

Strengthening Global Citizenship Education Through Meaningful Learning with Concept Mapping in Elementary Civic Education

Dini Arianti¹, Ari Metalin Ika Puspita^{2*}, Ganes Gunansyah³, Yunia Tiara Riski⁴

^{1,2,3} Master of Elementary Education, Faculty of Education, State University of Surabaya, Indonesia

⁴ Indonesian School of Davao, The Philippines

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*Penulis Koresponden:

aripuspita@unesa.ac.id

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Abstract: Civic education in Indonesian elementary schools often emphasizes national values while paying limited attention to global citizenship awareness, leaving students underprepared to connect local responsibilities with global issues. This study aimed to describe the implementation process of Meaningful Learning through Concept Mapping, to examine students' understanding of the Rights and Obligations concept, and to assess students' active engagement after the approach was applied in *Pancasila* Education learning. A mixed-methods approach with a Convergent Parallel Design was used, involving 20 fifth-grade students and one classroom teacher at a public elementary school in East Java, Indonesia, with data collected through observation, interviews, tests, and questionnaires across four meetings. Results showed that concept maps evolved from linear to hierarchical structures, students' average scores rose from 58.00 to 83.25 with a moderate N-Gain of 0.64, and active participation increased substantially. The approach was found effective for strengthening global citizenship awareness within *Pancasila* Education.

Keywords: concept mapping, elementary education, global citizenship education, meaningful learning, rights and obligations.

Abstrak: Pendidikan kewarganegaraan di sekolah dasar Indonesia umumnya lebih menekankan nilai-nilai kebangsaan, sementara kesadaran akan kewarganegaraan global masih kurang mendapat perhatian, sehingga siswa belum sepenuhnya siap menghubungkan tanggung jawab di tingkat lokal dengan isu-isu global. Penelitian ini bertujuan untuk mendeskripsikan proses implementasi Meaningful Learning melalui Concept Mapping, mengkaji pemahaman siswa terhadap konsep Hak dan Kewajiban, serta menilai keterlibatan aktif siswa setelah pendekatan tersebut diterapkan dalam pembelajaran Pendidikan Pancasila. Penelitian menggunakan pendekatan mixed-methods dengan desain Convergent Parallel, melibatkan 20 siswa kelas V dan satu guru kelas di sebuah sekolah dasar negeri di Jawa Timur, Indonesia, dengan data dikumpulkan melalui observasi, wawancara, tes, dan kuesioner selama empat pertemuan. Hasil penelitian menunjukkan bahwa peta konsep berkembang dari struktur linear menjadi hierarkis, rata-rata skor siswa meningkat dari 58,00 menjadi 83,25 dengan N-Gain sedang sebesar 0,64, serta partisipasi aktif siswa meningkat secara signifikan. Pendekatan ini terbukti efektif dalam memperkuat kesadaran kewarganegaraan global dalam pembelajaran Pendidikan Pancasila.

Kata kunci: pemetaan konsep, pendidikan dasar, pendidikan kewarganegaraan global, pembelajaran bermakna, hak dan kewajiban.

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1. INTRODUCTION

Rapid global transformation across social, economic, and technological domains compels education systems to prepare learners who can function as responsible members of both their nation and the wider world. Elementary education occupies a strategic position in this process, because values such as tolerance, empathy, and awareness of global issues are most effectively internalized during the foundational years of schooling. Global Citizenship Education, promoted internationally as a framework for cultivating knowledge, values, and skills that allow learners to engage critically and responsibly with global challenges, has increasingly been positioned as a core orientation for twenty-first-century curricula (Estellés & Fischman, 2021). Scholars note that engagement with global citizenship can take many forms, including everyday civic activism and empathetic identification with people beyond one's own community, and is not limited to formal civic knowledge alone (Reysen & Hackett, 2017). At the same time, classroom practice frequently privileges cognitive transmission of global themes over experiences that engage learners emotionally and socially, which limits the depth of citizenship formation (Giroux & Bosio, 2021). This tension between the promise of global citizenship education and its uneven classroom realization forms the starting point for reconsidering how civic content is taught in primary schools.

In Indonesia, the *Merdeka* Curriculum channels the strengthening of civic and character values through the *Pancasila* Education subject, which is designed to shape national identity while also cultivating learners as members of a global community. This orientation is embodied in the *Profil Pelajar Pancasila*, particularly its Global Diversity dimension, which expects students to recognize, respect, and respond critically to cultural diversity and global issues. Curriculum reviews indicate that integrating global citizenship values into *Pancasila* Education can strengthen students' multicultural attitudes when teachers and school culture actively translate policy into classroom practice (Rizal, 2024). Comparable efforts to embed unity-in-diversity values into civic textbooks have shown that structured curricular design measurably shapes how students interpret citizenship (Abdulkarim et al., 2020). Elementary-level civics instruction has likewise been found to strengthen character formation when values are delivered through concrete, classroom-based activities and not only through abstract exposition (Galuh et al., 2021). These findings suggest that *Pancasila* Education provides an available space for global citizenship values, provided that appropriate pedagogical strategies are employed to realize this potential.

Among the topics taught within *Pancasila* Education, Rights and Obligations occupies a central place, because it is conceptually tied to human rights, social justice, and civic responsibility, themes that extend naturally beyond national borders. Framed globally, this material can introduce children to ideas such as the universal rights of the child, shared responsibility for the environment, and solidarity with people in other countries facing hardship, a broadened sense of civic identity that theorists describe as central to citizenship education in an interconnected world (Banks, 2022). In practice, however, Rights and Obligations is commonly presented within a strictly national frame, limited to relationships among family members, school communities, and fellow citizens. Digital citizenship studies in Indonesian schools have shown that when civic material is connected to broader, technologically mediated

contexts, students demonstrate stronger and more critical understanding of their roles as citizens (Alrahman et al., 2024). Without a similar deliberate connection to global contexts, Rights and Obligations risks remaining an exercise in memorization instead of a foundation for global civic awareness. This gap between the conceptual potential of the material and its narrow classroom treatment constitutes an early indication that current practice falls short of the aspirations set for global citizenship education.

Meaningful Learning occurs when new information is deliberately connected to a learner's existing cognitive structure, producing understanding that is durable and transferable and not merely memorized in isolation. When paired with Concept Mapping, a graphical technique for representing concepts and the relationships between them, Meaningful Learning gives students a concrete tool for externalizing and reorganizing their thinking as new material is encountered (Novak, 1995). Empirical studies confirm that concept mapping supports deeper conceptual understanding and self-efficacy across a range of subjects, including thermochemistry among secondary students who used cooperative learning enriched with concept maps (Sani & Arianingrum, 2024). Similar gains in critical thinking have been documented when concept mapping is combined with guided discovery learning around complex, globally relevant topics such as climate change (Sigit et al., 2024). Despite this accumulating evidence, few studies have examined whether Meaningful Learning through Concept Mapping can be deliberately directed toward strengthening global citizenship awareness within elementary civic education, particularly on a topic as directly relevant as Rights and Obligations. This gap between an evidently effective instructional method and its almost total absence from global citizenship research at the elementary level defines the second, methodological dimension of the problem addressed in this study.

