



Fostering elementary students' civic intellectual and participatory skills through video-based moral reasoning instruction

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Abstract

The low level of civic skills among elementary school students, especially in intellectual and participatory aspects, reveals the need for innovative teaching methods that foster moral reasoning and active student engagement in social contexts. Video-based moral reasoning instruction is seen as a potential solution, bridging this gap by integrating concrete visualization with moral reflection. This study aims to analyze the effectiveness and mechanisms of this approach in developing civic intellectual and participatory skills. A quantitative approach with a quasi-experimental design was used, involving 52 fifth-grade students in Makassar, divided into experimental and control groups. Data were collected using observation sheets, pretest and posttest assessments, and documentation, then analyzed using normality tests, homogeneity tests, and an independent sample t-test. The results indicate that the application of video-based moral reasoning instruction significantly enhances students' intellectual and participatory skills compared to the traditional approach. Video use reduces cognitive load to understand citizenship contexts and the moral reasoning process develops skills in analysis, evaluation, decision-making and, therefore, leads to higher active participation. The findings of this study highlight the importance of the integration of visual media and moral reasoning in the development of civic competencies of elementary school students.

Introduction

Civic Education in Elementary Schools plays a strategic role in shaping informed, critical, and participatory citizens from an early age (Enright et al., 2022). In this context, the development of civic skills becomes essential, encompassing not only the understanding of citizenship concepts but also critical thinking skills (civic intellectual skills) and active involvement in social life (civic participatory skills) (Chong & Tsubota, 2023). However, various teaching practices in elementary schools still tend to focus on low-level cognitive aspects and memorization, which are inadequate for developing analytical skills, moral decision-making, and active student participation in real-life contexts (Gan, 2021).

Citizenship education is not only about knowledge acquisition but also about the development of skills that allow students to participate in social life actively and responsibly (Bauml, 2022). Citizenship education must change from an abstract or teacher-centered

paradigm to a student-centered learning model that can also include a variety of teaching methods. This is highlighted in methodological-didactic analyses that emphasize the problems of abstract content and the need for student-centered models (Widiyono, 2022). Citizenship-moral education should be more interesting and connected to real-life issues (Dock et al., 2024). In this framework, civic skills are a fundamental component that reflects a person's ability to understand, assess and engage in different issues of citizenship. Generally, the civic skills are classified into two main dimensions, i.e., civic intellectual skills and civic participatory skills (Khalehar et al., 2022).

Civic intellectual skills include higher order thinking such as analyzing social issues, evaluating different perspectives, and making decisions based on rational and ethical considerations (Egan-Simon, 2022). Civic participatory skills, on the other hand, refer to one's ability to engage, communicate, work together and participate actively in community life (Bauml, 2022). These two dimensions are interrelated and are the basis for the development of critical, reflective and participatory citizens from early on (Egan-Simon, 2022). However, developing these dimensions in elementary school teaching faces several challenges, including the dominance of teacher-centered approaches that impede students' opportunities to think critically and participate actively (Body, 2024). Many school lessons still consist of lectures, which are not enough for the development of students' analytical-critical skills and democratic engagement. However, the aim of citizenship education is to develop critical, creative and responsible citizens (not only in the intellectual sense) (Fitri et al., 2024).

Problems in citizenship education indicate a divide between the aspirational aims of citizenship education and the reality of classroom practices (Blevins, 2022). Students are often not given the opportunity to engage in real moral dilemmas, participate in critical discussions, or reflect on the consequences of social actions (Gideon, 2022). Hence, the development of civic intellectual skills such as analysis of social issues and evaluation of decisions, and the development of participatory skills such as discussion, collaboration, and taking an active role, have not been optimal (Bartlett & Schugurensky, 2021).

Previous studies have investigated the application of moral reasoning models in instruction to improve students' moral cognition and the use of video media to facilitate conceptual understanding through concrete visualization (Chong & Tsubota, 2023). However, most of these studies have either separated these two approaches or have only focused on general learning outcomes improvements without paying particular attention to the development of civic intellectual and participatory skills (Bauml, 2022). Therefore, there is a gap in research on how the combination of video media and moral reasoning can work synergistically to develop students' civic skills more fully (Perrotta, 2021).

