESEARCH FINDINGS

1. Teacher Experiences in Implementing Effective Learning Resource Models in Civic

Education (PKn) Teaching at SD Negeri 5 Sukarara

Based on the findings regarding teachers' experiences in implementing effective learning resource models in Civic Education (PKn) teaching at SD Negeri 5 Sukarara, several theories can be linked to provide a conceptual basis and explanation of the practices conducted by teachers. According to Sumantri (2015: 13), learning activities are designed to provide learning experiences involving mental and physical processes through interactions among students, teachers, the environment, and other learning resources. In this context, the experiences of teachers at SD Negeri 5 Sukarara demonstrate how they design and implement learning activities that encourage active interaction between students and various learning resources. Teachers use methods such as questioning, TGT, STAD, and CTL to create a dynamic learning environment that enhances not only academic understanding but also students' social and emotional skills.

The theory proposed by Sanjaya (2006: 175) reinforces the importance of using various learning resources in the learning process, including human resources, teaching tools and materials, various activities, and the environment. The experiences of teachers at SD Negeri 5 Sukarara reflect the implementation of this theory by integrating these learning resources into Civic Education teaching. Teachers utilize the surrounding environment, teaching materials, and interactive methods to make learning more contextual and relevant for students. For example, using the environment as a learning resource helps students relate lesson materials to their real-life experiences, while teaching materials and interactive methods like TGT and STAD facilitate concept

understanding and student collaboration. Thus, teachers' experiences in using effective learning resource models align with theories emphasizing the importance of interaction and the use of diverse resources in the learning process to achieve expected competencies.

Here is a more detailed explanation of the research findings based on field observations:

a. Positive Teacher Experiences in Implementing Learning Resource Models

Teachers at SD Negeri 5 Sukarara generally reported positive experiences in implementing various learning resource models in Civic Education (PKn) teaching. They feel that using these models helps increase student engagement and facilitates deeper understanding of the subject matter.

b. Environment-Based Learning Resources

Some teachers implemented environment-based learning resources by taking students outside the classroom, such as to the school garden or the surrounding environment. They reported that this method is highly effective in making students more interested and understanding Civic Education concepts through real-life experiences.

Environment-based Civic Education learning models aim to ensure that students maintain consistency between knowledge, attitudes, and behaviors regarding competency standards and basic competencies as well as indicators that are learned, according to the understanding and character that apply in the community environment where schools and students are located. Education should be adapted to the natural environment. The environment (milieu) is everything around us (Oemar Hamalik, 2003: 193).

c. Learning Resources: Textbooks, Teaching Materials, and Modules

Textbooks, teaching materials, and modules remain the primary sources in Civic Education. Teachers feel that these materials provide a strong foundation for students to understand the subject matter. However, they also express that the use of these materials should be accompanied by interactive teaching methods to prevent them from becoming monotonous for students.

Government Regulation No. 11 of 2005 on textbooks is mandatory for use in schools, containing learning materials to enhance faith and piety, manners and personality, mastery of science and technology skills. Ethical sensitivity and capabilities, physical potential, and health compiled based on National Education Standards. Learning materials (teaching materials) are one of the components of the learning system that plays an important role in helping students achieve basic competencies and competency standards . (Purnamasari, 2017)

d. The Question and Answer Method

The question and answer method is often used by teachers to encourage active student participation. Teachers find this method effective for assessing students' understanding and clarifying concepts that are not well understood.

e. TGT (Teams Games Tournament) Learning Model

Some teachers use the TGT learning model to make lessons more enjoyable and competitive. They report that students become more motivated and enthusiastic about learning when engaged in games and tournaments.

f. Information Technology-Based Learning Resources

The use of information technology in Civic Education (PKn) learning is becoming increasingly common. Teachers who utilize technologies such as multimedia presentations, instructional videos, and educational apps report

increased student engagement and better understanding of the materials.

g. STAD (Student Team Achievement Divisions) Cooperative Learning Model

Implementing the STAD cooperative learning model helps develop teamwork and communication skills among students. Teachers find this model effective in fostering positive group dynamics and improving students' academic achievements.

