



JAMBORA JOURNAL OF CIVIC EDUCATION
<http://ejurnal.ung.ac.id/index.php./jacedo>
E-ISSN: 2798-4818
P-ISSN: 2808-2249

CONTRIBUTION OF PPKN TEACHERS TO POLITICAL EDUCATION THROUGH PPKN INSTRUCTION AT STATE MIDDLE SCHOOL 6 TERNATE

Mardiana Adnan¹, Wahyudin Noe², Misrina³, Muhammad Arif Wicaksono⁴,
M. Rifaldi A. Djohra⁵

^{1,2,3,4,5} Civic Education, Khairun University, Ternate, Indonesia

Email : (mardianaadnan2020@gmail.com)
(wahyudinnoe@unkhair.ac.id)
(misrina@unkhair.ac.id)
(muhammadarif@unkhair.ac.id)
(riffaldi5000@gmail.com)

Article Info

Article History:

(Accepted) (July) (2025)
(approved) (September)
(2025)
(Published) (November)
(2025)

Keywords:

Teacher; Political
Education; Civics
Learning; Students

Abstract

Engagement in political activities reflects a high degree of citizen comprehension and awareness in achieving democracy. Consequently, political education within PPKn lessons in schools is crucial for enhancing students' understanding and political consciousness as young citizens, who are anticipated to actively engage in politics in the future. This research seeks to explore the role of educators in delivering political education through PPKn instruction at SMP Negeri 6 Ternate. This investigation is a descriptive qualitative study. The findings reveal that: 1) Teachers play a role in political education within PPKn lessons by: a) encouraging student participation by allowing them to voice their opinions, b) instilling democratic values and independence, and c) fostering democratic attitudes among students; 2) Factors affecting teachers in delivering political education include teacher quality and school support, such as learning facilities and a conducive social learning environment; and 3) Student feedback on the political education provided through PPKn lessons is very positive, as it helps students become more confident and courageous in expressing their views, enhances critical thinking and civic awareness, and boosts student interaction and collaboration.

INTRODUCTION

Political participation serves as a key indicator of a country's democratic life, where ultimate authority is legally vested in the people, known as popular sovereignty. The involvement of citizens in elections or democratic events reflects the democratic process. Engaging in political participation demonstrates that the public can comprehend, engage with, and contribute to state affairs. However, a different scenario arises when societal political participation levels indicate a lack of interest, engagement, and appreciation for governmental activities.

In a democratic setting, political freedom is often accompanied by apathetic behaviors or low levels of citizen engagement, which can pose a threat to democracy and undermine its core values (Alfarisyi, et al. 2023). Several factors contribute to the rising number of abstentions (golput) in Indonesian elections, one of which may be the inadequate quality of political education for first-time voters. A high rate of abstention suggests that the conduct of elections as a democratic exercise does not meet democratic ideals, reflecting a crisis of trust within Indonesian society, particularly among teenagers aged 17 to 20 years or high school (SMA) students. This situation has the potential to endanger the democratic system, necessitating measures to reduce abstention practices among future first-time voters aged 12-14 years who are currently in junior high school (SMP).

In the election process, first-time voters are expected to actively participate by voting and exercising their right to vote wisely, as through the general election, voters will determine the people's representatives who will lead them for the duration of their term. In practice, many first-time voters still appear passive regarding the election, which sometimes leads to the practice of white group apathy. This passive attitude is reflected in several things, such as being lazy about seeking information about the election and rarely participating in the campaign. However, they place high hopes on prospective leaders with integrity and the ability to address real problems in society (Sartana, 2014).

Conversely, the requirement for a parliamentary threshold acts as a key criterion for political parties to gain entry into the House of Representatives (DPR RI). Understandably, every political party, including those newly formed, aims to attract

potential first-time voters as a core group in each election. These voters are the focus of political parties' efforts to engage and mobilize them for campaign activities. Nonetheless, political parties occasionally overlook the importance of offering sufficient political education to these first-time voters.