A preliminary classroom observation conducted in January 2026 at UPT SD Negeri 169 Gresik illustrated how this broader tendency plays out at the classroom level. *Pancasila* Education lessons in the fifth-grade classroom remained oriented toward local and national values, with teaching examples confined to relationships among ethnic and cultural groups within Indonesia. Student participation during these lessons was noticeably limited, reflected in infrequent questioning and minimal spontaneous discussion during classroom activities. Character-building interventions elsewhere have shown that when elementary students are given a concrete, interactive tool to work with civic content, both their understanding and their classroom participation improve measurably (Marini et al., 2021), a strategy supported further by evidence that structured, activity-based civic tasks strengthen students' engagement with the material they study (Kurniawaty et al., 2022). School-level studies of character education implementation similarly emphasize that consistent instructional design, rather than occasional activities, is what sustains improvement in student engagement over time (Lukmantoro et al., 2024). This localized evidence, consistent with the wider literature reviewed above, confirmed that the combination of a narrowly national framing and low student engagement represented a genuine instructional problem and not an isolated classroom incident.

Taken together, the theoretical promise of global citizenship education, the conceptual openness of the Rights and Obligations material, the demonstrated effectiveness of Meaningful Learning with Concept Mapping in other contexts, and the concrete evidence of a narrowly

national, low-engagement classroom practice point toward a clear and previously unaddressed opportunity. No prior study has combined these three elements, Meaningful Learning, Concept Mapping, and Global Citizenship Education, as a single deliberate intervention within elementary *Pancasila* Education, leaving open the question of how such an approach would unfold in a real classroom. This study therefore examines the implementation of Meaningful Learning using the Concept Mapping model as a strategy to strengthen Global Citizenship Education within *Pancasila* Education learning on the topic of Rights and Obligations in a fifth-grade elementary classroom. The objectives of this study are formulated as follows: (1) to describe the implementation process of Meaningful Learning through Concept Mapping across a series of classroom meetings, (2) to examine the extent to which students' understanding of the Rights and Obligations concept developed after the approach was applied, and (3) to assess students' active engagement after the approach was applied in *Pancasila* Education learning.

Corresponding to these objectives, this study addresses the following research questions: (1) how does the implementation process of Meaningful Learning through Concept Mapping unfold across classroom meetings in *Pancasila* Education learning, (2) to what extent does students' understanding of the Rights and Obligations concept develop after the approach is applied, and (3) how does students' active engagement change over the course of instruction. The remainder of this article presents the method used to investigate these questions, the results obtained from quantitative and qualitative data, and a discussion of how these findings relate to and extend the existing body of research.

2. LITERATURE REVIEW

2.1 Global Citizenship Education in Elementary Curriculum

Global Citizenship Education is promoted internationally as a framework for cultivating the knowledge, values, and skills that allow learners to engage critically and responsibly with global challenges, and it has increasingly been positioned as a core orientation for twenty-first-century curricula (Estellés & Fischman, 2021). Engagement with global citizenship can take many forms, including everyday civic activism and empathetic identification with people beyond one's own community, and is therefore not limited to formal civic knowledge alone (Reysen & Hackett, 2017). Classroom practice, however, frequently privileges the cognitive transmission of global themes over experiences that engage learners emotionally and socially, a tendency that limits the depth of citizenship formation achieved in ordinary instruction (Giroux & Bosio, 2021).

This tension between the international promise of global citizenship education and its uneven realization in classrooms becomes especially visible at the elementary level, where teachers must translate an abstract global framework into activities appropriate for young learners. Pedagogical priorities that treat critical consciousness and empathetic identification as core outcomes of global citizenship education have been proposed as a way to close this gap (Bosio & Waghid, 2025). This body of literature establishes global citizenship education as both a curricular aspiration and a persistent pedagogical challenge, forming the conceptual starting point for reconsidering how civic content is taught in primary schools.

2.2 Pancasila Education and the Rights and Obligations Material

In Indonesia, the *Merdeka* Curriculum channels the strengthening of civic and character values through the *Pancasila* Education subject, which is designed to shape national identity while also cultivating learners as members of a global community. This orientation is embodied in the *Profil Pelajar Pancasila*, particularly its Global Diversity dimension, which expects students to recognize, respect, and respond critically to cultural diversity and global issues. Curriculum reviews indicate that integrating global citizenship values into *Pancasila* Education can strengthen students' multicultural attitudes when teachers and school culture actively translate policy into classroom practice (Rizal, 2024). Comparable efforts to embed unity-in-diversity values into civic textbooks have shown that structured curricular design measurably shapes how students interpret citizenship (Abdulkarim et al., 2020), and elementary-level civics instruction has been found to strengthen character formation when values are delivered through concrete, classroom-based activities rather than abstract exposition alone (Galuh et al., 2021).

Within this subject, the topic of Rights and Obligations occupies a central place because it is conceptually tied to human rights, social justice, and civic responsibility, themes that extend naturally beyond national borders. Framed globally, this material can introduce children to ideas such as the universal rights of the child, shared responsibility for the environment, and solidarity with people in other countries facing hardship, a broadened sense of civic identity that theorists describe as central to citizenship education in an interconnected world (Banks, 2022). Digital citizenship studies in Indonesian schools have similarly shown that when civic material is connected to broader, technologically mediated contexts, students demonstrate stronger and more critical understanding of their roles as citizens (Alрахman et al., 2024). In common classroom practice, however, Rights and Obligations is typically presented within a strictly national frame, limited to relationships among family members, school communities, and fellow citizens, which restricts its potential to build global civic awareness.

2.3 Meaningful Learning and Concept Mapping

Meaningful Learning occurs when new information is deliberately connected to a learner's existing cognitive structure, producing understanding that is durable and transferable rather than memorized in isolation (Bryce & Blown, 2024). When paired with Concept Mapping, a graphical technique for representing concepts and the relationships between them, Meaningful Learning gives students a concrete tool for externalizing and reorganizing their thinking as new material is encountered (Novak, 1995). Contemporary reviews argue that meaningful learning deepens when instruction engages learners in actively restructuring their own knowledge, a pattern documented across diverse subject areas (Mystakidis, 2021).

Empirical studies support the effectiveness of concept mapping in strengthening conceptual understanding. Sani and Arianingrum (2024) found that cooperative learning enriched with concept maps improved secondary students' self-efficacy and conceptual understanding of thermochemistry, while Sigit et al. (2024) documented similar gains in critical thinking when concept mapping was combined with guided discovery learning around a complex, globally relevant topic such as climate change. Despite this accumulating evidence, few studies have examined whether Meaningful Learning through Concept Mapping can be deliberately directed toward strengthening global citizenship awareness within elementary civic

education, particularly on a topic as directly relevant as Rights and Obligations. This gap between an evidently effective instructional method and its limited application in global citizenship research at the elementary level provides the methodological rationale for the present study.

2.4 Student Engagement in Elementary Civic Learning

Student engagement is widely recognized as a condition necessary for the effective internalization of civic values, since passive exposure to material rarely translates into durable understanding or attitude change. Character-building interventions have shown that when elementary students are given a concrete, interactive tool to work with civic content, both their understanding and their classroom participation improve measurably (Marini et al., 2021), a pattern reinforced by evidence that structured, activity-based civic tasks strengthen students' engagement with the material they study (Kurniawaty et al., 2022). School-level studies of character education implementation further emphasize that consistent instructional design, rather than occasional activities, is what sustains improvement in student engagement over time (Lukmantoro et al., 2024).

A preliminary classroom observation conducted at the research site illustrated how these general patterns play out in practice, revealing that *Pancasila* Education lessons remained oriented toward local and national values, with student participation noticeably limited to a small number of active students. This localized evidence, consistent with the wider literature reviewed above, confirms that the combination of a narrowly national framing and low student engagement constitutes a genuine instructional problem, providing the empirical foundation for the intervention examined in this study.

