

## The Important Role Of Evaluation Of Citizenship Education Learning At Al-Hidayah Primary School In Increasing Students' Social Awareness

Kartika Sari<sup>1</sup>, Delisma Siregar<sup>2</sup>, Waldio Manihuruk<sup>3</sup>, Anita Yus<sup>4</sup>, Wildansyah Lubis<sup>5</sup>

<sup>1,2,3,4,5</sup> Universitas Negeri Medan, Indonesia

ksari7552@gmail.com

### Abstract

*This research reviews the important role of learning evaluation in citizenship education at Al-Hidayah Elementary School, with a focus on increasing students' social awareness. Through a qualitative research approach, this study aims to gain an in-depth understanding of how learning evaluation contributes to the formation of students' social awareness. The qualitative research steps used include data collection through interviews with teachers and students, classroom observations, document analysis, and case studies at SD Al-Hidayah. The research results show that learning evaluation is not only useful for measuring student academic achievement, but also helps in understanding student progress at SD Al-Hidayah in understanding the concepts of citizenship and social values. Through evaluation, teachers can improve teaching, provide relevant feedback to students, and monitor individual and class progress. The results of this research can be a basis for developing more effective learning programs in promoting students' social awareness at Al-Hidayah Elementary School.*

### Keywords

*Evaluation; civic education; social awareness*



## I. Introduction

In advancing the education system in Indonesia amidst globalization, there are five basic steps that need to be considered. This includes philosophical, sociological, cultural, psychological grounds, as well as scientific and technological grounds. Apart from that, there are three learning principles that support this effort, namely the Tut Wuri Handayani principle, the principle of lifelong learning, and the principle of independence in learning (Azzahra & Dewi, 2021). National education plays an important role in forming abilities and character and advancing national civilization with the aim of improving the quality of people's lives. The main target is to develop the potential of students so that they become individuals who are faithful, moral, healthy, educated, talented, creative, independent, and become democratic and responsible citizens (Hanum & Rahardja, 2016).

A number of steps have been taken to achieve national education targets, including training programs to improve the qualifications of teachers, improving educational facilities, and sometimes revising the curriculum (Dianti, 2014). In addition, the government routinely makes improvements to the curriculum (Basri, 2017). Schools, as formal educational institutions, have an important role in increasing human resource capacity. The educational process begins with learning planning and ends with evaluation.

Citizenship education in elementary schools is an integral component in the formation of students' identity and social awareness. In an era of globalization whose symptoms are increasingly felt, it is important for students to have a strong understanding of civic values, rights and obligations as responsible citizens. However, even though

citizenship learning materials are taught in elementary schools, the effectiveness and relevance of the curriculum and evaluation methods in measuring students' understanding and awareness of these concepts is still a concern.

Understanding the necessary citizenship education skills is important. Evaluation, according to Hasbullah (2009), is an important element in the learning process. Without evaluation, student achievement in learning cannot be known with certainty. Therefore, teachers need to have a deep understanding of the concept and system of learning evaluation, including evaluation of processes and results in Civics learning.

The main aim of evaluating civic education learning is to assess students' abilities in various aspects, such as speaking, reading, writing and listening. This evaluation allows teachers to determine the level of student success, identify areas of growth that need attention, and adjust learning tactics to suit student needs (Asrul et al., 2015). Through these exams, students can also find out their strengths and weaknesses in the context of citizenship education, which ultimately helps them improve their skills.

In addition, learning evaluations in citizenship education subjects help teachers and schools determine the effectiveness of the curriculum and teaching techniques used. Teachers can determine whether students meet learning objectives and whether the teaching methods used are effective by reviewing evaluation results (Wayan, 2022). Regular and thorough evaluations also enable teachers and school administration to make necessary changes and improvements in the teaching of civics education. In addition, in elementary schools, learning evaluation in citizenship education subjects plays a role in preparing students to continue their education to a higher level. Good citizenship education skills are very important for understanding other subjects such as science, mathematics and history (Mufarizuddin et al., 2020)

Evaluation is closely related to students' social awareness in the context of citizenship education. Evaluation not only aims to measure students' academic abilities, but also to understand the extent to which students have an understanding and social awareness of civic concepts.

