

# LECTURE METHOD IN CIVIC EDUCATION (PKN) LEARNING FOR GRADE IX STUDENTS AT MA'ARIF NU 1 KEMRANJEN ISLAMIC JUNIOR HIGH SCHOOL (MTS) IN BANYUMAS

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## **Abstract**

*This article investigates the use of lecture method in Civic Education (Pendidikan Kewarganegaraan, PKN) learning for ninth-grade students at Madrasah Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen Banyumas. The research background examines the effectiveness of the lecture method in the context of PKN learning, with a focus on the level of student engagement and understanding of the material achieved. The research method used is a qualitative descriptive approach with data collection through observation, interviews, and analysis of curriculum-related documents and PKN learning processes. The results show that the lecture method remains the primary choice in PKN learning at MTs Ma'arif NU 1 Kemranjen. However, there is a difference in the level of student engagement in learning, where some students show low levels of participation. The understanding of the material achieved by students tends to vary, with the majority of students having a sufficient understanding of the material conveyed through the lecture method. In conclusion, the use of the lecture method in PKN learning at MTs Ma'arif NU 1 Kemranjen still dominates, although there are challenges in achieving optimal student engagement levels. Efforts are needed to increase interactivity in learning and to consider various student learning styles to achieve a deeper understanding of PKN material. Recommendations for further research include exploration of the use of more diverse and interactive alternative learning methods to improve the effectiveness of PKN learning at MTs.*

**Keywords:** *Lecture Method, Civic Education Learning, Madrasah Tsanawiyah, Student Participation, Understanding of Material.*



## INTRODUCTION

Civic Education (PKN) plays a vital role in shaping the awareness, knowledge, and attitudes of students towards citizenship, democracy systems, and national values (Mediatati & Ardhiyanto, 2018). In the context of Madrasah Tsanawiyah (MTs) Ma'arif NU 1 Kemranjen Banyumas, PKN learning becomes an integral part of efforts to shape young generations with a high sense of citizenship awareness. One of the frequently used teaching methods in this context is the lecture method.

The lecture method has long been a common approach used in education at various levels. In the context of PKN learning, the lecture method is used to convey information, concepts, and values related to citizenship, democracy, human rights, and various other relevant topics (Juri et al., 2021). However, the use of the lecture method in PKN learning needs to be deeply evaluated to ensure its effectiveness in achieving the desired learning objectives (Mirnawati & Ibsik, 2016).

This study aims to examine the use of the lecture method in PKN learning for ninth-grade students at MTs Ma'arif NU 1 Kemranjen Banyumas. Considering this context, the research will evaluate the effectiveness of the lecture method in delivering PKN materials, student responses to the method, and its impact on students' understanding and citizenship awareness (Tangu et al., 2020).

The importance of this research lies in the effort to improve the quality of PKN learning at MTs Ma'arif NU 1 Kemranjen Banyumas through a deep understanding of the teaching methods used. Thus, the results of this research are expected to contribute to the development of more effective and innovative learning strategies in the context of PKN (Astuti et al., 2022).

Through a systematic and analytical approach, this research will identify the strengths and weaknesses of the lecture method in the context of ninth-grade PKN learning (Gumuruh & Adinata, 2020). Furthermore, the research will also explore students' and teachers' perceptions of the use of the lecture method and provide recommendations for further improvement and development (Yuniwati & Masruri, 2016).

Therefore, the discussion regarding the lecture method in ninth-grade PKN learning at MTs Ma'arif NU 1 Kemranjen Banyumas is crucial to enrich insights and understanding of effective learning strategies in the context of civic education. This research is expected to make a significant contribution to the development of citizenship education at the madrasah level.

## RESEARCH METHODOLOGY

The research method employed in this article constitutes a crucial aspect in understanding the effectiveness and relevance of using the lecture method in the context of Civics Education (Pendidikan Kewarganegaraan, PKN) learning (Fadli, 2021). This study aims to explore and analyze the implementation of the lecture method as a teaching approach for PKN at the MTs level.

First and foremost, this research method can be categorized as descriptive qualitative research. A qualitative approach was chosen because the main focus of this research is to comprehend the context, process, and experiences of the subjects in utilizing the lecture method (Creswell, 2012). Thus, this research not only seeks to measure the method's effectiveness but also to understand the understanding, perceptions, and experiences of teaching and learning practices (Moleong, 2006).