h. Contextual Teaching and Learning (CTL)

Teachers implementing the CTL model report that students find it easier to relate Civic Education materials to their daily lives. This model helps students see the relevance of learning in real-life contexts, thereby increasing their interest and motivation.

i. Mobile Learning

The use of mobile devices in Civic Education learning is also implemented by some teachers. They find that students are more enthusiastic and find learning more engaging when they can use mobile devices to access course materials and other learning resources.

j. Creative and Innovative Learning Media

Teachers using creative and innovative learning media, such as educational games, posters, and teaching aids, report that these methods are very effective in capturing students' attention and making learning more interactive and enjoyable.

The experience of teachers in implementing effective learning resource models at SD Negeri 5 Sukarara shows that variety in teaching methods and the use of diverse learning resources can enhance student engagement and understanding in Civic Education. However, to achieve optimal results, teachers require adequate support in the

form of continuous training and sufficient educational resources.

2. Students' Perceptions Regarding the Use of Effective Learning Resource Models in Civic Education (PKn) Learning at SD Negeri 5 Sukarara

From the findings regarding students' perceptions of the use of effective learning resource models in Civic Education (PKn) learning at SD Negeri 5 Sukarara, theories from Permendiknas No. 22 Year 2006 and the Republic of Indonesia Law No. 20 Year 2003 provide a strong basis for understanding the importance of effective teaching methods in achieving broader educational goals. According to Permendiknas No. 22 Year 2006, the Civic Education subject aims to cultivate citizens who understand and are capable of exercising their rights and obligations as intelligent, skilled, and characterful Indonesian citizens in accordance with the principles of Pancasila and the 1945 Constitution. In this context, students' perceptions of the use of learning resource models such as question and answer methods, TGT, STAD, and CTL, implemented by teachers, reflect how effective these methods are in helping them understand and apply Civic values.

Republic of Indonesia Law No. 20 Year 2003 on the National Education System emphasizes that education is a conscious and planned effort to create a learning environment that allows students to develop their full potential, including spiritual strength, self-control, intelligence, noble character, and the skills needed in societal, national, and state life. Students' perceptions at SD Negeri 5 Sukarara regarding the use of effective learning resource models demonstrate how these methods help them not only in understanding Civic Education materials but also in developing relevant social and emotional

skills applicable to real-life situations. Students who feel that interactive methods like TGT and STAD enhance their participation and understanding indicate that these learning models are effective in creating a supportive learning environment that fosters holistic development in line with national educational goals.

Below are the research findings based on interviews and observations of students:

a. Students' Perception of Environment-Based Learning Resources

Students find environmental-based learning very engaging and enjoyable. They enjoy activities outside the classroom, such as visiting the school garden or local environment, which makes it easier for them to grasp Civic Education concepts through real-life experiences. Students feel that this method makes learning more lively and relevant to their daily lives.

b. Students' Perception of Textbooks, Teaching Materials, and Modules

Textbooks, teaching materials, and modules are considered important and useful learning resources by students. They feel that these materials provide clear and systematic guidance on the topics to be learned. However, some students also express that learning becomes tedious if solely reliant on textbooks without varied teaching methods.

c. Students' Perception of Question and Answer Methods

Students highly appreciate the question and answer method as it gives them the opportunity to actively engage in the learning process. They feel that this method helps them better understand the material and clarify concepts they haven't fully grasped. They also feel more valued when their opinions and answers are heard by the teacher.

d. Students' Perception of Teams Games Tournament (TGT) Learning Model

Students show high enthusiasm for the TGT learning model. They feel that learning becomes more enjoyable and competitive when they participate in games and tournaments. This model also helps enhance their learning spirit and motivation to excel.

e. Students' Perception of Information Technology-Based Learning Resources

Students greatly favor the use of information technology in Civic Education learning. They feel that technologies like multimedia presentations and instructional videos make learning more interesting and interactive. Students find it easier to understand the material when presented in a visual and dynamic manner.

f. Students' Perception of Cooperative Learning Model: Student Team Achievement Divisions (STAD)

Students feel that the STAD cooperative learning model helps them collaborate and communicate with classmates. They enjoy working in teams and feel that this method helps them understand the material better through discussions and group cooperation.

