

SUPPLEMENTARY  
TEACHING MATERIALS

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# DEVELOPING CIVIC EDUCATION AT THE ELEMENTARY LEVEL

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## TABLE OF CONTENTS

<b>PREFACE</b> .....	<b>iii</b>
<b>PREVIEW</b> .....	<b>iv</b>
<b>UNIT 1: THE NEW PARADIGM OF CIVICS</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Rational Thinking .....	3
1.3 Democratic Classroom .....	6
1.4 Characteristics of Civic Education .....	10
1.5 Scientific Structure of Civics .....	10
1.6 Developing Civic Education Democratically through Audiovisual Media .....	12
Exercises .....	14
Summary .....	15
Formative Test .....	16
Bibliography .....	18
Glossary .....	20
<b>UNIT 2: MODELS FOR CIVIC EDUCATION DEVELOPMENT</b> .....	<b>21</b>
2.1 Introduction .....	21
2.2 Models for Civics Education .....	22
2.2.1 Models for Civics Education Development for Lower Levels of Elementary .....	23
2.2.1.1 Paikem Model (Active, Innovative, Creative, Effective, Fun).....	23
2.2.1.2 Talking Stick Model .....	25
2.2.2 Models for Civics Education Development for Higher Levels of Elementary .....	26
2.2.2.1 Cooperative Learning: Think-Pair-Share Model for Elementary Level .....	27
2.2.2.2 Portfolio-Based Model .....	27
Exercises .....	34
Summary .....	35
Formative Test 2 .....	36
Bibliography .....	39
Glossary .....	41
<b>UNIT 3: DEVELOPING EVALUATION COMPONENTS FOR CIVICS STUDIES</b> .....	<b>42</b>
3.1 Introduction .....	42
3.2 Evaluation Principles for Civics .....	44
3.3 Effective Evaluation Techniques for Civics .....	45
3.4 Evaluating Portfolios .....	50
3.5 Developing Three Domain Evaluation .....	52

Exercises .....	59
Summary .....	60
Formative Test 3 .....	61
Bibliography .....	63
Glossary .....	64

**UNIT 4: DEVELOPING SYLABI AND LESSON PLANS FOR CIVICS AT THE  
ELEMENTARY LEVEL .....** **64**

4.1 Introduction .....	66
4.1.1 Example of Syllabus .....	70
4.1.2 Example of Lesson Plan .....	74

Exercises .....	79
Summary .....	80
Formative Test 4 .....	81
Bibliography .....	83
Glossary .....	84

## PREFACE

Civics Education's main function is to mold students into citizens who understand their responsibilities and be able to use their rights, whose commitment of loyalty to Indonesia is reflected in their intelligence, skill, and character as maintained by Pancasila (the five basic principles of the Republic of Indonesia) and the Constitution of 1945.

The goal of Civics Education is to give students the following skills:

1. The ability to think critically, rationally, and creatively when dealing with citizenship issues.
2. The ability to participate well and responsibly, and take action intelligently in all activities of citizenship.
3. The ability to develop positively and democratically based on Indonesian values so that they can live equally well compared to others living in other nations.
4. The ability to interact with other nations directly or indirectly in the midst of globalization by taking advantage of information and communication technology.

This supplementary on developing Civics Studies at the Elementary School level is meant to complement existing teaching materials. Inside this supplement, models, strategies, methods, and approaches to teaching Civics are explored to aid teachers in shaping their creativity in the classroom as a facilitator. The development of this supplement is based on the PAIKEM principles (Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan or *Active, Innovative, Creative, Effective, and Fun Lessons*). These principles are expected to ease absorption of Civics studies, especially in evaluating affective, cognitive, and psychomotor domains simultaneously in students in the lower classes who have just learned to read and write. In the higher classes, creativity in lessons is increased. The consequence for the teacher as a motivator and facilitator is that they must be more creative, initiative, and attentive to the students. Without this, Civics Studies will not be optimally taught.

Jember, February 23<sup>rd</sup>, 2010

## Preview

This supplementary book for Elementary School Civics Education is divided into 4 units dealing with the new paradigm of Elementary School Civics Education, models of lessons for both lower and higher level classes, development of evaluation domains, and development of syllabi and lesson plans according to KTSP.

Unit 1 is about Civics Education's new paradigm—Civics as a way of dealing with unavoidable globalization. Of course as a nation we feel that we are a part of the global society, but we must be able to live in synchronicity with our own Indonesian culture. We need rational minds to guide us in developing Civics Education as well as finding democratic concepts. Keeping in mind the different characteristics and structure of Civics Education compared to other school subjects, this supplementary book analyzes effective grading systems that measure relevant components. This book also discusses teaching Elementary Civics Education to lower level classes democratically through audiovisual media.

Unit 2 discusses models of lessons for lower level (1<sup>st</sup> to 3<sup>rd</sup>) and higher level (4<sup>th</sup> to 6<sup>th</sup>) classes. These models aim to maximize immersion of the lessons through Active, Innovative, Creative, Effective, and Fun Lessons (PAIKEM/*Pembelajaran Aktif, Inovatif, Kreatif, Efektif, dan Menyenangkan*). These are broken down to four approaches: the thematic approach (Talking Stick Model, games), the Cooperative Learning Approach through the Think-Pair-Share Model, the Grading Approach, and the Portfolio-Based Approach.

Unit 3 addresses evaluation components of Civics Education, especially in affective evaluation and evaluation based on the three domains. This affective domain evaluation is made up of five criteria specific to Civics Education, religion and aesthetics. These five criteria are 1) *behavior*, 2) *interest*, 3) *concept of self*, 4) *values*, 5) *morals*. The three last criteria are what differentiate Civics from other subjects.

Unit 4 discusses an issue that is inseparable from the learning process, particularly from the angle of student-teacher interaction: creating a syllabus and lesson planning.

## UNIT 2

### MODELS FOR CIVIC EDUCATION DEVELOPMENT

By Yayuk Mardiaty and Ign. Suhanto

#### 2.1 Introduction

Debates about Civic Education in school—whether it has to do with teaching approaches or methods, media, or evaluation—are becoming more interesting from day to day, since it is being discussed for improvement of the future. Because of this you are invited to observe, criticize, and discuss with friends, tutors, or anyone else concerned with improving the quality of Civic Education in school.

Thus, upon finishing observing, criticizing, and discussing the materials in this supplement, you will have a general knowledge of appropriate models for Civic Education, both for lower and higher level classes. Meanwhile, you will especially be able to:

- ◆ Clarify concepts of Civic Education teaching models
- ◆ Analyze Civic Education teaching models for lower level classes
- ◆ Observe examples of Civic Education teaching models for lower level classes
- ◆ Develop Civic Education teaching models for lower level classes
- ◆ Implement Civic Education teaching models for lower level classes

To get a full understanding of Democratic Ideas in Law and The Republic of Indonesia's Legislative Regulations, the following study activities will be done in this module:

Study Activity 1 : Civic Education teaching models for lower level classes

Study Activity 2 : Civic Education teaching models for higher level classes

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