3. RESEARCH METHOD

3.1 Research Design

This study employed a mixed-methods approach using a Convergent Parallel Design, in which qualitative and quantitative data were collected during the same period, analyzed separately according to their own logic, and then merged to produce an integrated interpretation of how the intervention functioned in practice. This design was selected because the research questions required more than a numerical measure of learning gain. Understanding how the Meaningful Learning approach with Concept Mapping unfolded across classroom meetings, and how students experienced the connection between Rights and Obligations and global citizenship issues, called for direct qualitative access to classroom interaction.

The quantitative strand addressed the extent of change in students' conceptual understanding through pretest and posttest scores together with questionnaire ratings, while the qualitative strand traced the developmental process through field notes and interview transcripts. The two data sets were brought into dialogue during the interpretation stage so that quantitative patterns could be explained and enriched by qualitative evidence. This combination allowed the study to answer whether the approach was effective and also how and why it functioned as it did within an actual fifth-grade classroom. Figure 1 illustrates the overall flow of the Convergent Parallel Design applied in this study.

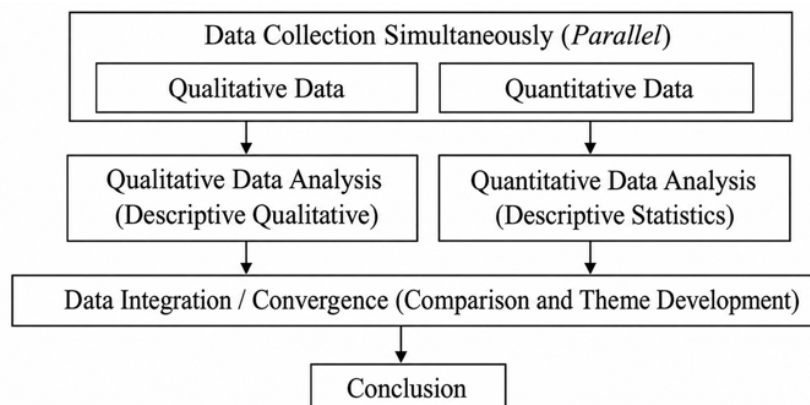


Figure 1. Diagram of the Research Design

3.2 Research Respondents and Sample

The research was conducted with 20 fifth-grade students and one classroom teacher (coded GR-01) at UPT SD Negeri 169 Gresik, a public elementary school where the initial observation identified a nationally oriented, low-participation pattern of *Pancasila* Education instruction. Respondents were selected purposively based on the classroom in which the preliminary observation had been conducted, ensuring that the intervention addressed the specific instructional gap identified at that site.

Four additional teachers (coded GR-02 to GR-05), external to the classroom implementation, completed the teacher questionnaire to support triangulation of the primary teacher's responses. Three students representing high, moderate, and low academic ability were purposively selected for in-depth interviews so that the qualitative data would reflect a range of learning experiences across different levels of student ability.

3.3 Research Instruments

Data in this study were collected using four main instruments, corresponding to the qualitative and quantitative strands of the Convergent Parallel Design. Classroom observation conducted across four meetings served as the primary qualitative instrument, used to trace the process of implementing Meaningful Learning with Concept Mapping, including teacher scaffolding and the developing quality of students' concept maps. Semi-structured interviews with the classroom teacher and three purposively selected students formed the second qualitative instrument, used to explore perceptions, experiences, and challenges encountered in applying the approach.

The pretest and posttest of the Rights and Obligations concept test served as the primary quantitative instrument, used to measure change in students' conceptual understanding before and after the intervention. A questionnaire administered to five teachers and twenty students formed the second quantitative instrument, used to measure perception of, and satisfaction with, the Meaningful Learning and Concept Mapping approach. Table 1 summarizes these four instruments together with the type of data each instrument produced.

Table 1. Data Collection Instruments and Their Purpose

No.	Instrument	Data Type	Purpose
1.	Classroom observation (4 meetings)	Qualitative	Traces the process of implementing Meaningful Learning with Concept Mapping, including teacher scaffolding and concept-map quality
2.	Semi-structured interview (1 teacher, 3 students)	Qualitative	Explores perceptions, experiences, and challenges encountered in applying the approach
3.	Pretest and posttest	Quantitative	Measures change in students' understanding of the Rights and Obligations concept
4.	Questionnaire (5 teachers, 20 students)	Quantitative	Measures perception of, and satisfaction with, the Meaningful Learning and Concept Mapping approach

Table 1 shows that each instrument was matched to a specific research focus, allowing the qualitative and quantitative strands to address complementary aspects of the intervention. This alignment between instrument and purpose forms the basis of the data collection procedure described in the following sub-section.

3.4 Data Collection Technique

Data collection took place across four classroom meetings, during which the Meaningful Learning approach with Concept Mapping was progressively introduced, beginning with individual concept exploration and advancing toward collaborative construction, peer review through a gallery walk activity, and a final presentation of group concept maps. A specially developed teaching material, structured around the topics of Norms, Rights, and Obligations and organized around a concept map, served as the instructional resource used throughout the intervention.

Classroom observation was conducted by the researcher during all four meetings, with field notes recorded systematically to capture the progression of concept map quality and classroom interaction. Interviews with the classroom teacher and the three selected students were conducted after the intervention was completed, following a semi-structured protocol that allowed follow-up questions based on participants' initial responses. The pretest was administered before the first meeting and the posttest after the fourth meeting, using the same set of test items under comparable testing conditions to ensure that score changes reflected genuine learning rather than differences in test difficulty. The questionnaire was distributed to the twenty participating students and to all five teachers, including the primary classroom teacher and the four additional teachers, after the intervention concluded.

3.5 Data Analysis Technique

Qualitative data obtained from field notes and interview transcripts were analyzed following the interactive model of Miles and Huberman (2013), comprising data reduction, data display, and conclusion drawing, supported by triangulation across sources, methods, and time. This procedure allowed patterns in classroom implementation and student experience to be identified systematically rather than impressionistically.

Quantitative data from the pretest, posttest, and questionnaires were first tested for normality using the Shapiro-Wilk test and for homogeneity of variance using Levene's test. Because both assumptions were satisfied, differences between pretest and posttest scores were

examined using a paired-sample t-test, supported by descriptive statistics including the mean, median, standard deviation, and normalized gain (N-Gain) score following the criteria proposed by Hake (1999). The two strands of analysis were finally merged through a process of data integration, in which quantitative results were compared against qualitative findings to identify points of convergence and complementarity, producing the combined interpretation reported in the following section.

4. RESULT

4.1 Research Location and Subject Description

This study was conducted at UPT SD Negeri 169 Gresik, involving 20 fifth-grade students and one classroom teacher (coded GR-01) who delivered the *Pancasila* Education lessons. Four additional teachers (coded GR-02 to GR-05) contributed responses to the teacher questionnaire as a form of triangulation. Before the intervention, classroom observation confirmed that *Pancasila* Education instruction was oriented toward local and national values, with participation concentrated among a small number of students. The intervention was implemented across four meetings, held on 14, 16, 21, and 23 January 2026, each with a distinct instructional focus that moved progressively from introducing initial concepts to presenting final, peer-reviewed concept maps.

4.2 Description of the Developed Teaching Material

The intervention used a printed teaching material titled *Bahan Ajar Pendidikan Pancasila Berbantuan Concept Mapping: Materi Norma, Hak, dan Kewajiban Kita untuk SD/MI Kelas V*, developed to help students connect the meaning of norms, rights, and obligations both as Indonesian citizens and as members of a wider global community. The material opens with a cover illustrating children from diverse cultural backgrounds standing around an image of the earth, visually signaling its global citizenship orientation.