g. Students' Perception of Contextual Teaching and Learning (CTL) Model

Students show a positive response to the CTL learning model. They feel that learning linked to real-life contexts makes the material easier to understand and relevant to their lives. Students feel more motivated to learn when they see how Civic Education topics can be applied in everyday life.

h. Students' Perception of Mobile Learning

Students are very enthusiastic about using mobile devices in Civic Education learning. They feel that using devices like tablets or smartphones

makes learning more flexible and enjoyable. Students also feel more motivated to learn when they can access course materials anytime and anywhere.

i. Students' Perception of Creative and Innovative Learning Media

Students greatly appreciate creative and innovative learning media, such as educational games, posters, and teaching aids. They feel that these media make learning more engaging and interactive. Students feel more involved and motivated to learn when interacting with creative and innovative media.

Students' perceptions regarding the use of effective learning resource models in Civic Education learning at SD Negeri 5 Sukarara indicate that variation in teaching methods and the use of diverse learning resources can enhance student engagement and understanding in Civic Education. Students show high enthusiasm for interactive, contextual, and technology-based learning methods. Thus, the use of effective learning resource models can help create a more engaging learning environment and support better learning outcomes.

3. Dynamics of Interaction between Teachers, Students, and Learning Resources in the Context of Implementing Effective Learning Resource Models in Civic Education (PKn) Classes at SD Negeri 5 Sukarara

Elementary education is fundamental education for children aged 7 to 12 years old. In practice, primary education aims to develop children who are pious, intelligent, creative, virtuous, and courteous. Elementary schools teach several core subjects, namely: Indonesian Language, Civic Education (PKn), Natural Sciences (IPA), Social Sciences (IPS), Mathematics, as well as Arts and Crafts (SBdP). According to Permendiknas No. 22 Year 2006, civic education (PKN) subjects are subjects

that focus on creating citizens who understand and are able to implement their rights and obligations to become intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution (Winataputra, 2014:1.15; Susanti, 2019)

Below are the research findings based on interviews, observations, and data analysis related to the dynamics of interaction between teachers, students, and learning resources in the context of implementing effective learning resource models in PKn classes at SD Negeri 5 Sukarara:

a. Environmental-Based PKn Learning Model

Teachers utilize the school's surrounding environment as a learning resource, encouraging students to observe and interact directly with their surroundings. Students show high engagement, actively asking questions and discussing their findings. The interaction between teachers and students becomes more dynamic as teachers act as facilitators guiding students to discover information on their own.

b. Textbooks, Teaching Materials, and Modules

The use of textbooks, teaching materials, and modules remains one of the main methods in Civic Education learning. Teachers utilize these resources to provide theoretical foundations and concepts to students. Although this method tends to be more conventional, students perceive it as reliable and systematic sources of information. Teachers strive to combine these materials with other methods to avoid monotony and enhance understanding.

c. Question and Answer Method

The question and answer method is frequently used by teachers to evaluate students' understanding and encourage active participation. Interaction dynamics in this method are quite intense, with

teachers leading discussions and students actively responding to questions. Students feel more engaged as they are given opportunities to express their opinions and questions.

d. Teams Games Tournament (TGT) Learning Model

The TGT learning model creates a competitive yet collaborative learning environment. Students are divided into teams and participate in various educational games designed to test their knowledge of Civic Education. Interactions among students significantly increase as they work together to win games, while teachers observe and provide guidance.

e. Information Technology-Based Learning Resources

The use of information technology, such as instructional videos and multimedia presentations, makes classroom interactions more engaging and interactive. Students are more enthusiastic and interested in visually and dynamically presented materials. Teachers use this technology to enrich learning materials and provide variety in teaching methods.

f. Cooperative Learning Model: Student Team Achievement Divisions (STAD)

In the STAD model, students work in teams to solve problems or complete tasks assigned by the teacher. Interaction among students is strong in this model, as they assist each other and learn together. Teachers act as guides directing discussions and ensuring all students actively participate.