Kohlberg's moral development theory highlights that an individual's moral reasoning towards moral dilemmas determines how likely the individual will be to make moral decisions (Gideon, 2022). While CLT indicates that visual representation (e.g., video) can facilitate learning by reducing learners' cognitive loads in the processing of complex information. Moreover, the constructivist viewpoint insists that knowledge is actively constructed through appropriate learning processes, such as communicating, reflecting, and interacting socially. As such, coupling video as a contextual input with moral reasoning tasks can lead to a learning environment that is reflective and participatory, if not transformative (Chong & Tsubota, 2023).

Moral reasoning is a type of cognitive processing that assesses the outcomes of potential decisions with regard to the morals of the decision-maker (Chong & Tsubota, 2023; Enright et al., 2022). Kohlberg's theory on moral development states that people move through a series of stages of moral reasoning, beginning at obedience orientation and moving toward universal moral principles (Bartlett & Schugurensky, 2021).

In the field of education, moral reasoning use gives opportunities for students to encounter moral issues, consider the outcomes of actions and assess alternate courses of actions. This process promotes not only advanced critical thinking but also responsible decision making (Gan, 2021). Thus, moral reasoning is directly associated with civic intellectualism, especially intellectualism's analysis, evaluation, and elaboration in the decision making aspect (Blevins, 2022). With additional debate and reflection necessary in the process of engaging in moral reasoning, ever more mature citizens are encouraged to participate in civic skills such as communications, cooperation, and even tolerance for dissenting views (Perrotta, 2021).

The constructivist model highlights knowledge as coming to be through interaction between students and their learning environment (Gideon, 2022). Here the combination of visual materials and moral reasoning generates a situation where the students gain knowledge through seeing, talking about and thinking over (Pangalila & Edi Winoto, 2022). Instruction in critical analysis of video-based moral reasoning scenarios is purported to represent a novel methodology by which to reflect the need to cultivate both intellectual and participatory skills in students (Holle, 2022). Video portrays a tangible visual context for social problem, and the process of moral reasoning invites students to consider, assess, and choose one or more options on ethical matters (Wijaya & Andini, 2021).

With respect to citizenship education, videos may introduce a range of real social issues and moral problems, which can enable students to learn not only what concepts mean in theory but also have a view on how they are applied in real world (Usmi et al., 2024). This engagement will continue to deepen students' active participation in learning and in the wider society (Blevins, 2022). Video serves as a source of experience for learning by situating experiences in the real world, and moral reasoning is the cognitive process which leads students to analyze and assess those experiences (Enright et al., 2022). The two combined produces an educative process in which knowledge formed is also transformative, whereby students are actively engaged in both knowledge construction and civic values interpreted (Pangalila & Edi Winoto, 2022).

With through group-discussions and reflections on the videos, students are trained to express their opinions, take into account other views and make decisions using moral reasoning (Sidaryanti & Budiarta, 2023). This process also allows for the concurrent development of civic intellectual and participatory skills (Usmi et al., 2024).

Therefore, this study aims to analyze the effectiveness of video-based moral reasoning instruction in fostering elementary students' civic intellectual skills and civic participatory skills. In addition, this study seeks to explain the mechanism through which the integration of video media and moral reasoning activities contributes to the development of students' critical thinking, moral decision-making, communication, collaboration, and active participation in citizenship learning contexts.

Methods

Design

This research applies a quantitative method and it is a quasi-experiment that the design is nonequivalent control group design. The rationale behind planning this design was to see the degree of effectiveness of video moral reasoning instructional materials as compared to traditional teaching in enhancing civic intellectual skills and civic participatory skills. Both the experimental and control groups were administered pretests and posttests in order to test the students before and after the treatment.