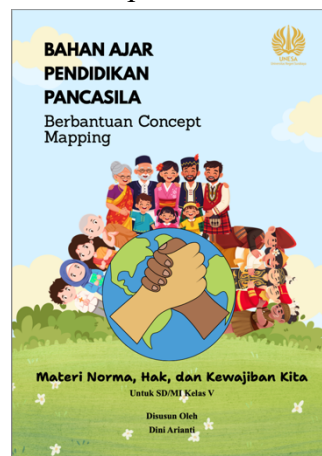


Figure 2. Cover of the Teaching Material

The first page of the teaching material presents the cover, which displays the complete identity of the product, including the title, the subtopic of the material, the intended users, the institutional logo, and the name of the author. The title printed on the cover reads *Bahan Ajar Pendidikan Pancasila Berbantuan Concept Mapping*, with a subtitle indicating that the material covers Norms, Rights, and Obligations for fifth-grade students of SD/MI, developed by Dini

Arianti from the Department of Elementary Education, Faculty of Education, State University of Surabaya. The cover design uses a sky blue background with an illustration of children from various cultural backgrounds standing around an image of the earth, a visual choice that directly represents the global citizenship values underlying the teaching material. This design was intended to function as the product identity while also creating a warm and inclusive first impression of the content that students are about to study.

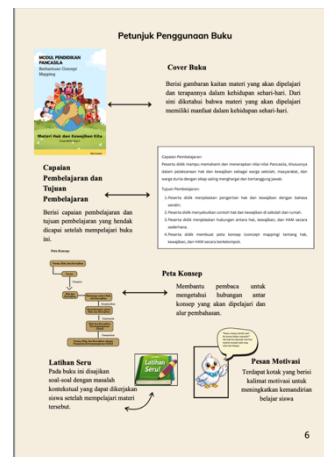


Figure 3. Usage Guide of the Teaching Material

Figure 3 presents the usage guide, which helps students understand the overall structure of the book before they begin studying the content. This guide is arranged in a two column format, placing an image of each book component on the left side and its corresponding explanation on the right side, so that students can immediately understand how each part of the book should be used. The components explained in this guide include the cover, the learning outcomes and objectives, the concept map, the practice activities labeled *Latihan Seru*, and the motivational messages presented in a dedicated box within each section to encourage students to keep learning. The presence of this usage guide is intended to strengthen students' independence while they work through the material on their own.



Figure 4. Learning Outcomes and Objectives Page

Figure 4 presents the learning outcomes and the learning objectives that serve as the foundation for all material developed in the book, displayed in two separate boxes with different colored frames so that students can easily distinguish between them. The learning outcome formulated for this material is the ability of students to present the results of identifying forms of norms, rights, and obligations in their position as family members, school members, and citizens. The learning objectives are formulated into two specific points, namely identifying forms of norms, rights, and obligations along with their examples, and presenting the results of that identification across various contexts of daily life. This section was also designed to help teachers integrate the teaching material more easily into classroom instruction.

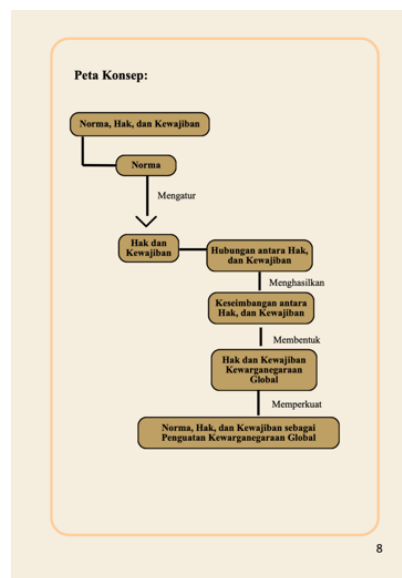


Figure 5. Concept Map of the Teaching Material

Figure 5 displays the concept map that represents the main characteristic of this Concept Mapping based teaching material, presented inside a shaded box with a thin orange frame. The concept map is arranged hierarchically from top to bottom and uses linking phrases that explain the relationship between concepts, beginning with the main concept of Norms, Rights, and Obligations, which regulates Rights and Obligations, which then produces a Balance between Rights and Obligations, which subsequently forms Rights and Obligations of Global Citizenship, and finally strengthens the understanding of Norms, Rights, and Obligations as Reinforcement of Global Citizenship. The presence of linking phrases such as regulates, produces, forms, and strengthens on each arrow demonstrates a direct application of the Concept Mapping principle that gives this diagram its structured, relational character. Through this concept map, students obtain a complete overview of the flow of the material before they proceed to the more detailed discussion presented in each chapter.

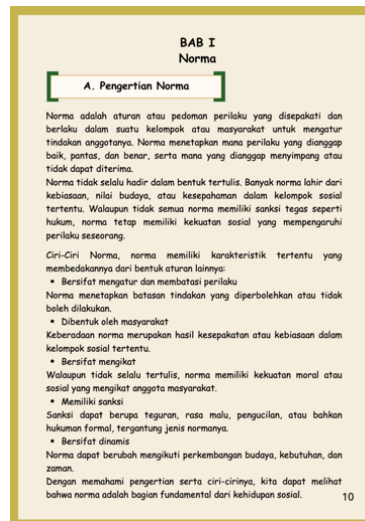


Figure 6. Presentation of the Norms Material

Figure 6 marks the beginning of the material in Chapter I, which introduces norms as the foundational topic of the teaching material. The material opens with the definition of a norm as a rule or guideline of behavior that is agreed upon and applied within a group or society to regulate the actions of its members, followed by an explanation of five characteristics of norms, namely that norms regulate and limit behavior, are formed by society, are binding, carry sanctions, and are dynamic in nature. Each characteristic is presented in point form followed by a brief explanation, which allows students to understand every characteristic independently. The material is written using simple language and is connected directly to the daily life of students, a design choice that supports the formation of Meaningful Learning consistent with the approach applied in this study.

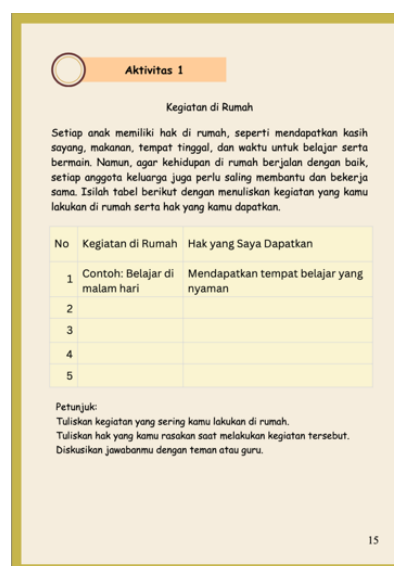


Figure 7. Activity 1: Rights at Home

Figure 7 contains Activity 1, titled *Kegiatan di Rumah* or Activities at Home, which invites students to identify the rights they obtain through their daily activities within the family

environment. This activity is arranged in a two-column table consisting of the column Activities at Home and the column Rights I Receive, and it includes one example row describing the activity of studying at night, which results in the right to a comfortable place to study, giving students a reference before they complete the remaining rows independently. Above the table, a short instruction asks students to write down an activity they commonly perform at home, to write down the right they feel while performing that activity, and to discuss their answers with a friend or the teacher. Through this activity, students actively construct their own understanding of rights based on real experience within their family environment, which supports the principle of Meaningful Learning applied throughout this study.