Data collection methods in this study include classroom observations, interviews with PKN teachers, and analysis of documents related to the PKN curriculum and learning materials. Classroom observations were conducted to gain an in-depth understanding of how the lecture method is implemented in the real context of learning at MTs Ma'arif NU 1 Kemranjen (Hajaroh, 2010). Interviews with PKN teachers aimed to obtain insights and perspectives on the strengths, challenges, and strategies in using the lecture method. Document analysis was used to support and complement the data obtained from observations and interviews.

The results of this research are expected to provide a better understanding of the effectiveness, strengths, and potential challenges in the implementation of the lecture method in PKN learning at MTs (Soehadha, 2012). Furthermore, the findings of this research are also expected to contribute to the development and enhancement of the quality of PKN learning at the MTs level, particularly in formulating more innovative and adaptive learning strategies according to the needs and characteristics of students.

As a traditional teaching method, the lecture method often receives criticism for being less interactive and less capable of facilitating deep learning (Rahardjo, n.d.). However, this research may shed new light on the potential and strengths of the lecture method in the context of PKN learning, especially if supported by innovative and diverse teaching strategies.

Moreover, it is important to acknowledge that the use of the lecture method in PKN learning also has certain advantages, such as time efficiency and the ability to deliver complex information clearly and systematically. However, challenges faced in implementing this method, such as ensuring active student participation and considering the diversity of student learning styles, also need to be considered in efforts to improve the quality of PKN learning.

In the current digital education era, it is also necessary to consider how technology integration can support or combine the lecture method with more interactive and technology-based learning approaches (D. F. Hidayat, 2022). This may open up new opportunities to enhance the effectiveness and student engagement in PKN learning (Tambak, 2014).

In conclusion, research on the lecture method in PKN learning at MTs Ma'arif NU 1 Kemranjen Banyumas holds significant importance in the context of developing more effective and relevant teaching strategies. It is hoped that the results of this research can serve as a foundation for further development efforts in improving the quality of PKN learning at the MTs level and similar educational institutions.

## RESULTS AND DISCUSSION

### Profile of MTs Ma'arif NU 1 Kemranjen Banyumas

MTs Ma'arif NU 1 Kemranjen is a first-level middle school located in Banyumas Regency, Central Java Province. The school has a National School Identification Number (NPSN) of 20363428 and operates as a private institution. The complete address of MTs Ma'arif NU 1 Kemranjen is situated at K.H. Moh. Muqri Street, RT. 02 RW. 02, Sirau Village, Kemranjen District, Banyumas Regency, Central Java Province. As a madrasah tsanawiyah (MTs), this institution prioritizes middle-level education for students aged 7 to 9 (Furoidah, n.d.).

Sirau Village, the location of MTs Ma'arif NU 1 Kemranjen, is situated within Kemranjen District, Banyumas Regency, Central Java. Kemranjen District itself is one of the districts in Banyumas Regency located in the central part of the regency. Geographically, Banyumas Regency is located in the southern part of Central Java Province, characterized by diverse cultural and economic potentials (Albar, 2023).

As a private educational institution, MTs Ma'arif NU 1 Kemranjen has autonomy in its administrative management and curriculum. However, as part of the Ma'arif NU network, the school also incorporates Islamic values, which are distinctive features of educational institutions under the auspices of Nahdlatul Ulama (NU). The educational approach adopted by MTs Ma'arif NU 1 Kemranjen is influenced by Islamic teachings that emphasize noble character, religious knowledge, and mastery of general knowledge.

In fulfilling its mission, MTs Ma'arif NU 1 Kemranjen endeavors to educate young generations who are of high quality, faithful, morally upright, and knowledgeable. The school's vision is to excel in producing Muslim generations who are accomplished and morally upright, capable of competing in the era of globalization. Efforts to achieve this vision and mission are carried out through various learning programs and extracurricular activities designed to develop students'

character and competencies.

As an MTs, the curriculum implemented at MTs Ma'arif NU 1 Kemranjen adheres to the national curriculum established by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek). Nevertheless, the school may also develop additional curricula tailored to the needs and characteristics of students, as well as the Islamic values professed. In the learning process, MTs Ma'arif NU 1 Kemranjen also emphasizes the use of information technology as a means to enhance the effectiveness and efficiency of teaching and learning processes.

Furthermore, MTs Ma'arif NU 1 Kemranjen actively develops students' potentials through various extracurricular activities such as scouting, sports, cultural arts, and religious activities. Through these activities, it is hoped that students can develop their potentials, creativity, as well as social and leadership skills, which will be essential assets in facing future challenges. Thus, MTs Ma'arif NU 1 Kemranjen not only serves as a formal educational institution but also as a platform for shaping students' characters and fostering their holistic development.