Through the evaluation process, teachers can assess the extent to which students understand civic values, their rights and obligations as citizens, as well as their involvement in social activities and participation in community life. Evaluation also allows teachers to see the extent to which students are able to apply civic concepts in everyday life and how their level of social awareness develops over time.

Increasing students' social awareness is the main goal of citizenship education in elementary schools. Social awareness not only includes an understanding of the rights and obligations as citizens, but also active participation in social activities, tolerance for differences, and empathy for other people. Therefore, effective evaluation of learning in this subject is essential to ensure that the goals of citizenship education are well achieved.

Based on the background above, the author is interested in analyzing the important role of learning evaluation in increasing students' social awareness in the context of citizenship education at Al-Hidayah Elementary School. By paying attention to various factors, such as the evaluation method used, student responses to the evaluation, and its impact on student understanding and behavior, this research is expected to provide valuable insights for curriculum development and evaluation practices in civics learning. In this way, schools and teachers can be more effective in preparing students to become active, conscious citizens and play a role in society.

## II. Review of Literature

### 2.1 Evaluation

Evaluation is an attempt to objectively measure and assess the achievement of previously planned results where the results of the evaluation will become feedback for the planning that will be carried out.

According to Mohammad (2000), the term evaluation can be equated with the interpretation of giving numbers and scoring. Therefore, evaluation results are often used as feedback for programs so that program implementation can increase effectiveness and efficiency. According to O. Jones, evaluation is an activity designed to weigh the benefits of the program and all government processes. Activities designed in evaluating activities can determine whether the implementation of a The program is in accordance with the main objectives, and then the evaluation activity can be used as a benchmark for whether a policy or activity can be said to be worthy of being continued, needs to be improved or the activity must be stopped.

### 2.2 Citizenship Learning

Citizenship Education is a field of study that includes knowledge, attitudes and skills related to citizenship. In general, Citizenship Education has a clear vision and mission. The vision of Citizenship Education is to create a learning environment that supports the formation of national character (nation and character building) and the empowerment of citizens. Meanwhile, its mission is to form responsible citizens, namely citizens who are able to carry out their rights and obligations in the context of national and state life in accordance with the principles stated in the 1945 Constitution.

According to Sapriya (2007), Citizenship Education (PKn) includes several basic foundations. First, the main foundation is the Unitary State of the Republic of Indonesia. Then, the philosophical basis is Pancasila, while the normative basis is the 1945 Constitution. Apart from that, there is also a psychological basis related to citizen behavior.

Furthermore, Udin Winataputra (2008) stated that the formulation of Civics objectives is in line with the competency aspects to be developed in Civics learning. These competency aspects include civic knowledge, civic skills, and civic dispositions. This opinion is in line with the concept of Benjamin S. Bloom's cognitive learning theory which divides the learning domain into cognitive, psychomotor and affective domains.

### 2.3 Social Awareness

Social awareness leads to a spectrum and indirectly feels what other people feel, understands their feelings and thoughts to get involved in difficult situations. This social awareness includes:

- a) Primal Empathy (most important empathy); feelings for someone else, feeling emotional signals.
- b) Attunement (adjustment or adaptation); listen with full will, get used to listening to someone.
- c) Empathic accuracy (correct empathy); understand the thoughts, ideas, feelings and desires of others.
- d) Social cognition (social awareness); know how social life happens.

### III. Research Method

In exploring the important role of learning evaluation in citizenship education subjects at Al-Hidayah Elementary School, a qualitative research approach can provide a more in-depth and contextual understanding (Sugiyono, 2019). The following are steps that can be used in qualitative research regarding the important role of learning evaluation in citizenship education subjects in elementary schools.

First, for data collection, methods that can be used include interviews with teachers and students, classroom observations, document analysis, or case studies at SD Al-Hidayah. Interviews can provide insight into teachers' and students' views on learning evaluation, while classroom observations can help in observing evaluation implementation in real contexts (Hasan, 2013).