Aktivitas 2

Ayo Berdiskusi.

Nama Kelompok: ...

Nama Anggota:

1. ...
2. ...
3. ...
4. ...

Petunjuk Kegiatan:

1. Bacalah setiap studi kasus dengan teliti.
2. Diskusikan bersama anggota kelompokmu.
3. Jawablah pertanyaan yang tersedia.
4. Tuliskan hasil diskusi pada tabel yang telah disediakan.

Studi Kasus 1:

Rudi sering datang terlambat ke sekolah. Ia juga jarang mengerjakan tugas yang diberikan oleh guru. Akibatnya, Rudi tertinggal pelajaran dan guru merasa kecewa.

Pertanyaan Diskusi:

1. Kewajiban apa yang tidak dilakukan oleh Rudi?
2. Apa akibat dari sikap Rudi tersebut?
3. Apa yang seharusnya dilakukan Rudi?

Jawaban Kelompok:

21

Studi Kasus 2:

Siti diminta oleh orang tuanya untuk membantu mengerjakan kamar dan mencuci piring setelah makan. Namun, Siti lebih memilih bermain dan menonton televisi.

Pertanyaan Diskusi:

1. Kewajiban apa yang seharusnya dilakukan Siti?
2. Apa dampaknya jika Siti tidak membantu orang tua?
3. Bagaimana sikap yang sebaiknya dilakukan Siti?

Jawaban Kelompok:

Studi Kasus 3:

Di lingkungan tempat tinggal Andi diadakan kegiatan kerja bakti membersihkan lingkungan. Namun, Andi memilih bermain dan tidak ikut membantu.

Pertanyaan Diskusi:

1. Apa kewajiban Andi sebagai anggota masyarakat?
2. Apa akibat jika banyak warga tidak ikut kerja bakti?
3. Apa manfaat kerja bakti bagi lingkungan?

Jawaban Kelompok:

22

Figure 8. Case Study Discussion Activity

Figure 8 presents Activity 2, which is designed as a case-based group discussion activity. Each group first records the name of the group and the names of its members before reading three case studies presented in sequence inside brown colored boxes, namely the case of Rudi who is frequently late and rarely completes his assignments, the case of Siti who chooses to play instead of helping her parents tidy her room and wash the dishes, and the case of Andi who does not take part in the communal work activity in his neighborhood. Each case study is followed by three discussion questions that guide students to analyze which obligation was not carried out, the consequences that resulted from it, and the attitude that the character in the case should have taken. This activity supports the application of collaborative learning and strengthens problem-solving skills, consistent with the orientation of Meaningful Learning applied throughout this study.

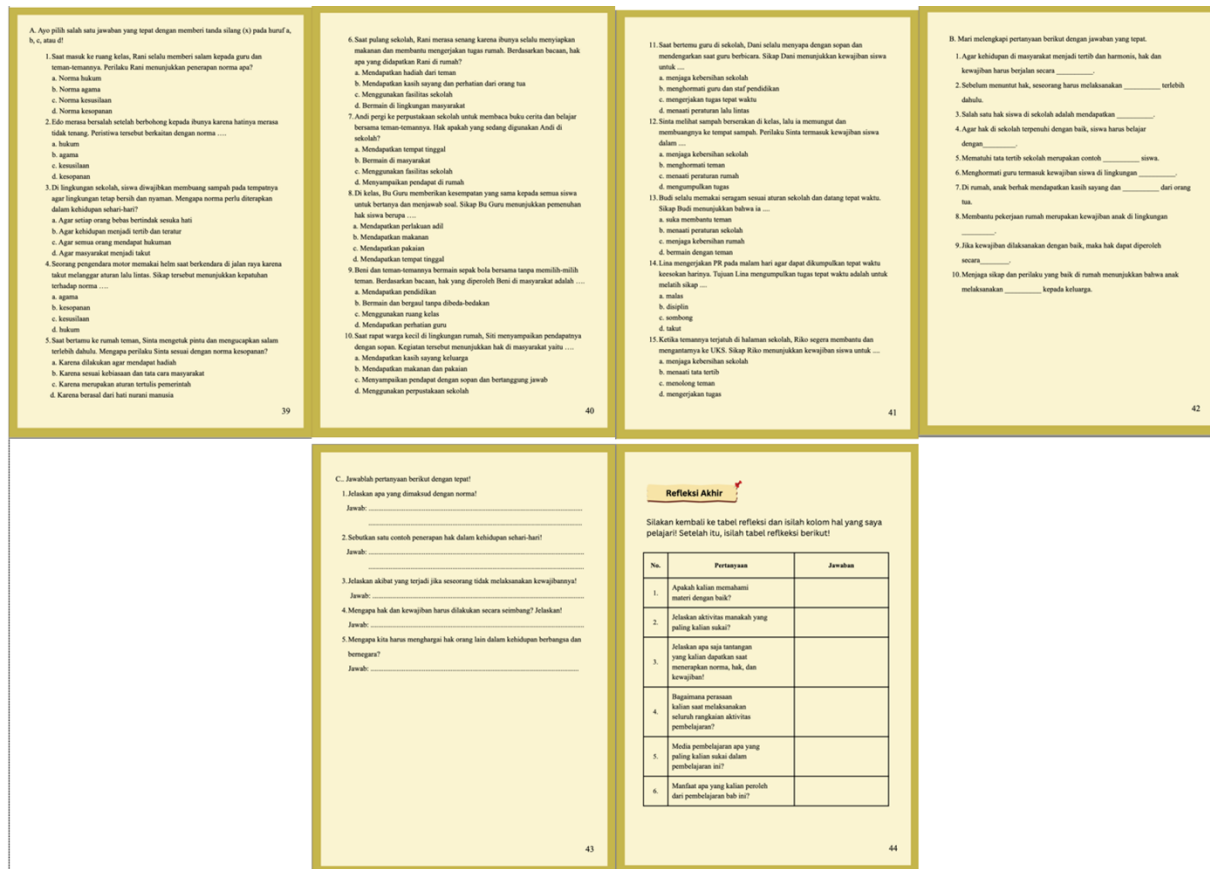


Figure 9. Evaluation Section (Ayo Berlatih)

The final section of the book presents the evaluation titled *Ayo Berlatih* or *Let Us Practice*, which consists of three types of questions designed to measure the overall level of student understanding. The first type consists of fifteen multiple choice items that present contextual situations from daily life, such as the behavior of Rani who greets her classmates when entering the classroom, a motorcyclist who wears a helmet, and Riko who helps his friend after a fall. The second type consists of ten short-answer items that measure students' conceptual understanding of the direct relationship between rights and obligations, and the third type consists of five essay items that require students to explain, provide examples, and give reasons related to norms, rights, and obligations. In addition to these questions, the evaluation section includes a final reflection table containing six questions that ask students to assess their understanding, feelings, challenges, and the benefits they gained throughout the entire learning process.

4.3 Quantitative Data

Understanding of the Rights and Obligations concept was measured before and after the intervention using a test aligned with the school's minimum mastery criterion (*KKM*) of 70. Table 2 presents the complete recapitulation of individual scores together with each student's normalized gain.