Participants

The participants of this study were 52 fifth-grade students of an elementary school in Makassar, Indonesia which were determined by using purposive sampling. The sample is

divided into two groups, with an experimental group of 26 students, and a control group of 26 students. The experimental group was taught moral reasoning through videos, and the control group was taught by traditional teaching method of lecturing.

Table 1. Gender Composition in the Experimental and Control Groups.

Variable	Class	Category	n	%
Sex	Control	Female	15	58%
		Male	11	42%
	Experiment	Female	18	69%
		Male	8	31%

Instruments

The data in this study were collected using observation sheets, civic intellectual skill tests, civic participatory skill observation scales, and documentation. All instruments were developed based on the indicators of civic skills proposed by Branson and were adapted to the characteristics of elementary school students. Prior to implementation, all instruments were validated by experts in elementary citizenship education and educational evaluation to ensure their appropriateness for measuring the intended variables.

The observation sheets were used to assess the implementation of the video-based moral reasoning instruction model during the learning process. The indicators observed included: (1) teacher's ability to introduce contextual moral issues through video media, (2) presentation of learning objectives and materials, (3) facilitation of students' moral reasoning activities, (4) guidance of classroom discussion and reflection, (5) student engagement during learning activities, and (6) evaluation and conclusion of learning outcomes. The observation employed a four-point rating scale consisting of 1 = poor, 2 = fair, 3 = good, and 4 = excellent.

To measure civic intellectual skills, a pretest and post-test in the form of essay and short-answer questions were administered to students in both groups. The test indicators consisted of: (1) identifying citizenship problems, (2) describing social phenomena, (3) analyzing moral and civic issues, (4) evaluating alternative solutions, and (5) taking and defending positions on public issues. These indicators were adapted from the civic intellectual skill framework developed by Branson (1998).

Meanwhile, civic participatory skills were measured using observation scales during classroom learning activities. The indicators observed included: (1) expressing opinions during discussions, (2) responding respectfully to peers' opinions, (3) collaborating in group activities, (4) participating actively in solving classroom problems, and (5) demonstrating responsibility during learning activities. The observation scale used a four-point Likert scale consisting of 1 = never, 2 = sometimes, 3 = often, and 4 = always.

The validity of the instruments was determined through expert judgment using Gregory's content validity formula. The validation results indicated that the civic intellectual skill test, teacher observation sheet, and civic participatory skill observation sheet were categorized as valid and suitable for research purposes. Furthermore, reliability testing was conducted using Cronbach's Alpha analysis. The civic intellectual skill test obtained a reliability coefficient of 0.84, while the civic participatory skill observation scale obtained a reliability coefficient of 0.87, indicating that the instruments had high reliability and consistency for data collection.

Procedure

The study was conducted in several stages over approximately four weeks during the second semester of the 2025/2026 academic year at SD Inpres Perumnas Antang II/I

Makassar. The research employed a quasi-experimental design involving an experimental class and a control class, each consisting of 26 fifth-grade students.

In the first stage, the researcher conducted preliminary observations and coordinated with the school principal and classroom teachers to determine the research schedule, learning materials, and class selection. At this stage, the research instruments, including observation sheets, civic intellectual skill tests, and civic participatory skill observation scales, were validated by experts before implementation.

The second stage involved administering the pretest to both the experimental and control groups to measure students' initial civic intellectual skills before the treatment was implemented. The pretest was conducted in one meeting lasting approximately 70 minutes.

The third stage was the implementation of the treatment. The experimental group received instruction using the video-based moral reasoning model, while the control group received conventional instruction through lectures and textbook-based learning. The treatment was conducted in two meetings, with each meeting lasting 2×35 minutes. During the implementation, the teacher first introduced the learning objectives and presented contextual moral issues through animated videos related to citizenship topics. Students were then divided into small discussion groups to analyze moral dilemmas presented in the videos. The teacher guided students through questioning, discussion, reflection, and evaluation activities to encourage moral reasoning and civic participation.