g. Contextual Teaching and Learning (CTL) Model

The CTL model connects lesson materials with students' real-life contexts. Teachers encourage students to link Civic Education concepts with their daily experiences. Students feel that learning becomes more relevant and meaningful,

while interactions between teachers and students, as well as among students themselves, become more natural and contextual.

h. Mobile Learning

The use of mobile devices in learning allows students to access course materials anytime and anywhere. Students feel more flexible in their learning, while teachers can assign tasks or provide additional materials through mobile platforms. Interactions become more distributed yet effective.

i. Creative and Innovative Learning Media

Teachers use various creative media, such as posters, teaching aids, and educational games, to make learning more engaging. Students greatly enjoy these media as they provide variety in learning methods and make learning more enjoyable. Interactions between teachers and students, as well as among students themselves, become more lively and creative.

The dynamics of interaction between teachers, students, and learning resources in the context of implementing effective learning resource models in Civic Education classes at SD Negeri 5 Sukarara demonstrate that variation in methods and learning resources can enhance student engagement and participation. Students feel more motivated and interested in learning when given the opportunity to interact with diverse and relevant learning resources. Teachers play a crucial role in guiding and facilitating these interactions, ensuring that each student can actively participate and benefit maximally from each learning model used. Thus, the implementation of effective learning resource models can create a dynamic learning environment and support better learning outcomes.

From the research findings, here is the discussion based on the classification of 5 learning resource models used at SD Negeri 5 Sukarara: 1) Environmental-Based Learning Resources: Utilizing the surrounding environment as a learning resource to enhance relevance and understanding of concepts within real-life contexts; 2) Instructional Materials-Based Learning Resources: Textbooks, teaching materials, and modules: Written materials used to provide theoretical foundations and systematic information to students; 3) Interactive Method-Based Learning Resources: a) Question and Answer Method: Using Q&A sessions to evaluate students' understanding and encourage active participation; b) Teams Games Tournament (TGT) Learning Model: Integrating learning and team-based games to enhance collaboration and healthy competition; c) Cooperative Learning Model: Student Team Achievement Divisions (STAD): Students work in teams to complete tasks and solve problems together; and d) Contextual Teaching and Learning (CTL) Model: Linking lesson content with students' real-life contexts to make learning more relevant; 4) Technology-Based Learning Resources: a) Information Technology-Based Learning Resources: Using technologies like instructional videos, multimedia presentations, and online resources to support learning; b) Mobile Learning: Using mobile devices to access learning materials flexibly anytime, anywhere. 5) Creativity-Based Learning Resources: Creative and innovative learning media: Using teaching aids, posters, educational games, and other creative media to make learning more engaging and enjoyable.

Further discussion related to the classification of these research findings includes:

1. Teachers' Experiences in Implementing Effective Learning

DISCUSSION

Resource Models in Civic Education (PKn) at SD Negeri 5 Sukarara

Teachers' experiences in implementing effective learning resource models at SD Negeri 5 Sukarara demonstrate various dynamics and challenges. Teachers utilize the five classifications of learning resource models established to enhance the quality of Civic Education.

a. Environmental-Based Learning Resources:

Teachers recognize the importance of utilizing the surrounding environment as an effective learning resource. They often conduct activities outside the classroom such as visits to historical sites or environmental projects. According to Hamzah and Nurdin Mohamad (2015:136), the environment is the most effective and efficient learning resource that does not require substantial costs to enhance students' learning motivation. Teachers find this approach highly beneficial in making learning more relevant and helping students understand Civic concepts through direct interaction with their surroundings.

b. Instructional Materials-Based Learning Resources

Teachers use textbooks, modules, and other teaching materials as the foundation for theoretical knowledge and systematic information. According to Uswatun (2019) and Nurgiansah (2021), as cited by Bukit et al., (2022) instructional materials play a central role in empowering students, providing information after teachers, nurturing reasoning skills, and shaping students' attitudes. While these instructional materials are considered beneficial, some teachers are aware that written materials are often perceived as monotonous by students. Therefore, teachers supplement instructional materials with pictures, illustrations, and contextual stories to

enhance student interest and understanding. In addition to textbooks, modules can also be utilized. Modules with a contextual approach should embody the objectives of the subject matter, include general principles of book writing, and integrate with seven components of contextual learning: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment (Komalasari, 2015:46).

c. Interactive Method-Based Learning Resources

Teachers implement various interactive methods such as question and answer sessions, Teams Games Tournament (TGT), Student Team Achievement Divisions (STAD), and Contextual Teaching and Learning (CTL).