Table 2. Recapitulation of Pretest and Posttest Scores, Class V, UPT SD Negeri 169 Gresik

Student	Pretest	Posttest	Difference	N-Gain
S-01	55	85	30	0.67
S-02	50	80	30	0.60
S-03	60	90	30	0.75
S-04	65	90	25	0.71
S-05	50	75	25	0.50
S-06	60	85	25	0.63
S-07	55	80	25	0.56
S-08	60	85	25	0.63
S-09	50	80	30	0.60
S-10	55	85	30	0.67
S-11	65	90	25	0.71
S-12	60	85	25	0.63
S-13	70	95	25	0.83
S-14	55	80	25	0.56
S-15	60	85	25	0.63
S-16	50	75	25	0.50
S-17	65	90	25	0.71
S-18	60	85	25	0.63
S-19	55	80	25	0.56
S-20	60	85	25	0.63
Mean	58.00	83.25	25.25	0.64

Table 2 shows that the average pretest score of 58.00 rose to 83.25 at the posttest, an increase of 25.25 points, with a mean N-Gain of 0.64, placed in the moderate category following Hake's (1999) criteria. Table 3 summarizes the descriptive comparison between the two testing occasions.

Table 3. Descriptive Statistics of Pretest and Posttest Scores

Statistic	Pretest	Posttest
Highest score	70	95
Lowest score	50	75
Mean	58.00	83.25
Median	60.00	85.00
Standard deviation	5.71	5.20
<i>KKM</i>	70	70
Students meeting <i>KKM</i>	1	20
Percentage meeting <i>KKM</i>	5%	100%

Before the intervention, only one student, or 5 percent of the class, reached the minimum mastery criterion. After the intervention, all 20 students, or 100 percent, met this criterion, and the slightly lower posttest standard deviation indicates that the improvement was distributed relatively evenly across the class rather than concentrated among a few students. Table 4 categorizes students according to their individual N-Gain scores.

Table 4. Distribution of Students by N-Gain Category

Category	N-Gain Range	Students	Percentage
High	≥ 0.70	6	30%
Moderate	0.30 to < 0.70	14	70%
Low	< 0.30	0	0%
Total		20	100%

No student fell into the low category, indicating that every student experienced some degree of improved understanding, even though the extent of improvement varied among individuals.

Before hypothesis testing, normality and homogeneity assumptions were examined. Table 5 presents the Shapiro-Wilk normality test results.

Table 5. Shapiro-Wilk Normality Test Results

Group	Statistic	df	Sig.
Pretest scores	0.917	20	0.085
Posttest scores	0.925	20	0.122

Both significance values exceed 0.05, indicating that the pretest and posttest data are normally distributed, which permitted the use of a parametric paired-sample t-test. Table 6 presents the results of Levene's homogeneity test.

Table 6. Levene's Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
0.531	1	38	0.471

The significance value of 0.471 confirms that the variance between the two data sets is homogeneous, satisfying the assumptions required for the paired-sample t-test reported in Table 7 below.

Table 7. Paired-Sample t-Test Results

Pair	Mean Pretest	Mean Posttest	Mean Difference	t	df	Sig. (2-tailed)
Pretest to Posttest	58.00	83.25	-25.25	-52.849	19	0.000

The significance value of 0.000 is far below 0.05, confirming a statistically significant difference between pretest and posttest scores. The correlation between the two sets of scores, at 0.921, further indicates that the improvement occurred consistently across nearly the entire class.

Table 8 and Table 9 present the recapitulated questionnaire results, rated on a 1 to 4 scale, where a mean score of 3.50 or above is categorized as Very Good, 2.50 to 3.49 as Good, and below 2.50 as Fair.

Table 8. Recapitulation of the Teacher Questionnaire by Aspect

Aspect	Items	Mean Score	Category
1. Understanding of Meaningful Learning	1 to 5	3.64	Very Good
2. Understanding and skill in Concept Mapping	6 to 10	3.64	Very Good
3. Implementation of Global Citizenship Education	11 to 15	3.56	Very Good
4. Perceived impact on students	16 to 20	3.76	Very Good
Overall	1 to 20	3.65	Very Good

Table 9. Recapitulation of the Student Questionnaire by Aspect

Aspect	Items	Mean Score	Category
1. Learning experience with concept maps	1 to 5	3.49	Good
2. Meaningful learning experience	6 to 10	3.52	Very Good
3. Awareness of rights, obligations, and global citizenship	11 to 15	3.57	Very Good
4. Motivation and engagement	16 to 20	3.49	Good
Overall	1 to 20	3.52	Very Good

Teachers rated the impact on students most highly, while both teachers and students rated their command of global citizenship content slightly lower than other aspects, though still within the Very Good or Good categories, suggesting a small but consistent area for further capacity building.

4.4 Qualitative Data

Field notes from the first meeting recorded that most students produced concept maps with only three to four unconnected concepts and no clearly articulated relationships between them. By the second meeting, following a short video on the Convention on the Rights of the Child, two groups produced maps containing more than twelve concepts linked with varied connecting phrases such as “requires,” “protected by,” and “related to.” A field note from this meeting recorded the following observation of the two strongest groups.

“Kelompok tersebut menghasilkan peta konsep yang sangat kaya, masing-masing berisi lebih dari 12 konsep dan frasa penghubung yang bervariasi.” (The two strongest groups produced concept maps that were very rich, each containing more than 12 concepts and varied connecting phrases) [CL, Meeting 2, 16012026]

During the third meeting, following a gallery walk and the introduction of global case studies on climate change, unequal access to education, and social conflict, one student remarked spontaneously as follows.

“Ternyata kewajiban kita bukan hanya di Indonesia ya, Bu?” (It turns out our obligations are not only in Indonesia, are they, Ma’am?) [CL, Meeting 3, 21012026]

By the fourth meeting, the group that had previously struggled the most produced a map with a clear hierarchical structure containing 14 concepts, and 19 of the 20 students present asked questions during the presentation session (CL, Meeting 4, 23 January 2026).



Figure 10. Students Constructing a Concept Map in Groups



Figure 11. Students Presenting Their Concept Map



Figure 12. Students Responding to Questions During Presentation

The high-ability student (SW-03) described the process using an analogy.

“Setelah peta konsepnya selesai, kami bisa melihat semua hubungannya sekaligus. Rasanya seperti puzzle yang semuanya saling terhubung.” (Once the concept map was finished, we could see all the connections at once. It felt like a puzzle that was all linked together) [W, SW-03, 24012026]

She later expressed empathy after viewing images of children unable to attend school elsewhere.

“Saya jadi sedih, Bu, melihat foto anak-anak yang tidak bisa sekolah, padahal hak mereka sama dengan hak saya.” (It made me sad, Ma’am, seeing photos of children who cannot go to school, even though their rights are the same as mine) [W, SW-03, 24012026]

The moderate-ability student (SW-11) reflected on the same material as follows.

“Saya tidak menyangka anak-anak di seluruh dunia punya hak yang sama, tapi banyak yang belum terpenuhi, seperti di negara yang sedang perang, anak-anak tidak bisa bermain atau sekolah.” (I did not expect that children all over the world have the same rights, but many of them are not fulfilled, like in countries at war, where children cannot play or go to school) [W, SW-11, 24012026]

The low-ability student (SW-18), who served as the group’s writer, explained the concept of obligation in her own words.

“Kewajiban itu yang harus kita lakukan, seperti belajar dengan rajin, menaati orang tua, dan menjaga lingkungan. Kata Bu Guru, kewajiban kita juga menjaga bumi supaya anak-anak di negara lain bisa hidup nyaman. Apa itu seperti kewajiban kita sebagai warga global, Bu?” (Obligation is

what we must do, like studying hard, obeying our parents, and taking care of the environment. Our teacher said our obligation is also to protect the earth so children in other countries can live comfortably. Is that like our obligation as global citizens, Ma'am?) [W, SW-18, 24012026]

A field note describing the gallery walk activity in the third meeting recorded the following observation.