The learning activities in the experimental class followed the stages of the moral reasoning model, namely: (1) introduction, (2) presentation of contextual problems through video, (3) guided moral reasoning and group discussion, (4) development and reinforcement through analysis and reflection activities, and (5) evaluation and conclusion of learning outcomes. During the learning process, observations were conducted to assess the implementation of the learning model and students' civic participatory skills.

In the final stage, a post-test was administered to both groups to determine the improvement in students' civic intellectual skills after the intervention. The post-test was conducted in one meeting with the same duration as the pretest. The collected data from observations, tests, and documentation were then analyzed using normality tests, homogeneity tests, and independent sample t-tests with the assistance of SPSS 25.0 software.

Data Analysis

Data analysis was performed in stages, including normality test using Shapiro-Wilk test and homogeneity test using Levene's Test to check the validity of parametric statistical assumptions. Then the hypothesis testing was conducted using an independent sample t-test to determine any significant differences between the experimental and control groups. All the analyses were performed using SPSS. The significance level was set to 0.05 for this study.

Results

Implementation of Video-Based Moral Reasoning Model

This study began with administering pretests in both the control and experimental classes to assess the initial civic intellectual skills of the students. Following that, the treatment was applied by implementing the video-based moral reasoning model in the experimental class, while the control class used conventional teaching methods with the visual aids available in the students' textbooks. The lesson content covered Theme 6, "Heat and Its Transfer," Subtheme 3, "The Effect of Heat on Life," for Grade 5 elementary students.

In the control class, when the video-based moral reasoning model was applied, an observation of the implementation of the model was conducted using the developed observation sheets. The results of the implementation process are shown in the table 2.

Table 2. Observation Results of the Implementation of Learning in the Experimental Class

Analysis	Treatment 1	Treatment 2
Score Achieved / Maximum Score	8 / 15	14 / 15
Percentage	53.3%	93.3%
Category	Satisfactory	Excellent

Based on the table above, the implementation of the learning process for Treatment 1 achieved a percentage of 53.3%, which falls under the "Satisfactory" category. This treatment showed that some indicators of the model's implementation were not fully optimized. Specifically, in the introductory stage, the teacher did not link the current lesson with previous lessons and did not ask students questions related to concepts they needed to master. Other indicators that were not fully implemented were in the analysis and evaluation stages, where the teacher only directed students to summarize the lessons learned.

In the subsequent meeting, the percentage of implementation for Treatment 2 reached 93.3%, falling under the "Excellent" category. This data shows that the implementation of the model's indicators was fully executed and better compared to the previous meeting, as seen from the significant increase in the percentage of model syntax implementation. There was a clear improvement in the implementation category, which initially was just satisfactory, then significantly increased to excellent.

Civic Intellectual Skills of Students at SD Inpres Perumnas Antang II/I, Makassar

The descriptive statistical analysis of the pretest data for civic intellectual skills in the experimental and control classes can be seen in the table below:

Table 3. Descriptive Statistical Analysis of Pretest Civic Intellectual Skills

Descriptive Statistics	Value Statistics	
	Experimental Class	Control Class
Sample Size	26	26
Lowest Score	40	40
Highest Score	80	80
Average	60.76	59,80
Range	40	40
Standard Deviation	10.74	10,04
Median	60	60
Mode	60	55 dan 60

Based on the table above, it can be seen that the civic intellectual skills of students in the experimental and control classes during the pretest did not show significant differences. The average score of the experimental class is 60.76, while the control class is 59.80, and the standard deviations indicate that the spread of the data for both classes is nearly the same, with the experimental class at 10.74 and the control class at 10.04.

The frequency distribution and percentage of pretest results for civic intellectual skills in both the experimental and control classes can be seen in the following table:

Table 4. Frequency Distribution and Percentage of Pretest Civic Intellectual Skills in Experimental and Control Classes

No	Score Range	Category	Experimental Class	Control Class
1	85-100	Very Good	0 (0%)	0 (0%)
2	75-84	Good	4 (15%)	3 (12%)
3	65-74	Satisfactory	7 (27%)	7 (27%)
4	≤65	Poor	15 (58%)	16 (61%)

The table shows that the pretest scores for civic intellectual skills in the experimental class were predominantly in the "Poor" category, with a percentage of 58%. Similarly, the pretest scores in the control class were also mostly in the "Poor" category, with a percentage of 61%.