### **Lecture Method in Learning**

The lecture method is one of the learning approaches that has long been employed in educational contexts (Fardilah et al., 2023). In this method, the teacher plays a central role as the conveyer of information and knowledge to students through verbal lectures delivered in front of the class (H. Hidayat et al., 2019). Although often perceived as a traditional approach, it remains a viable choice in various learning situations (Hafizh, 2019). Discussions surrounding the lecture method encompass several aspects, including its advantages, disadvantages, strategies for enhancing effectiveness, and its relevance in modern learning contexts (Daulay et al., 2022).

The primary advantage of the lecture method lies in its efficiency in delivering information to a large number of students within a relatively short time frame. Through lectures, teachers can present material clearly and cohesively, facilitating students' understanding. Moreover, lectures provide opportunities for teachers to emphasize key points, provide relevant examples, and relate material to practical experiences or everyday life contexts (Ta'i et al., 2023).

Despite its advantages, the lecture method also has several drawbacks. One of these is the lack of two-way interaction between teachers and students. In this method, students tend to become passive listeners who are less actively engaged in learning. Additionally, students' ability to maintain attention during long lecture periods can pose a challenge, potentially resulting in boredom and loss of interest in the material presented (Mualifah, 2015).

To enhance the effectiveness of the lecture method, several strategies can be

employed. One such strategy is the utilization of multimedia or visual aids such as slide presentations, videos, or live demonstrations (Ismail, 2013). By leveraging various media, teachers can enrich their lectures, making them more engaging and comprehensible for students. Furthermore, incorporating question-and-answer sessions or brief discussions within lectures can enhance interaction between teachers and students and encourage student involvement in learning (Hamzah & Alfiat, 2020).

The relevance of the lecture method in modern learning contexts should also be considered. Although longstanding, this method still has a place in evolving learning environments (Nona et al., 2022). In the current digital era, the lecture method can be integrated with technology to create more interactive and engaging learning experiences. For instance, teachers can utilize online platforms or learning applications that enable students to participate in discussions, complete tasks, or collaborate remotely (Santika et al., 2016).

In higher education settings, the lecture method is still commonly used in general lectures or theoretical classes (Anisa et al., 2023). However, instructors are also expected to integrate the lecture method with other active learning approaches such as group discussions, case studies, or problem-based projects. This way, students can be more actively engaged in learning and develop skills necessary to tackle real-world challenges (Pama & Safitri, 2024).

Overall, the lecture method remains a relevant and effective learning approach for delivering information and knowledge to students. However, to maximize its potential, innovation and adaptation according to the needs and developments of modern learning contexts are necessary (Jatmiko et al., 2018). The lecture method can be enhanced by leveraging technology, increasing two-way interaction between teachers and students, and integrating it with other active learning approaches to create more meaningful and effective learning experiences (Wirabumi, 2020).

## **The subject of Civics for Grade IX**

Civic Education (PKN) is a subject that plays a crucial role in shaping students' understanding of fundamental concepts about the state, democracy, human rights, as well as citizenship duties and responsibilities (Mediatati & Ardhiyanto, 2018). The PKN curriculum for grade 9 generally emphasizes a deeper understanding of governance systems, politics, and citizenship. In the PKN curriculum for grade 9, the taught material often includes discussions on constitutions, governmental structures, democratic processes, as well as the roles and functions of state institutions (Syafina, 2023).

One of the significant topics in PKN for grade 9 is the constitution and governmental system. Students are taught to comprehend the structure and functions of state institutions such as the executive, legislative, and judiciary, as well as the roles

of each institution in governing (Sriyanto, 2019). Moreover, understanding citizens' rights and duties is also a focus in PKN learning. Students are expected to understand the basic rights guaranteed by the constitution, such as the right to education, health, freedom of speech, as well as the duty to abide by the law and participate in nation-building (Sumiyati, 2017).

Discussion on political systems is also an integral part of the PKN curriculum for grade 9. Students are taught to understand various political systems worldwide, including democratic, authoritarian, and totalitarian systems. They also learn about the electoral process, the role of political parties, and mechanisms of political decision-making within a country (Suyanto, 2022). The objective of this learning is to enable students to understand political dynamics in both local and global contexts and to become informed citizens who actively participate in political life (Elida, 2018).

Moreover, the PKN curriculum for grade 9 often includes discussions on human rights (HR) and pluralism. Students are taught to understand the importance of respecting and protecting the basic rights of every individual, regardless of race, religion, or belief. They also learn about the significance of tolerance and appreciation of diversity within society, as well as avoiding discriminatory or intolerant attitudes towards minority groups (Aeni & Suyato, 2020).