1) Question and Answer Method

Teachers use the question and answer method to assess students' understanding and encourage active participation. Hanif, (2019) suggests that the use of this method is reasonable and appropriate, as it stimulates students' focused attention on the subject matter being discussed, directs the process of students' thinking and observation, reviews or checks students' mastery of the material taught as a consideration for continuing the next material, conducting review sessions, evaluations, and providing breaks during lectures.

2) TGT Model

Teachers appreciate the TGT model because it creates a competitive and enjoyable learning atmosphere. According to Rusman (2013:224), the TGT (Teams Games Tournament) learning model places students in learning groups consisting of 5 to 6 students with diverse abilities, genders, and ethnic backgrounds. The teacher presents the material, and students work within their respective groups. The

material provided is collaboratively worked on with group members.

3) STAD Model

The STAD model is well-received by teachers because it allows students to work in teams to complete tasks. According to Slavin Huda (2014:116) and Hidayat et al., (2020), the cooperative learning model of STAD type involves grouping students diversely based on abilities, gender, race, and ethnicity. Initially, students learn the material together with their group members, then they are individually tested through quizzes or test instruments.

4) Model CTL

Teachers find that CTL is highly relevant to students' lives. According to Pamungkas & Wantoro, (2020), Civics Education (PKN) is very important and plays a significant role in students' daily lives. Civic Education in elementary school is a compulsory subject, and it teaches students to understand and apply it in their daily lives. The CTL learning model is very suitable for implementing Civic Education subjects. Active learning with the Contextual Teaching and Learning (CTL) model is an effective way to achieve high student participation and responsibility both individually and in groups. This strategy provides every student with the opportunity to connect learning materials with everyday life, thus enhancing student engagement in learning.

d. Technology-Based Learning Resources

Teachers also utilize information technology and mobile learning in Civic Education. The use of technologies such as educational videos and multimedia presentations makes learning more engaging. According to Rusmiati et al., (2021) the development of information technology helps advance the teaching and learning process efficiently. Mobile

learning also offers flexibility for students to access learning materials anytime and anywhere, although there are still challenges related to device access and internet connectivity.

e. Creativity-Based Learning Resources

Teachers employ creative learning media such as posters, educational games, and teaching aids. According to Alifah et al. (2020), the use of creative media makes learning more interesting and enhances student engagement. These media help students understand abstract concepts in a more concrete and visual manner.

2. Students' Perception Regarding the Use of Effective Learning Resource Models in Civics Education at SD Negeri 5 Sukarara

Students generally have a positive perception of the use of effective learning resource models at SD Negeri 5 Sukarara. They appreciate interactive, contextual, and technology-based approaches.

a. Environment-Based Learning Resources

Students feel that activities outside the classroom, such as visits to historical sites or environmental projects, make learning more enjoyable and relevant to daily life. They find it easier to understand Civic concepts when they can interact directly with real-life examples in their environment. As stated by Ulpa & Adha (2022) and Dianti et al., (2023), the environment, whether physical, social, or cultural, can serve as both a learning medium and object, enhancing the quality of children's learning in the classroom.

b. Material-Based Learning Resources

Students feel that textbooks and modules help them understand the material in a structured way. However, some students find textbook content to be

monotonous and less engaging. They prefer learning materials that include pictures, illustrations, and contextual stories.

c. Interactive Method-Based Learning Resources

1) Question and Answer Method: Students feel that this method greatly helps them clarify their understanding and motivates them to actively participate.

2) TGT Model: Students really enjoy the TGT model because it creates a competitive and enjoyable learning atmosphere. They feel that games and tournaments enhance their learning enthusiasm and team cooperation.

3) STAD Model: Students accept the STAD model well because they can learn to work together in teams and help each other. However, some students feel uncomfortable if there are team members who contribute less.