The results of the descriptive analysis for the posttest of civic intellectual skills in both the experimental and control classes can be seen in the following table:

Table 5. Descriptive Statistics of Posttest Civic Intellectual Skills Scores

Descriptive Statistics	Value Statistics	
	Experimental Class	Control Class
Sample Size	26	26
Lowest Score	60	50
Highest Score	100	90
Average	81.15	70,19
Range	40	40
Standard Deviation	10.70	10,05
Median	80	70
Mode	80 and 85	70 dan 75

The table above shows that there are differences in civic intellectual skills between the experimental and control classes. The average score for the experimental class is 81.15, which is higher than the control class, which is 70.19, with a difference of 10.96.

The frequency distribution and percentage of posttest results for civic intellectual skills in both the experimental and control classes are shown in the table below:

Table 6. Frequency Distribution of Posttest Civic Skills in Experimental and Control Classes

No	Score Range	Category	Experimental Class	Control Class
1	85-100	Very Good	12 (46%)	3 (12%)
2	75-84	Good	8 (31%)	8 (31%)
3	65-74	Satisfactory	5 (19%)	9 (34%)
4	≤65	Poor	1 (4%)	6 (23%)

The table above indicates that the posttest scores for civic intellectual skills in the experimental class were predominantly in the "Very Good" category, with 46%. In contrast, the posttest scores in the control class were mostly in the "Satisfactory" category, with 34%. Based on these results, it can be concluded that significant improvements in civic intellectual skills occurred in the experimental class, where the pretest average score of 60.76, predominantly in the "Poor" category, significantly increased to an average of 81.15, predominantly in the "Very Good" category.

Civic Participatory Skills of Students at SD Inpres Perumnas Antang II/I, Makassar

Table 7. Descriptive Statistics of Observations of Civic Participatory Skills

Descriptive Statistics	Value Statistics			
	Experimental Class		Control Class	
	Meeting 1	Meeting 2	Meeting 1	Meeting 2
Sample Size	26	26	26	26
Highest Score	100	100	83,3	91,7
Lowest Score	50	66,7	25	25
Range	29,8	24,6	29,5	29,8
Median	87,5	95,8	58,3	66,7
Mode	100	100	58,3	25
Average Class	79,8	91,3	54,5	54,8
Category	Good	Very Good	Poor	Poor

Based on the table above, it can be seen that the students in the experimental class showed a "Good" level of civic participatory skills when the treatment was first introduced. After the second treatment, the students' civic participatory skills increased to the "Excellent" category. In contrast, the control class's civic participatory skills remained in the "Poor" category for both treatments.

The frequency distribution data for the observations of civic participatory skills in the experimental and control classes during the third meeting are shown in the table below:

Table 8. Frequency Distribution of Civic Participatory Skills in Experimental and Control Classes

No	Score Range	Category	Experimental Class	Control Class
1	85-100	Very Good	17 (65%)	2 (8%)
2	75-84	Good	8 (31%)	5 (19%)
3	65-74	Satisfactory	1 (4%)	7 (27%)
4	≤65	Poor	0 (0%)	12 (46%)

The table above shows that the observation scores for civic participatory skills in the experimental class were predominantly in the "Very Good" category, with 65%. In contrast, the observation scores for the control class were mostly in the "Poor" category, with 46%.

The Effect of Video-Based Moral Reasoning Model on Civic Intellectual Skill and Civic Participatory Skill of Students at SD Inpres Perumnas Antang II/I, Makassar

To test the hypotheses, we analyzed the data for Civic Intellectual Skills and Civic Participatory Skills separately because they are different variables and measure different aspects of civic skills. Civic Intellectual Skills are those cognitive skills such as critical thinking, analysis and decision-making. Civic Participatory Skills are those skills relating to active participation, collaboration and communication within a social context. These skills are different aspects of civic competence, thus testing these skills independently represents a more accurate assessment of the impact of the intervention on each aspect of civic development.