In the context of globalization and the development of information technology, the PKN curriculum for grade 9 also addresses discussions on globalization and contemporary global issues. Students are taught to understand the impact of globalization on the economy, culture, and politics across various regions, as well as the importance of international cooperation in addressing global challenges such as climate change, international trade, and inter-state conflicts (Yulianingsih & Suwanda, 2020).

The importance of digital literacy is also part of the PKN curriculum for grade 9, where students are taught to understand the ethics and responsibilities in using information and communication technology. They learn about the importance of maintaining privacy and security while using the internet, as well as ways to avoid the spread of fake news or hoaxes (Agustino, 2022).

In the learning process of PKN for grade 9, various methods are usually employed, including group discussions, project assignments, simulations, and technology-based learning. This aims to build critical thinking, communication, and collaboration skills in exploring and analyzing various relevant social and political issues (Sarwadi, 2023).

It is hoped that through comprehensive and contextual learning of PKN for grade 9, students can become intelligent, responsible citizens who contribute positively to community and nation-building (Dongoran, 2023). Civic education plays a central role in shaping students' attitudes and behaviors as civilized and democratic

members of society (Armizah, 2022). Therefore, the development of relevant and effective PKN curricula and learning methods is crucial in preparing the younger generation to face challenges in an increasingly complex society and global world (Wilarsih et al., 2021).

### **The Implementation of Lecture Method in Civics Education (PKN) Learning for Grade IX at MTs Ma'arif NU 1 Kemranjen Banyumas**

The implementation of the lecture method in Civic Education (PKN) learning in Class IX of Ma'arif NU 1 Kemranjen MTs Banyumas plays a crucial role in facilitating students' understanding of citizenship concepts relevant to the Indonesian context. The lecture method, as one of the traditional teaching methods, possesses characteristics that support the systematic and structured delivery of information to students. In the context of PKN, the lecture method is often used to convey information related to the governmental system, constitution, rights and obligations of citizens, and democratic values that form the foundation of the Indonesian state.

In its execution, the implementation of the lecture method in PKN learning at MTs Ma'arif NU 1 Kemranjen Banyumas is supported by the role of teachers as speakers who master the subject matter and can deliver information clearly and systematically. PKN teachers at MTs have the responsibility to prepare lecture materials relevant to the curriculum and students' needs, and to apply delivery strategies that capture students' attention for effective comprehension.

One of the advantages of the lecture method is its ability to efficiently deliver information to a large number of students within a limited time frame. Thus, teachers can cover a significant amount of material in one learning session, expanding students' knowledge of various aspects of citizenship. However, this approach also has its drawbacks, such as the lack of direct interaction between teachers and students and the minimal participation of students in the learning process.

Therefore, in implementing the lecture method, teachers need to consider several strategies to enhance student interaction and participation, such as question and answer sessions, brief discussions, or the use of engaging visual media. Consequently, students not only become passive recipients of information but also actively engage in the learning process, deepening their understanding of the material.

Moreover, it is essential for teachers to ensure that the lecture materials presented are relevant to students' needs and aligned with their comprehension levels. This can be achieved through adjustments in language and the delivery of information that resonate with students' daily life contexts, enabling them to perceive the material's relevance to real-life situations.

In the context of PKN learning, the implementation of the lecture method can also serve as a means to build students' awareness and citizenship identity, given the



importance of understanding and appreciating democratic values, justice, and pluralism in diverse societal contexts. Through systematic and structured information delivery, the lecture method can help students understand their rights and responsibilities as active and responsible citizens.

However, in implementing the lecture method, teachers should also consider students' psychological aspects, such as their attention and absorption of the material. Therefore, variations in information delivery and the use of interactive lecture methods following technological advancements can help maintain students' interest and engagement in the learning process.

In terms of learning evaluation, it is crucial for teachers to conduct holistic assessments of students' understanding of the PKN material presented through the lecture method. This can be accomplished through various evaluation methods, such as written tests, group projects, or reflective discussions, capable of covering various aspects of students' understanding, ranging from conceptual comprehension to practical applications in daily life.

Thus, the implementation of the lecture method in PKN learning in Class IX of MTs Ma'arif NU 1 Kemranjen Banyumas can be an effort to strengthen students' understanding of essential citizenship concepts in shaping the nation's character and identity. However, it is vital for teachers to continually develop creativity and innovation in information delivery and to consider students' responses and needs to achieve optimal learning.