First-time voters often lack psychological maturity and are susceptible to external influences. According to Jennings and Niemi (1990) as cited in Tuhuteru (2022), junior high school students frequently align their political support with their parents' choices. Their candidate preferences are shaped by family influences and values. Similarly, peer groups also affect their candidate selections. Ideally, decisions should be grounded in the candidates' rationality, track records, and the programs they propose to address public issues.

In addition to the issue of voter abstention, there is a fundamental flaw in students' attitudes toward politics. Prospective first-time voters perceive money politics, or the practice of buying votes, as the core problem that undermines the integrity of government and democracy (Prasetyo, 2020). They regard a situation that is immediately influenced as favorable and recognize that transactional politics, driven by political party leaders, is indeed taking place. As noted by JW Batawi (2013), the practical elements of the current political system significantly shape first-time voters' views of an incorrect political culture.

As a means of political education for first-time voters, political education through Civics (PPKn) learning is a pertinent and engaging subject to explore (Rahmayanti, 2023). PPKn teachers play a vital role in the political education process, significantly influencing students' political comprehension and awareness, thereby nurturing democratic values and independence. The influence of PPKn teachers is essential in developing students who are conscious of their rights and responsibilities, actively and responsibly engaged (Aji et al., 2022), and who become democratic citizens in the digital age (Prayoga et al., 2025). This background aligns with the issue at SMP Negeri 6 Ternate, where students' limited political understanding stems from suboptimal political education by teachers and insufficient student participation in discussions and debates on current political matters. Such activities are crucial for maximizing students' potential and talents while

cultivating their democratic character. Consequently, the researcher identifies a need for further investigation into the role of PPKn teachers in delivering political education through PPKn learning at SMP Negeri 6 Ternate.

RESEARCH METHODS

The study was conducted at SMP Negeri 6 Ternate from January 27, 2025, to February 27, 2025. This research was a descriptive qualitative investigation, focusing on analyzing field phenomena and finding solutions through data analysis. The objective of this study was to explore the role of teachers in delivering political education through PPKn lessons at SMP Negeri 6 Ternate. The research process started with identifying the research problem through preliminary and empirical studies. Subsequently, the problem was examined by reviewing relevant literature to formulate the research problem. The following step involved preparing research instruments to gather both primary and secondary data, which were then analyzed to draw research conclusions.

Data collection methods included observation, interviews, and document analysis (Sugiyono, 2018). Observation was selected to allow direct monitoring of how political education is implemented in PPKn classes by the teachers. Interviews were conducted to gather extensive information from various research participants, tailored to the study's requirements. These participants included the Principal, the Vice Principal of Curriculum, PPKn Teachers, and Students, all considered capable of providing pertinent insights. PPKn Teachers were chosen as research subjects to gain comprehensive and detailed information about the execution of political education within PPKn lessons. The Principal was included to gather information on the planning, supervision, and guidance functions of political education programs in schools, as well as support for learning resources like libraries, labs, discussion rooms, projectors, and stationery, which contribute to more interactive learning. This also encompassed budgetary support for these educational resources. The Vice Principal of Curriculum could offer insights into the political education curriculum's implementation process. Meanwhile, students were involved to understand their feedback on political education and the school's role in nurturing their

potential, talents, and democratic character. Document analysis aimed to collect necessary materials, such as videos and images, to reinforce the research data.

Once the data has been gathered, it undergoes analysis through techniques such as data reduction, data presentation, and conclusion drawing (2007). Data reduction involves researchers organizing or categorizing the data selectively to facilitate easy presentation and conclusion formulation. The data presentation phase involves clearly and appealingly explaining the data so that it is easily comprehensible and accessible to the general public, followed by the final step of drawing conclusions.