Table 9. Paired Sample t-Test Results on Civic Intellectual Skill and Civic Participatory Skill

Variable	N	Pre-test Average	Post-test Average	t Value	Sig. (2-tailed)	Remark
Civic Intellectual Skill	52	60.481	75.500	-21.362	0.000	Significant
Civic Participatory Skill	52	67.146	73.081	-2.589	0.013	Significant

Based on the table above, it can be seen that the observation scores for civic participatory skills in the experimental class were predominantly in the "Very Good" category, with 65%. In contrast, the control class's civic participatory skills were mostly in the "Poor" category, with 46%.

The statistical analysis using the paired sample t-test shows that the Civic Intellectual Skill significantly improved. The average pre-test score was 60.481, while the average post-test score was 75.500. The test result showed a t-value of -21.362 with a Sig. (2-tailed) of 0.000. Since the significance value (0.000) is less than 0.05, H₀ is rejected, and H_a is accepted, indicating a significant difference between the pre-test and post-test scores.

For Civic Participatory Skills, the analysis also shows a significant improvement. The average score for Meeting 2 was 67.146, while the average score for Meeting 3 was 73.081. The test result showed a t-value of -2.589 with a Sig. (2-tailed) of 0.013. Since the

significance value (0.013) is less than 0.05, H_0 is rejected, and H_a is accepted, indicating a significant difference between the scores of Meeting 2 and Meeting 3.

Therefore, it can be concluded that the learning intervention had a significant effect on improving both Civic Intellectual Skills and Civic Participatory Skills.

Discussion

The 21st century citizenship education is not only about normative knowledge, but also about critical thinking, decision-making and active participation in democratic societies (Bartlett & Schugurensky, 2021). The integration of digital media and value-based approaches, such as video-based moral reasoning instruction, has become more relevant in preparing the younger generation to face the complexities of global social issues, such as diversity, social justice, and responsibility as citizens (Sidaryanti & Budiarta, 2023).

The findings of this study show that video-based moral reasoning instruction has a significant effect on students' civic intellectual skills and civic participatory skills. The effect on the civic intellectual skills can be explained by Kohlberg's theory of moral development, which emphasizes the fact that the individual's ability to make moral decisions is developed through reasoning processes on ethical dilemmas (Bauml, 2022; Gan, 2021). The use of video as a stimulus in the study provides specific social contexts, which allow students to understand not only abstractly but also to perform evaluation processes and value-based decision-making (Perrotta, 2021). The use of video on elementary school citizenship education clarifies the material (Adriannuh et al., 2023). This helps develop students' analytical and evaluation skills as part of their civic intellectual capacities (Bartlett & Schugurensky, 2021).

From the perspective of Cognitive Load Theory, the employment of video media also contributes to decrease the cognitive load of students (Pangalila & Winoto, 2022). The visualizations presented help students to understand complex social situations more easily and more structured (Sidaryanti & Budiarta, 2023). Therefore, students' cognitive ability can be more focused on higher-level thinking processes such as analyzing cause and effect and assessing actions in the context of citizenship (Pangalila & Edi Winoto, 2022). These findings indicate that effective learning is not only dependent on the content but also on the content display (Blevins, 2022).

Conversely, the development of civic participatory skills demonstrates that this learning model is not just cognitive, but also social (Enright et al., 2022). Discussion, reflection and social interaction based learning allows students to actively construct knowledge from the constructivist perspective (Usmi et al., 2024). The discussion activities using videos encourage students to express opinions, listen to other opinions, and collaborate to solve problems (Holle, 2022). This approach helps to develop participatory skills directly, which are an essential part of civic competence (Chong & Tsubota, 2023).