Second, in data analysis, interview transcripts, observation notes, or collected documents can be analyzed using methods such as content analysis or thematic analysis. In this way, patterns, themes, or categories that emerge in the data regarding the important role of learning evaluation in civic education subjects in elementary schools can be identified. This research aims to gain a deeper understanding of the role of learning evaluation in citizenship education subjects in elementary schools.

### IV. Result and Discussion

The role of teachers who have good competence plays a central role in the teaching and learning process and student learning outcomes at SD Al-Hidayah. Therefore, new developments in views of the learning process give rise to the need for teachers to improve their roles and skills. Competent teachers will be better able to provide an effective learning environment and manage their classes well, thereby achieving optimal learning outcomes for students. One of the teacher's duties in the teaching and learning process is to be an evaluator. During the learning process, teachers must act as good evaluators. Learning evaluation activities are designed to assess the achievement of learning objectives and the suitability of the material presented to the needs of students at SD Al-Hidayah. All of these aspects can be identified through learning evaluation. Furthermore, learning evaluation at the elementary level, especially at Al-Hidayah Elementary School, is a focus in increasing students' social awareness.

Learning evaluation plays an important role in citizenship education subjects at Al-Hidayah Elementary School. The following are several opinions from citizenship education experts regarding the importance of learning evaluation in citizenship education subjects in elementary schools (Budimansyah, 2012):

1. Understanding student progress: Learning evaluation helps teachers understand student progress in the areas of speaking, reading, writing and listening. Teachers can use these tests to determine each student's strengths and weaknesses and to meet their needs. This allows teachers to organize civics education teaching to suit children's developmental levels and abilities.
2. Improving Teaching: Learning assessments provide teachers with information about the success of their teaching approaches. Teachers can determine whether their teaching approach is effective or not by reviewing evaluation data. Regular and comprehensive assessments help teachers improve their teaching by designing better tactics, selecting appropriate teaching materials, and changing instructional approaches based on student needs.

3. **Providing Feedback:** Learning evaluations provide feedback to students about their abilities in civics education. Clear, targeted feedback helps students understand their strengths and weaknesses, and provides direction for improvement. This can increase student motivation, build self-confidence, and lead to the development of better civics education skills.
4. **Provides a Basis for Curriculum Improvement:** Learning evaluation also provides a basis for developing and improving the civics education curriculum in elementary schools. By analyzing evaluation results, teachers and school administration can evaluate the success of the existing curriculum and make necessary changes. Continuous evaluation helps in improving teaching materials, identifying student needs, and adapting the curriculum to make it relevant to current demands.
5. **Monitoring Individual and Class Progress:** Learning evaluations allow teachers to monitor student progress individually as well as as a class group. With regular monitoring, teachers can identify students who need additional support and develop appropriate intervention programs. This helps prevent learning gaps and ensures that all students achieve the expected level of civics education skills.

Overall, learning evaluation is very important in teaching and learning citizenship education in elementary schools. Evaluation helps teachers understand student achievement, improve teaching, provide feedback to students, build a foundation for curriculum reform, and track individual development (Saiffurrohman, 2014).

Furthermore, the evaluation results can also be the basis for curriculum reform, ensuring that the material presented is relevant and in line with the demands of the times. Lastly, evaluation assists teachers in tracking individual student development over time, enabling the adoption of more effective learning strategies and adapting learning approaches according to student needs. Thus, learning evaluation plays a crucial role in supporting the effectiveness of civic education teaching and learning at the elementary level.

Thus, evaluation helps in measuring not only academic achievement, but also students' understanding of their role in society and their awareness of social issues. The evaluation results obtained can be used by teachers to develop learning programs that are more effective in promoting social awareness, such as through holding discussions about social issues, community service projects, or other activities that encourage student reflection and active participation in change. social. The following are some of the important roles of teaching citizenship education in increasing students' social awareness, namely:

### **1. Formation of Citizenship Values**

Civics in elementary schools provides opportunities for students to understand civic values, the formation of civic values in elementary schools involves teaching and applying the values that underlie national and state life, as well as preparing students to become responsible, active, citizens. and contribute positively to society. This includes an understanding of the rights and obligations as citizens, respect for cultural diversity, concern for the environment and sustainability, participation in democratic life, and the development of empathy and social responsibility. The formation of these values not only includes cognitive aspects, but also affective and behavioral aspects, and the teacher's role is very important in creating a learning environment that supports and provides opportunities for students to apply civic values in their daily lives.