4) CTL Model: Students feel that learning with CTL is very relevant to their lives. They enjoy activities that link materials to everyday situations, such as community projects or real-life simulations.

d. Technology-Based Learning Resources

Students welcome the use of information technology such as educational videos and multimedia presentations. They feel that this technology makes learning more interesting and easier to understand. However, some students face technical challenges such as lack of device access or unstable internet connections.

Students have a fairly positive perception of mobile learning. They feel that learning through mobile devices such as tablets or smartphones is more flexible and engaging. However, challenges they face include limited

device access and a lack of effective guidance from teachers on usage.

e. Creativity-Based Learning Resources

Students show enthusiasm for creative learning media such as posters, educational games, and teaching aids. They feel that these media make learning more interesting and enjoyable. Innovative media also help them understand abstract concepts in a more concrete and visual way.

3. The Dynamics of Interaction among Teachers, Students, and Learning Resources in the Context of Implementing Effective Learning Resource Models in Civics Education at SD Negeri 5 Sukarara

The interaction among teachers, students, and learning resources at SD Negeri 5 Sukarara is highly dynamic. Teachers act as facilitators who guide students in utilizing various learning resources.

a. Environment-Based Learning Resources

This interaction involves activities outside the classroom that allow students to learn directly from their surrounding environment. The environment around students is one of the learning resources that can be optimized to achieve quality educational processes and outcomes for students. Utilizing the environment as a learning resource will enrich students' insights and knowledge (Darling-Hammond et al., 2019; Nurwidodo et al., 2022).

b. Material-Based Learning Resources

Teachers use textbooks, modules, and other teaching materials as structured sources of information. According to Martono in Hasim (2019) and Bukit et al., (2022), teaching materials play a central role in empowering students by serving as sources of information after teachers and as managers in students'

learning activities. Teaching materials can also train students' reasoning abilities and shape their attitudes to face a rapidly changing world. Moreover, teaching materials serve as problem-solving tools and present information in a communicative, engaging, and non-monotonous manner.

c. Interactive Method-Based Learning Resources

Teachers employ various interactive methods to enhance student participation in learning. For example, the question and answer method allows students to actively engage in classroom discussions by asking and answering questions, which not only enhances their understanding of the subject matter but also builds critical thinking and communication skills. Additionally, the Teams Games Tournament (TGT) method combines elements of games and competition within groups, making the learning process more enjoyable and supporting collaboration among students. By involving students in games designed to test their understanding, TGT can increase motivation to learn and foster a sense of camaraderie. Susanti, (2019) states that games can be structured by teachers in the form of quizzes with questions related to the subject matter. Games can involve questions written on cards numbered.

Cooperative learning models such as Student Team Achievement Divisions (STAD) and Contextual Teaching and Learning (CTL) also play a significant role in enhancing student interaction and participation. STAD groups students heterogeneously to collaborate on tasks and problem-solving, which helps them learn from each other and develop social skills. Efforts to enhance the quality of Civics Education (PKn) learning are ongoing. According to Masoyang (2014), one way teachers can improve Civic Education learning outcomes is by using

cooperative learning models like STAD during classroom instruction. Through this cooperative learning model, students are expected to be trained to face life early on, enhance academic abilities, increase creativity in learning from various sources, and boost student learning motivation.

On the other hand, CTL connects lesson materials with real-life contexts of students, making learning more relevant and meaningful. By linking learning with real-life situations, CTL helps students see how the knowledge they acquire can be applied in daily life, thereby enhancing their overall motivation and understanding. These methods together create a dynamic and interactive learning environment that supports both academic and personal development of students.

d. Technology-Based Learning Resources

Information technology and mobile learning provide flexibility for students to access learning materials anytime and anywhere. Mobile learning is often defined as e-learning through mobile computing devices. Generally, mobile devices include digital mobile phones and PDAs. However, more broadly, it can be considered as any device that is small in size, operates independently, is portable enough to be carried at all times, and can be used for various types and models of learning. These small-sized devices can also be seen as tools for accessing content. Usually, these devices can store content locally and can be accessed through existing interconnections. These devices can serve as tools for interacting with others, whether through voice, written messages, images (still and moving), and video (Gani & Saddam, 2020).