The mechanism by which video-based moral reasoning instruction influences civic skills can be described as follows, based on the integration of the theories presented: (1) Video as a contextual stimulus, concretely presenting social phenomena and moral dilemmas (Blevins, 2022). (2) Reducing cognitive load, assisting in understanding the citizenship situation and concepts (Sidaryanti & Budiarta, 2023). (3) Morally reasoning (Bauml, 2022) (e.g., analysis, evaluation and moral decision-making). (4) Social interaction (discussion & reflection) that improves communication, collaboration and participation (Wijaya & Andini, 2021). (5) Outcome, the development of civic intellectual skills and civic participatory skills (Chong & Tsubota, 2023).

This study suggests that the development of civic skills cannot be achieved only through a cognitive approach but through the combination of contextual stimuli (video), cognitive processes (moral reasoning) and social interaction (discussion and reflection) (Holle, 2022).

This integration makes for a holistic learning mechanism for developing students' civic competencies starting in elementary education (Bartlett & Schugurensky, 2021).

Implications

The findings of this study contribute to the field of citizenship education, particularly in the development of civic intellectual and participatory skills among elementary school students. The results indicate that the integration of video media and moral reasoning activities can create a more contextual, reflective, and student-centered learning environment. This supports the view that citizenship education should not only emphasize conceptual understanding but also develop students' critical thinking, moral judgment, communication, and participation skills through meaningful learning experiences.

In the field of educational psychology, the findings strengthen Kohlberg's theory of moral development by showing that students' moral reasoning abilities can be stimulated through exposure to moral dilemmas presented in contextual video-based learning. The results also support Cognitive Load Theory, which explains that visual media can reduce students' cognitive burden in understanding abstract social and citizenship concepts, allowing students to focus more effectively on higher-order thinking processes such as analysis, evaluation, and decision-making.

Furthermore, this study contributes to constructivist learning theory by demonstrating that knowledge construction becomes more meaningful when students actively engage in discussion, reflection, and collaborative problem-solving activities. The use of video-based moral reasoning instruction encourages students to interact socially, express opinions, respond to different perspectives, and participate actively in classroom discussions. These findings highlight the importance of integrating cognitive, moral, and social dimensions in elementary learning processes.

The study also contributes to the development of instructional media research, particularly regarding the use of video as a contextual learning stimulus in elementary education. The findings demonstrate that video is not merely a supporting visual aid but can function as an effective pedagogical tool to facilitate moral reflection and civic engagement. Therefore, this study provides an alternative conceptual framework for integrating digital learning media with value-based instructional approaches in citizenship education and other social science-related learning contexts.

Limitations and future directions

Nevertheless, several limitations must be addressed. The study was limited to a small number of participants in one school, so findings should not be overgeneralized. Furthermore, this study concentrated on short-term metrics, which implies that the findings do not represent the long-term effect of the instruction adopted. Consequently, further research should investigate with a larger and more diverse sample and the long-term efficacy of the approach. Another promising line for future research is the further investigation of the use (or misuse) of other technologies (like, e.g., interactive media or virtual learning environments) to foster moral reasoning.

Conclusion

The construction of critical, reflexive and participatory citizens is based on the development of civic intellectual and participatory skills in elementary school students. Previous research has highlighted the need for instructional models that go beyond traditional teaching to improve students' skills in these areas. The study addressed the gap by including video-based moral reasoning instruction. It was found to be very effective in improving students' abilities to analyze social issues, evaluate actions from the perspective of moral reasoning, and engage in active social interactions. The contextual stimulus of using

video has reduced the cognitive load, allowing for better understanding of complex social situations. The moral reasoning process has made for deeper analysis and reflection. This study's findings suggest that the combination of contextual learning media, cognitive processes, and social interaction is crucial in developing civic skills. This approach is not only a contribution to improving the citizenship education in elementary schools, but it is also a basis for developing students that are ready to actively participate in democratic societies.

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Author Contribution Statement

NA, AP and NH designed and established the study. NA performed data collection and analysis and AP and NH were involved in result interpretation. The entire authorship worked closely at all stages of the research to support, complement and critically assess each other's work and to review the study and the manuscript in each phase. They all have read and approved the final manuscript for submission.

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