### **The Effectiveness of Lecture Method in Civic Education (PKN) Learning for Grade IX Students at Ma'arif NU 1 Kemranjen Islamic Junior High School (MTs) Banyumas**

The lecture method is one of the commonly employed approaches in the teaching process, including within the context of Civic Education (Pendidikan Kewarganegaraan - PKN) at the Madrasah Tsanawiyah (MTs) level. Within MTs Ma'arif NU 1 Kemranjen, Banyumas, the lecture method is frequently utilized for delivering PKN content to ninth-grade students. However, the effectiveness of this method within the context of PKN instruction warrants critical evaluation.

Firstly, the lecture method can be effective in conveying comprehensive and in-depth information to students. With the assistance of well-prepared audiovisual presentations, instructors can systematically communicate crucial concepts regarding citizenship. This can aid students in understanding governmental structures and functions, rights and responsibilities as citizens, as well as democratic values.

Nevertheless, the effectiveness of the lecture method in PKN instruction at MTs Ma'arif NU 1 Kemranjen, Banyumas, may also be influenced by several factors. Firstly,

student engagement in the learning process is paramount. In traditional lecture methods, students tend to be passive listeners with minimal interaction with instructors or peers. This may diminish student motivation to learn and comprehend the material thoroughly.

Secondly, it is important to consider the variety of learning styles among students when employing the lecture method. Some students may be more responsive to interactive and practical learning methods, such as group discussions or simulations, while others may appreciate more direct approaches like lectures. Therefore, instructors should vary teaching strategies according to students' needs and preferences.

Furthermore, the effectiveness of the lecture method also hinges on instructors' ability to deliver material in an engaging and motivating manner. Instructors who can enliven content with concrete examples, relevant analogies, and dynamic presentations are better equipped to capture students' attention and make learning more effective.

Despite these considerations, the lecture method still holds certain advantages, particularly in conveying complex and technical material. In the context of PKN instruction, where abstract concepts and intricate regulations abound, the lecture method can be an effective tool for delivering necessary information to students.

In evaluating the effectiveness of the lecture method in PKN instruction at MTs Ma'arif NU 1 Kemranjen, Banyumas, it is crucial to take into account various factors affecting the learning process, including student engagement, individual learning styles, instructor abilities, and the complexity of the material being conveyed. With a deep understanding of the strengths and weaknesses of the lecture method, instructors can determine whether this method aligns with their instructional needs and goals.

Overall, the lecture method remains a significant option within the context of PKN instruction at MTs Ma'arif NU 1 Kemranjen, Banyumas. However, to enhance its effectiveness, instructors need to develop additional strategies to increase student engagement, cater to individual learning styles, and improve the quality of content delivery. Thus, PKN instruction can become more meaningful and relevant for students in developing their understanding of citizenship and responsibilities as active members of society.

## CONCLUSION

In concluding an article discussing the implementation of lecture method in Civic Education (PKN) learning for ninth-grade students at MTs Ma'arif NU 1 Kemranjen Banyumas, it can be inferred that the lecture method remains a relevant approach in the context of PKN instruction. Despite being criticized for its lack of

interactivity and student engagement, the lecture method still provides certain benefits, especially in delivering structured and in-depth information. Generally, the lecture method is effective in conveying theoretical concepts and complex fundamental principles in PKN. Speakers, as teachers, have the opportunity to provide comprehensive and detailed explanations of the material, as well as to clarify students' understanding of the topics discussed. This is crucial, especially in PKN learning, which often requires a deep understanding of political, social, and legal concepts.

Nevertheless, the use of the lecture method in PKN learning also has limitations that need to be considered. One of the main challenges is the risk of students' lack of engagement in the learning process. Students may tend to be passive and less participative in discussions or problem-solving, which can reduce the effectiveness of learning. Therefore, teachers need to consider strategies to ensure that students remain engaged and think critically during lectures.

Furthermore, the success of the lecture method in PKN learning also depends on the teacher's ability to deliver the material in an interesting and motivating manner. Teachers need to pay attention to delivery style, use of real-life examples, and the use of visual or audiovisual media to enrich students' learning experiences. Thus, although lectures tend to be one-way, they can be transformed into more interactive and engaging learning experiences for students.

In conclusion, although the lecture method still has its place in PKN learning, teachers need to consider strategies to minimize the limitations associated with this approach. Effective use of the lecture method requires a more dynamic and responsive approach to students' needs and characteristics. Thus, while still relevant, the lecture method should be combined with more interactive and student-oriented learning approaches to maximize the effectiveness of PKN learning.

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