“Kegiatan ini terbukti sangat efektif dalam mendorong pembelajaran antarteman dan meningkatkan motivasi intrinsik siswa; siswa yang biasanya pasif menjadi aktif memberikan komentar pada sticky notes.” (This activity proved very effective in encouraging peer learning and increasing students' intrinsic motivation; students who were usually passive became active in giving comments on the sticky notes) [CL, Meeting 3, 21012026]

The classroom teacher (GR-01) observed a broader shift in participation.

“Biasanya hanya sekitar lima atau enam anak yang aktif. Sekarang, terutama saat diskusi kelompok membuat peta konsep, hampir semua ikut terlibat. Bahkan ada siswa yang biasanya sangat pendiam tiba-tiba jadi semacam penjaga peta konsep kelompoknya.” (Usually only about five or six children are active. Now, especially during group discussions to build the concept map, almost everyone joins in. There was even a student who is normally very quiet who suddenly became something like the guardian of her group's concept map) [W, GR-01, 24012026]

The moderate-ability student, SW-11, similarly reported increased confidence.

“Biasanya saya tidak berani berbicara di depan kelas, tapi kemarin saya bisa, karena saya memegang peta konsepnya. Jadi saya tahu apa yang harus saya jelaskan.” (Usually I am not brave enough to speak in front of the class, but yesterday I could, because I was holding the concept map. So I knew what I had to explain) [W, SW-11, 24012026]

4.5 Integration of Quantitative and Qualitative Findings

Table 10 summarizes how the quantitative and qualitative findings converge across the three research foci.

Table 10. Integration of Quantitative and Qualitative Findings

Focus	Quantitative Finding	Qualitative Finding	Integration Status
Understanding of the concept	Mean N-Gain 0.64 (moderate); 100% posttest mastery	Concept maps developed from linear to hierarchical, with 12 to 14 concepts	Convergent, mutually reinforcing
Quality of the learning process	Teacher questionnaire aspects A and B, 3.64	Effective teacher scaffolding; visibly increased class participation	Convergent, mutually reinforcing
Global citizenship awareness	Student questionnaire aspect C, 3.57 (highest)	Spontaneous student statement on global obligation; empathy expressed by SW-03	Convergent, qualitative data enriches the numeric finding
Engagement and participation	Overall student questionnaire mean, 3.52 (Very Good)	Increased confidence and motivation observed even in lower-ability students	Convergent, qualitative data reveals the affective dimension

Overall, the two strands of data point in the same direction across all three research foci, and the qualitative evidence in particular reveals affective outcomes, such as empathy and growing self-confidence, that the questionnaire scores alone could not fully capture.

5. DISCUSSION

The results show that the implementation of Meaningful Learning through Concept Mapping progressed in a clear stepwise pattern, moving from concept maps that were linear and sparse in the first meeting to maps that were hierarchical and rich in propositional links by the fourth meeting. This progression was obtained gradually: students began by working individually with only three to four unconnected ideas, then moved to group concept maps stimulated by a short video on children's global rights, and finally reached maps containing twelve to fourteen interlinked concepts after repeated practice and peer feedback through a gallery walk. This trajectory is consistent with the classic account of meaningful learning, which holds that durable understanding emerges when learners actively anchor new information to concepts they already possess (Bryce & Blown, 2024). The finding also aligns with contemporary reviews arguing that meaningful learning deepens when instruction engages learners in actively restructuring their own knowledge, a pattern documented across diverse subject areas beyond civic education (Mystakidis, 2021). Studies of automated concept-mapping tools, by comparison, have found that when structural scaffolding is provided almost entirely by technology, students reach organized map structures more quickly but often with less visible ownership of the underlying reasoning (Khudhur et al., 2024). This comparison suggests that the gradual, teacher-supported route observed in this study may better serve the goal of internalized understanding, which is the central aim of Meaningful Learning in a classroom setting.

A further result concerns the decisive role of teacher scaffolding in helping groups move beyond structurally weak concept maps, particularly for groups that initially produced list-like representations. This support was delivered through Socratic questioning directed at struggling groups during the second meeting, prompting them to reconsider how their concepts related to one another instead of supplying the correct structure directly. This pattern is consistent with Vygotsky's notion of the zone of proximal development, in which learners reach a level of understanding with guided assistance that they could not yet reach independently (Vygotsky, 1978). The finding also resonates with qualitative analyses of concept mapping showing that patterns of conceptual development become visible only when maps are examined as evolving artifacts shaped by ongoing guidance (Kinchin et al., 2000). Research on open-ended concept maps used as a research instrument, however, cautions that the quality of a concept map reflects both a learner's understanding and the specific prompts and scaffolding structure provided, so observed gains cannot be attributed to the learner's cognition alone (de Ries et al., 2022). Read together, these results indicate that the improvement in concept map quality documented in this study should be understood as a joint product of student thinking and teacher guidance, and that teachers require deliberate preparation to scaffold concept mapping effectively.

The results further show that classroom media, particularly the short video on the Convention on the Rights of the Child, played a catalytic role in helping students extend their concept maps from purely local examples toward propositions that explicitly referenced global conditions. This shift emerged after the video was shown in the second meeting, when several groups began using connecting phrases that linked the concept of rights to conditions faced by children in other countries, followed by a gallery walk in the third meeting that allowed students to comment on other groups' work. This finding is consistent with research on concept map

typologies, which shows that the connecting phrases learners choose are themselves diagnostic of how relationally they are processing new material (Hay & Kinchin, 2006). It also aligns with evidence that structured peer feedback mechanisms, comparable in function to a gallery walk, support formative assessment by making visible the gap between a learner's current understanding and the intended target (Pailai et al., 2017). Studies of digital concept-mapping platforms, by contrast, report that user experience factors such as ease of navigation and system feedback can independently drive engagement in ways unrelated to the conceptual content itself (Rohles et al., 2022). This comparison highlights that in the present, largely paper-based implementation, engagement was driven by social and content-related stimuli, suggesting that the approach's effectiveness rested primarily on classroom interaction.

The results indicate that students' understanding of the Rights and Obligations concept increased substantially, with the average score rising from 58.00 at pretest to 83.25 at posttest and a paired-sample t-test confirming that this difference was statistically significant. This gain was obtained cumulatively across the four meetings, as students moved from memorizing definitions toward explaining the concept of obligation in their own words and connecting it explicitly to global citizenship, a shift documented directly in the posttest performance and interview responses, and broadly consistent with foundational accounts describing meaningful learning as understanding that persists and transfers beyond the immediate lesson (Michael, 2001). This result is consistent with cooperative-learning research using concept maps, which found that structured collaborative concept-mapping activities significantly improved students' conceptual understanding and confidence in a comparably challenging subject area (Sani & Arianingrum, 2024). The finding is likewise consistent with studies combining guided discovery learning and concept mapping around complex, socially relevant topics, which reported measurable improvement in students' critical engagement with the material (Sigit et al., 2024). A study on discovery learning informed by a meaningful learning approach, however, found that gains in critical thinking depended heavily on students' prior exposure to structured reasoning tasks, implying that similar approaches may not automatically transfer to classrooms without a comparable foundation (Prasetyo & Mulyani, 2025). Considered together, these results suggest that the gain observed here is genuine evidence of effectiveness, while comparable gains elsewhere appear to be conditional on classroom readiness.