## **2. Introduction to the Concept of Leadership and Government**

The introduction of leadership and government concepts at Al-Hidayah Elementary School is an important part of citizenship education. Leadership concepts teach students about the traits and qualities necessary to be an effective leader, such as integrity, fairness, communication skills, and the ability to work collaboratively with others. Through this learning, students learn to appreciate the importance of leadership in everyday life and in community development.

Meanwhile, the introduction of government concepts helps students understand the structure and function of government at the local, national and global levels. They learn about the principles of democracy, the role of government institutions, such as the executive, legislative and judiciary, as well as the decision-making process in a country. It provides students with a basic understanding of how political systems and government work, as well as the importance of citizen participation in democratic processes.

The introduction of leadership and governance concepts not only provides theoretical knowledge to students, but also provides opportunities for them to develop leadership skills and participation in school activities that involve joint decision making and problem solving. This helps students to become active citizens, involved in democratic processes, and able to play a constructive role in their society.

## **3. Development of Communication and Collaboration Skills**

Developing communication and collaboration skills at Al-Hidayah Elementary School is a crucial aspect of citizenship education. Communication skills include the ability to convey ideas, listen well, and interact effectively with others. Students are taught to express their thoughts and feelings clearly and respectfully, and to listen to the views of others openly and respectfully. This helps build positive communication skills and promotes productive dialogue among students.

Meanwhile, developing cooperation skills involves the ability to work together with other people to achieve common goals. Students are given opportunities to collaborate on group projects, class discussions, and other activities that encourage teamwork. They learn to appreciate the contributions of each team member, share responsibilities, and resolve conflicts in a constructive way. This helps foster an attitude of mutual trust, cooperation and empathy among students.

The development of communication and collaboration skills is not only important in the context of citizenship education, but also has a broad impact on students' lives outside the school environment. The ability to communicate effectively and collaborate with others is a skill that is highly valued in the world of work and society. Therefore, citizenship education in elementary schools aims to equip students with these skills, so that they can become active, contributing and successful citizens in their lives.

## **4. Formation of National Identity and Multiculturalism**

The formation of national identity and multiculturalism at SD Al-Hidayah is an important process in citizenship education which aims to strengthen students' awareness of identity and cultural diversity in Indonesia. National identity refers to students' understanding of the history, culture, language and values that shape the character of the Indonesian nation. Students are taught to appreciate and celebrate Indonesia's rich and diverse cultural heritage, as well as to understand that unity in diversity is one of the country's main strengths.

Meanwhile, multiculturalism refers to respect and recognition of various cultures, religions, ethnicities and traditions that exist in society. Through citizenship education,

students learn to appreciate the cultural diversity in Indonesia and to respect the rights of every individual in society to practice their beliefs and traditions. They are also taught to avoid prejudice and discrimination against minority groups.

### **5. Development of Social Awareness and Empathy**

The development of social awareness and empathy at SD Al-Hidayah is an important aspect of citizenship education which aims to shape students into individuals who are caring, responsible and empathetic towards other people and the surrounding environment. Social awareness involves students' understanding of social problems that exist in society, such as poverty, inequality and injustice, and their willingness to be involved in efforts to solve them. Through citizenship education, students are given the opportunity to learn and understand the social challenges faced by their society and how they can play a role in overcoming these problems.

Empathy, on the other hand, involves a student's ability to feel and understand the feelings, thoughts, and experiences of others. It involves the ability to see the world from another person's perspective, identify with their experiences, and respond with feelings of sympathy and concern. Through citizenship education, students are taught to develop their empathetic abilities by listening attentively, responding with sensitivity to the needs of others, and acting to help those in need.