RESULTS AND DISCUSSION

Students, as the younger generation, are expected to possess a strong grasp of political knowledge, enabling them to participate actively in the political arena. The success of democracy relies on the active participation of its citizens, which is demonstrated through a thorough understanding and awareness of political issues, rather than apathy or limited involvement. To foster political literacy among students, it is crucial to integrate education that emphasizes the importance of democracy and its principles as a foundation for political participation. Pancasila and Citizenship Education (PPKn) serves as an effective means to enhance students' political literacy. This educational approach provides a fundamental understanding of citizenship rights, including civil, political, and social rights (Sahi, 2024). This method is exemplified at SMP Negeri 6 Ternate, where the PPKn teacher successfully delivers political education through PPKn classes. Further details will be provided by the author below:

4.1. The Contribution of PPKn Educators to Political Education for Students Through PPKn Instruction

One of the roles of Civics and Citizenship Education (PPKn) teachers in providing political education to students through Civics lessons is to provide opportunities for students to express their opinions. However, before doing so, teachers must first introduce political concepts or materials in the lesson, such as the rights and obligations of citizens, the functions of state institutions, the importance of elections, Pancasila democracy, and the 1945 Constitution as the foundation of the state. This material is

reinforced with real-life examples, for example, learning about elections is linked to the election of class president or student council president.

Educators motivate students to participate in activities that embody participatory political principles, such as electing the student council president through discussion or voting, along with various student forum events. Teachers act as guides, overseeing and directing students from the creation of the vision and mission to the democratic election process in these activities. Deliberations and elections are managed to ensure they proceed smoothly, with each student fulfilling their roles, valuing their peers' opinions, refraining from imposing their views, and honoring the majority decision. This approach can cultivate leadership qualities and social responsibility grounded in democratic values.

Educators oversee and facilitate discussions on political topics, taking into account the students' age. For instance, they encourage students to engage in conversations about viral content with political messages for critical evaluation. This content often involves campaigns that include hoaxes, hate speech, or a lack of tolerance for diversity on social media. Teachers can employ various teaching methods, such as simulations, case studies, and games, to make learning more engaging and interactive. As noted by Sofyan et al. (2024), "teachers serve not only as providers of information but also as mentors who inspire students to think critically, work together, and creatively express their views."

In addition, Civics educators are essential in delivering political education to students by nurturing democratic values and independence. Students acquire a basic understanding of politics and democracy, covering subjects such as the government structure, the functions of state bodies like the KPU, and the legislative, executive, and judicial branches, as well as the electoral process. This curriculum is enriched with democratic ideals like freedom of expression, the right to gather and form associations, equality before the law and government, and the practice of thoughtful and responsible discussion and consensus-building. These principles are applied through classroom and school activities, including group discussions and elections for roles such as class leaders, Scout leaders, and student council leaders. As Mulyani (2022) states, "Citizenship Education is a subject aimed at developing citizens who are good, democratic, and character-driven, thereby achieving the goals of democracy."

In addition to their teaching duties, educators act as guides and exemplars for their students. As guides, they assist learners in grasping the content, offer direction, and inspire them. Rather than adopting an authoritarian stance, teachers embrace a democratic style to ensure that education is interactive and involves dialogue. This method illustrates that teachers are effective instructors of political ethics.

Additionally, it encourages democratic values in students through group interaction and teamwork. Cultivating democratic values in students is essential for their character growth. The interaction and teamwork within study groups, such as through discussions, offer students the chance to fully develop their potential and abilities for political engagement. They learn collectively by supporting each other. For instance, if a group member cannot answer a question posed by the teacher or another group, the rest of the group steps in to help. Study groups can enhance academic, social, and emotional skills, shaping students into a well-rounded and cultured generation.

Engaging in discussions within study groups can sharpen students' critical thinking abilities. For instance, when a teacher tasks students with examining a specific sociopolitical issue, they have the opportunity to evaluate the matter, differentiate between facts and opinions, and articulate their viewpoints with reasoned arguments and courtesy. This process necessitates guidance and the teacher's role in comprehending the issue, thereby encouraging students' critical thinking and involvement.