Beyond measurable cognitive gains, the results show that students developed an affective dimension of understanding, expressed through empathy toward children in other countries who lack access to education and through spontaneous statements connecting local obligations to global responsibility. This affective response emerged specifically after students were shown images of children in different global contexts, at which point one student remarked spontaneously that obligations extend beyond Indonesia, indicating that the connection between cognitive content and emotional engagement was built through deliberate instructional sequencing. This pattern departs from concerns raised in the literature that global citizenship education in many classrooms remains confined to cognitive content delivery, without sufficient space for learners' emotional and social engagement (Giroux & Bosio, 2021). It is more consistent with calls for pedagogical priorities that treat critical consciousness and empathetic identification as core outcomes of global citizenship education (Bosio & Waghid,

2025). Broader reviews of teacher education for global citizenship caution, meanwhile, that isolated classroom moments of empathy do not by themselves guarantee that teachers possess the conceptual grounding needed to sustain this integration across a full curriculum (Estellés & Fischman, 2021). Taken together, this suggests that the present intervention succeeded in bridging cognitive and affective dimensions within a single unit of instruction, and that sustaining this integration more broadly would require corresponding investment in teachers' own understanding of global citizenship education.

The results show that students' active engagement rose markedly over the course of the intervention, moving from a pattern in which only a small number of students routinely participated to one in which nearly all students contributed to group discussion, questioning, or presentation. This shift was traceable across the four meetings, beginning with passive observation in the first meeting and culminating in the fourth meeting, when nineteen of the twenty-five students present asked questions during the presentation session, a change corroborated by the classroom teacher's own account of who typically spoke in class. This finding is consistent with research on mobile-based character-building tools in elementary classrooms, which found that giving students a concrete, interactive artifact to work with measurably increased participation and ownership over classroom activities (Marini et al., 2021). It also aligns with project-based learning studies in *Pancasila*-related content, which reported that structured, product-oriented group tasks raised student engagement compared with lecture-based instruction (Nainggolan et al., 2021). A systematic review of flipped-classroom approaches in elementary schools notes, however, that engagement gains attributed to a specific instructional strategy are often confounded by simultaneous changes in classroom routine and novelty effects, which complicates any simple causal claim (Susanti et al., 2024). Acknowledging this caution, the engagement gains documented in this study are best interpreted as strong preliminary evidence that concept-mapping activities structured around group roles can meaningfully increase participation.

The results further show that assigning differentiated roles within groups, such as concept formulator, connector writer, or illustrator, allowed students of varying academic ability to remain actively involved, including a lower-ability student who took on the role of writer and later explained the concept of obligation confidently in an interview. This inclusion emerged because the concept-mapping task was structured around distinct, concrete sub-tasks, giving each student a defined point of entry regardless of their starting level of understanding. This result is consistent with evidence that concept-mapping tools relying on partial task decomposition can lower cognitive load for learners who might otherwise be overwhelmed by an open-ended task, thereby supporting participation across ability levels (Khudhur et al., 2024). It is also consistent with civic education research showing that when instructional design accounts for differing student capacities, character-related learning outcomes are distributed more evenly across a classroom (Ikhtiaty et al., 2023). Research on formal concept-mapping assessment cautions, on the other hand, that role-based participation can sometimes mask uneven cognitive contribution within a group, since a student's visible activity does not necessarily indicate that they generated the underlying conceptual content (Hirashima et al., 2015). This caution indicates that while the observed inclusion of lower-ability students is an

encouraging outcome, verifying the depth of their individual conceptual understanding remains an important consideration for future evaluation.

The involvement of a co-author based at an Indonesian school abroad, specifically in Davao, Philippines, offered an additional contextual lens for interpreting these findings, since Indonesian students learning in an overseas school setting routinely navigate the same tension between national identity and global citizenship that this study sought to address domestically. This perspective reinforces the argument that Rights and Obligations material benefits from deliberate global framing, as students who grow up outside their country of origin often develop global citizenship awareness organically, whereas students in a fully domestic classroom, as in the present study, require structured pedagogical intervention such as Meaningful Learning through Concept Mapping to reach a comparable level of awareness.

Collectively, the results indicate that integrating Meaningful Learning, Concept Mapping, and globally oriented content within *Pancasila* Education can strengthen the Global Diversity dimension of the *Profil Pelajar Pancasila* without displacing the subject's national character-building purpose. This outcome was achieved through a specific sequence, introducing global content through media, prompting connections through structured questioning, and consolidating understanding through peer-reviewed concept maps. This result is consistent with curriculum-level findings that global citizenship values can be meaningfully embedded into *Pancasila* Education when teachers and school culture actively support such integration (Rizal, 2024). It further aligns with evidence that digital and interactive approaches to civic learning strengthen students' critical and reflective engagement with their role as citizens (Alrahman et al., 2024). Broader reviews of civic education argue, however, that sustainable character formation depends on consistent reinforcement across multiple subjects and grade levels, meaning that a single, four-meeting intervention such as the present one cannot alone guarantee lasting change in students' civic orientation (Prasetyo et al., 2023). In view of this, the findings of this study should be read as evidence of feasibility and short-term effectiveness, providing a pedagogical foundation for broader, sustained integration of global citizenship values into elementary *Pancasila* Education.

6. CONCLUSION

This study found that Meaningful Learning implemented through Concept Mapping strengthened Global Citizenship Education within elementary *Pancasila* Education on the topic of Rights and Obligations. The implementation process moved systematically from individual, linear concept maps toward hierarchical, group-constructed maps, supported by teacher scaffolding, contextual media, and peer feedback through a gallery walk. Students' understanding of Rights and Obligations improved significantly, as shown by a rise in mean scores from 58.00 to 83.25 and a moderate N-Gain of 0.64. Active student engagement also increased substantially, extending even to students with lower academic ability.

This quantitative gain was mirrored in the qualitative data collected across the four meetings. The progression of concept maps from three or four unconnected ideas toward hierarchical structures containing twelve to fourteen linked concepts paralleled the rise in test scores, indicating that the numerical improvement reflected a genuine reorganization of students' thinking. Students' interview responses reinforced this pattern: the spontaneous

remark that obligations extend beyond Indonesia, together with the moderate ability and low ability students' own explanations of rights and obligations in relation to global citizenship, showed that understanding had moved from definitional recall toward conceptual and affective ownership. Active student engagement also increased substantially, extending even to students with lower academic ability, a shift corroborated by the classroom teacher's observation that participation broadened from a handful of habitually active students to nearly the entire class, and by the moderate ability student's own account of gaining the confidence to speak once she held the concept map in front of her. Taken together, the quantitative and qualitative findings converge on the same conclusion: that Meaningful Learning through Concept Mapping produced change that was simultaneously cognitive, affective, and behavioral.

These findings carry several implications. For classroom practice, Concept Mapping can serve as a concrete instructional tool for translating the Global Diversity dimension of Profil Pelajar Pancasila from a policy aspiration into an activity elementary students can enact directly, provided teachers are prepared to scaffold the transition from list-like to hierarchical maps. For curriculum design, the evidence that a locally grounded topic such as Rights and Obligations can be extended to global content through media, structured questioning, and peer feedback suggests that similar bridging strategies could be applied to other topics within Pancasila Education without displacing the subject's national character-building purpose. For teacher development, the finding that scaffolding quality shaped the depth of students' concept maps points to a need for training that equips teachers with both the technique of Concept Mapping and a working understanding of global citizenship content, so that opportunities for affective engagement observed in this study are recognized and supported deliberately.

Because the study was limited to one school, one class, and four meetings, its conclusions should be extended cautiously to other contexts. Future research is encouraged to examine this approach across multiple schools, grade levels, and subject areas, and to track its effects over a longer instructional period.

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