The development of social awareness and empathy is not only carried out through theoretical learning, but also through direct experience and student interaction with society. This can involve activities such as community service, visits to charities, and projects that involve collaboration with local communities. Through these experiences, students can learn about the realities of life outside their school environment and gain a deeper understanding of the social challenges faced by society.

The importance of developing social awareness and empathy in elementary schools is to shape students into caring, empathetic and responsible individuals in society. By having high social awareness, students can become agents of positive change and contribute to the development of a more just, inclusive and sustainable society in the future.

## **V. Conclusion**

The role of teachers who have good competence is very important in the civic education learning process at Al-Hidayah Elementary School. Competent teachers are able to provide an effective learning environment, manage the classroom well, and provide meaningful feedback to students. As an evaluator, the teacher plays a role in assessing the achievement of learning objectives and the suitability of the material presented to students' needs. Learning evaluation is not only a tool for measuring academic achievement, but also for building a foundation for curriculum reform and tracking individual student development. In the context of citizenship education, learning evaluation is important because it helps in increasing students' social awareness at SD Al-Hidayah.

Evaluation allows teachers to understand student progress, improve teaching, provide relevant feedback, and monitor individual and class progress. Through evaluation, students can also understand civic values, learn about leadership and government, develop communication and cooperation skills, understand national identity and multiculturalism, and develop social awareness and empathy. Thus, learning evaluation becomes one of the main instruments in achieving the goals of citizenship education at SD Al-Hidayah.

## References

- Asrul., Ananda, R., dan Rosnita. (2015). *Evaluasi Pembelajaran*. Bandung: Citapustaka Media.
- Baldah, W., Sumarna, C., Yuniarto, B. 2016. Pengaruh Penanaman Nilai-Nilai Multikultural terhadap Pembentukan Sikap Pluralis Peserta didik di MTsN Babakan Ciwaringin Kabupaten Cirebon. *Jurnal Edueksos*, V (1). Yogyakarta.
- Azzahra, K. S., & Dewi, D. A. (2021). Implementasi Pancasila Bagi Pembentuk Karakter Bangsa Sebagai Proses Pembelajaran Terhadap Masyarakat. *Jurpis: Jurnal Pendidikan Ilmu Sosial*, 18(1), 86–100.
- Basri K. (2017). Evaluasi Pembelajaran Sekolah Dasar (SD) Berbasis Pendidikan Karakter dan Multikultural. *Jurnal Ilmiah Sekolah Dasar*. Vol.1 (4) pp. 247-251.
- Budimansyah, D. (2012). *Perancangan Pembelajaran Berbasis Karakter*. Bandung: Widya Aksara Press
- Dianti, P. (2014). Integrasi Pendidikan Karakter Dalam Pembelajaran Pendidikan Kewarganegaraan Untuk Mengembangkan Karakter Siswa. *Jurnal Pendidikan Ilmu Sosial*, 23(1)
- Hanum, F dan Raharja, S. (2016). Pengembangan Model Pembelajaran Multikultural Terintegrasi Mata Pelajaran IPS di Sekolah Dasar. *Jurnal Penelitian Ilmu Pendidikan*, VI (2). Universitas Negeri Yogyakarta: Yogyakarta.
- Hasan, M. I. (2013). *Pokok-Pokok Materi Metodologi Penelitian*. Jakarta: Ghalia Indonesia.
- Hasbullah. (2009). *Dasar-Dasar Ilmu Pendidikan*. Jakarta: Penerbit Bumi Pers.
- Saiffurrohman. (2014). Pendidikan Berbasis Karakter. *Jurnal Tarbawl*, II (2). ISSN: 2088-3102.
- Sapriya. (2007). *Perspektif Pemikiran Pakar tentang Pendidikan Kewarganegaraan dalam membangun Karakter Bangsa*. Disertasi. SPS UPI Bandung
- Sugiyono. (2019). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*
- Udin Winataputra. (2008). *Pembelajaran PKn*. Jakarta: Universitas Terbuka