Hamalik (in Wahyuningtyas, 2020:24) suggests that the use of instructional media in the learning process can stimulate new interests and

motivations for learners. Therefore, teachers are expected to master suitable methods and media for Civics Education (PKn) learning to increase students' interest in the subject. Furthermore, teachers are expected to apply these methods in daily teaching practices . (Mira et al., 2023)

Arsyad (2014, pp.72-74) outlines several considerations for determining multimedia criteria from a learning perspective, including: (1) providing motivation, (2) accommodating individual differences among students, (3) setting learning objectives, (4) organizing material, (5) ensuring material perception/equation, (6) involving emotions in student learning comprehension, (7) actively engaging students in program execution, (8) providing feedback, (9) reinforcing learning, (10) including exercises/assessments of student abilities, and (11) helping to improve learning outcomes.

Starting from the importance of media in education and the lack of resources to create learning media, an effective solution is to develop multimedia as part of multimedia-based Civics Education (PKn) learning media to enhance learning quality (Mahendri, 2012; Ilham et al., 2019).

e. Creativity-Based Learning Resources

The use of creative learning media enhances student interaction with lesson materials. According to Utami and Putra (2022), one emerging effort as an important alternative is the use of creative and innovative learning media. This is because in facing the 4.0 education revolution, teachers need to integrate the four main 4C skills—critical thinking, communicative, collaborative, creativity and innovation—by utilizing technology-based media.

From this research, it can be stated that teachers' experiences in implementing effective learning resource models at SD Negeri 5 Sukarara are diverse and dynamic. Students' perceptions of the use of learning resource models are generally positive, with interactive, contextual, and technology-based approaches being well-received. The dynamics of interaction among teachers, students, and learning resources highlight the importance of the teacher's role as a facilitator in creating engaging and meaningful learning experiences. Teacher support in designing and implementing various creative and innovative learning resource models is crucial to enhancing the effectiveness of Civics Education (PKn) learning at SD Negeri 5 Sukarara.

CONCLUSION

The conclusion of this research is as follows: 1) Teachers at SD Negeri 5 Sukarara have successfully implemented various effective learning resource models in Civic Education (PKn) instruction. They utilize interactive methods such as questioning, Teams Games Tournament (TGT), Student Team Achievement Divisions (STAD), and Contextual Teaching and Learning (CTL). The use of these models creates a dynamic learning environment, enhances student engagement, and develops their social and emotional skills. The positive experiences of teachers reflect their success in integrating various learning resources, including the surrounding environment and information technology, to achieve optimal learning outcomes; 2) Students at SD Negeri 5 Sukarara demonstrate a positive perception of the use of effective learning resource models in Civic Education. They feel more motivated and interested in the learning process when teachers employ varied and interactive methods. Students appreciate

environmentally-based, information technology-based, and creative learning media-based learning because these methods make learning more engaging and relevant to real life. Students also value opportunities to work in teams and actively participate through methods such as TGT and STAD; and 3) The implementation of effective learning resource models at SD Negeri 5 Sukarara has created positive interaction dynamics among teachers, students, and learning resources. Teachers act as facilitators who encourage active student participation, while students engage in various interactive and collaborative learning activities. The use of information technology, the environment as a learning resource, and creative learning media enrich students' learning experiences and enhance their understanding of Civic Education subjects. This intensive and varied interaction supports better learning outcomes and creates a fun and effective learning atmosphere.

The implications of implementing effective learning resource models in Civic Education at SD Negeri 5 Sukarara can enhance student engagement, enrich learning experiences, facilitate understanding of Civic Education concepts, and create a dynamic and relevant learning environment, thereby improving student motivation and learning outcomes. This study is limited to one school, SD Negeri 5 Sukarara, so its results may not be generalizable to other schools with different contexts. Additionally, this research uses a phenomenological qualitative approach relying on interviews, observations, and document studies, which may introduce subjective biases from both participants and researchers.

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Realita Jurnal Bimbingan dan Konseling

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