4.2. Elements Affecting Educators in Delivering Political Education via PPKn

Instruction

Several factors affect how teachers implement political education through PPKn learning, including the quality of teachers and the support provided by schools, such as learning facilities and a positive social environment. Teacher quality encompasses the ability to create lesson plans, a strong grasp of the subject matter, proficiency in using educational media, and classroom management skills. Utilizing diverse learning media like PowerPoint, films, videos, or articles can assist teachers in presenting material effectively and engagingly, thereby enhancing the learning experience. High-quality teachers also strive to foster student participation in discussions about the material, which helps create a conducive classroom atmosphere. As Diyanti (2024) notes, "PPKn

teachers are crucial in promoting student engagement in learning, facilitating group collaboration, and developing skills in guiding group discussions, organizing lessons, and maintaining school discipline." Support from the school, including the principal's policies, plays a crucial role in promoting effective and efficient learning. For instance, offering learning resources such as infrastructure like libraries, laboratories, sufficient discussion areas, projectors, and stationery can assist teachers in making learning more interactive and engaging. Financial backing is necessary to cover the costs of these educational facilities.

One important element of school support is fostering a positive social environment for learning. A secure and supportive social setting at school can encourage students to engage in the learning process, enhance their comprehension of the material, and become more involved in political activities. A positive social atmosphere can have a beneficial impact on student learning outcomes, with the quality of the social environment directly correlating to students' motivation to succeed (Khairunnisa & Rigianti, 2023). This social environment is reflected in the positive interactions between students and teachers, as well as in active participation in group activities that promote mutual respect and politeness.

5. Student Responses to the Implementation of Political Education Through Civics Learning

Students reacted favorably to the introduction of political education through Civics (PPKn) classes, which not only enhanced their academic performance but also boosted their self-assurance and willingness to voice their opinions. It is essential for teachers to deliver the content in a more captivating way and to motivate students to be assertive. The reluctance to express opinions or ask questions, often due to embarrassment and fear of making mistakes, contributes to students' lack of confidence (Gori et al., 2023). Many students showed a shift in their learning attitudes, becoming more driven and eager when engaging with contemporary political topics. This transformation was also noticeable when students were allowed to share their thoughts on the subject matter. They quickly found the courage and prepared themselves to speak in front of their peers. This shift made the learning environment more dynamic and interactive, leading to increased student enthusiasm.

Moreover, students' reactions to the introduction of political education through Civics (PPKn) classes reveal an enhancement in critical thinking and civic consciousness. This is reflected in their ability to comprehend and evaluate political topics during their learning experiences. They approach the political issues discussed collectively with readiness and enthusiasm. Civics Education has the potential to encourage political engagement, as demonstrated by civic competence, which includes the knowledge, attitudes, and skills necessary for effective and responsible political involvement (Tunggal, 2023).

Subsequently, the feedback from other students indicated that incorporating political education can enhance the frequency of interaction and cooperation among students, irrespective of their diverse social backgrounds. This is because every student is given the chance to engage in classroom discussions on contemporary political topics. As noted by Ramadani et al. (2022), "the application of democratic principles in Civics education is evident in student group discussions, where they are allowed to freely express their opinions, think critically, be courageous, open-minded, and self-assured, respect diverse viewpoints, and uphold human dignity." Ultimately, Civics education becomes more engaging and interactive, contributing to the development of intelligent and virtuous students. According to Prayugo & Prayitno (2022), "political education is an ongoing process that fosters awareness of citizenship roles, encouraging active participation through thinking, dialogue, and political action.

CONCLUSION

PPKn educators act as facilitators who can mold students' political comprehension and awareness, fostering democratic and independent traits that enable them to contribute actively and responsibly in school, society, and the nation. The findings of this study are: 1) The role of PPKn teachers in delivering political education within PPKn lessons at SMP Negeri 6 Ternate involves: a) Encouraging student engagement by allowing them to voice their opinions, b) instilling values of democracy and independence, and c) nurturing democratic attitudes among students; 2) Factors affecting teachers in imparting political education include the quality of the teachers and the support from the school, such as learning facilities and a conducive social learning environment; and 3) Students' reactions to political education through PPKn lessons are

very positive, as it helps them become more confident and courageous in expressing their views, enhances critical thinking by understanding and analyzing learning content, fosters civic awareness, and boosts interaction and cooperation among students. Therefore, implementing political education both theoretically and practically through PPKn lessons is an effective way to promote student participation in classroom activities.

Bibliography

- Aji, DS, Yusuf, Y., & Sugiaryo, S. (2022). The role of PPKn teachers in developing democratic character values in grade IX students at SMP Negeri 1 Mojolaban Sukoharjo. *Global Citizen Journal: Scientific Journal of Civic Education Studies* , 11 (2), 29-36.
- Alfarisyi, MD, Al Hasani, N., & Maulia, ST (2023). Increasing Public Political Participation in Elections Through Democratic Education. *Jurnal Politikom Indonesiana* , 8 (1), 60-68.
- Diyanti, FA (2024). Guidelines for Civics Teachers as Evaluators in Increasing Student Participation in Learning. *Civic Society Research and Education: Journal of Pancasila and Citizenship Education* , 5(1), 45-54.
- Batawi, JW (2013). The level of political awareness of first-time voters in regional elections. *Uniera Journal* , 2 (2), 26-52.
- Gori, Y., Fau, S., & Laia, B. (2023). The role of guidance and counseling teachers in increasing the self-confidence of ninth grade students at Smp Negeri 2 Toma in the 2022/2023 academic year. *FAGURU: Scientific Journal of Teacher Training Students* , 2(1), 123-133.
- Khairunnisa, N., & Rigianti, HA (2023). The influence of the social environment on student learning achievement in elementary schools. *Didactics: Scientific Journal of PGSD STKIP Subang* , 9(3), 1360-1369.
- Miles, MB, & Huberman, AM (2007). *Qualitative data analysis: A sourcebook of new methods* . University of Indonesia Press.
- Mulyani, SD (2022). The role of civic education in increasing students' political participation. *Journal of Political, Legal and Civic Education* , 12(2), 104-113.
- Prasetyo, MH (2020). Money Politics Crimes in Regional Head Elections Against Government Construction. *Administrative Law and Governance Journal* , 3 (3), 464-480.
- Prayoga, MD, Kurniasari, D., Finatalia, L., & Wiranata, IH (2025, July). The Role of Civics Teachers in Shaping Democratic Citizens in the Digital Era. In *Proceedings of SEMDIKJAR (National Seminar on Education and Learning)* (Vol. 8, pp. 788-803).
- Prayugo, A., & Prayitno, RBP (2022). Political Education as a Learning Process to Form Political Awareness and Civic Roles. *EDUKASIA Journal of Education and Learning* , 3(3), 427-442.
- Rahmayanti, E. (2023). The Role of Teachers in Implementing Civics Learning as Political Education for First-Time Voters. *Journal of Social Science Education* , 15 (Special-1), 414-422.
- Ramadani, WOD, Noe, W., & Rajaloe, N. (2022). Implementation of democratic values in civic education learning in class VIII of SMP Negeri 4 Ternate City. *Jambura Journal Civic Education* , 2(1), 90-101.

- Sahi, Y. (2024). CITIZENSHIP EDUCATION: (Conceptual Study, Comparison, and Relevance as a Means of Political Education). *POLAHJ JOURNAL* , 2(3), 80-94.
- Sartana, S. (2014). ATTITUDE MAP OF FIRST-TIME VOTERS IN YOGYAKARTA IN 2014. *Islamic Review: Journal of Islamic Research and Studies* , 3 (1), 177-202.
- Sofiyan, FH, Sanusi, AR, & Susanto, E. (2024). The Role of Pancasila Education Teachers in the Voice of Democracy Project in an Effort to Increase Political Participation of Grade XI Students at SMAN 5 Karawang. *Journal of Civic Education* , 8(2), 123-133.
- Sugiyono. (2018). *Quantitative, Qualitative, and R&D Research Methods* . Alfabeta.
- Tuhuteru, L. (2022). *Political Education for Contemporary Youth* . CV. AZKA PUSTAKA.
- Tunggal, S. (2023). Building Citizens' Political Awareness Through Civic Education. *JOCER: Journal of Civic Education Research* , 1(1), 11-15.