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Needs Analysis of Strengthening Civic Disposition through Future Learning Design to Enhance Students' Citizenship Character

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Abstract: The rapid development of technology and globalization has created significant challenges for students' citizenship character, including declining responsibility, tolerance, and social awareness. In elementary Citizenship Education (PKn), learning practices often emphasize cognitive achievement over the strengthening of civic dispositions, leading to limited internalization of civic values in authentic social contexts. Previous studies have rarely examined the integration of Future Learning Design (FLD) in strengthening civic disposition at the elementary level. Therefore, this study aimed to analyze the need for strengthening civic disposition through FLD to enhance students' citizenship character in elementary schools. This study employed a descriptive survey design with qualitative support. The participants were 46 elementary school teachers in Sawan District, Bali, selected through purposive sampling. Data were collected using questionnaires consisting of Likert-scale and open-ended items and analyzed using descriptive statistics and qualitative analysis techniques. The findings revealed that civic values such as responsibility, tolerance, and respect for diversity had been relatively well integrated into classroom practices. However, reflective learning, critical thinking activities, and technology integration remained limited. Teachers also expressed a strong need for innovative learning strategies and FLD-based instructional tools to support future-oriented civic learning. The study concludes that Future Learning Design is a relevant framework for strengthening civic disposition through contextual, student-centered, reflective, and technology-supported learning experiences in elementary Citizenship Education.

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INTRODUCTION

The rapid expansion of digital technology, communication, and globalization has transformed how students interact, communicate, and participate as citizens in contemporary society (Franch, 2020). Although technological advancement provides wider access to information, communication, and learning opportunities, it also presents various social challenges, including declining social awareness, increasing individualistic tendencies, reduced tolerance, and weakening responsibility among students (Permana et al., 2023; Popova, 2025). In the digital era, students are expected not only to master academic competencies but also to develop a strong civic character that enables them to participate responsibly in democratic, multicultural, and technology-driven societies (Jónsson & Rodriguez, 2021). These conditions place elementary education in a strategic position, as the elementary level represents a critical phase for shaping students' foundational civic values, attitudes, and social behavior (Damanik, 2026).

Citizenship character is closely associated with civic disposition, which refers to the attitudes, values, commitments, and moral tendencies required for responsible citizenship (Ramadhani & Halimi, 2023; Riyanti, 2020). Civic disposition constitutes an essential dimension of civic competence alongside civic knowledge and civic skills. Through civic disposition, students are expected to internalize values such as responsibility, discipline, tolerance, respect for diversity, and democratic participation within their daily social interactions (Mainde et al., 2022). In elementary education, strengthening civic disposition is considered essential because students are at a developmental stage in which civic values, attitudes, and

behavioral patterns begin to take shape through learning experiences and interpersonal interactions. However, strengthening civic disposition cannot be achieved solely through theoretical instruction and memorization-oriented learning. Students require meaningful and contextual learning experiences that encourage reflection, participation, collaboration, and authentic social engagement.

In the Indonesian elementary education context, Citizenship Education (PKn) is expected to strengthen students' democratic attitudes, social responsibility, and civic participation. However, PKn learning in elementary schools still tends to emphasize cognitive achievement and textbook-oriented instruction rather than reflective and transformative civic learning (Subagyo & Muhibbin, 2025). Learning activities are often dominated by teacher-led explanations, limiting students' opportunities to actively participate, critically analyze social issues, and apply civic values in real-life contexts (Riska et al., 2025). As a result, civic learning often focuses on behavioral compliance rather than on developing reflective, responsible, and participatory citizens. These conditions highlight the need not only for innovative learning approaches but also for strengthening teachers' pedagogical capacity to facilitate meaningful civic learning experiences.

One learning approach considered relevant to addressing these challenges is Future Learning Design (FLD). FLD emphasizes student-centered and meaningful learning through collaboration, critical thinking, reflection, creativity, problem-solving, and technology integration (Dumulescu et al., 2021). This approach aligns with the concept of deep learning, which emphasizes active engagement, contextual understanding, and authentic learning experiences rather than surface-level memorization (Gachago et al., 2024). In citizenship education, FLD provides opportunities for students to participate actively in democratic interaction, collaborative inquiry, reflective learning, and contextual civic problem-solving activities connected to real-life social issues. At the same time, FLD supports teachers in shifting from traditional teacher-centered instruction toward more participatory and transformative learning practices that foster students' active involvement and civic engagement.

The theoretical foundation of FLD in this study refers to the OECD Learning Framework 2030, which emphasizes student agency, transformative competencies, and reflective learning as central elements of future education (OECD, 2020). In this study, FLD is operationalized through several core dimensions: student agency, collaboration, critical thinking, reflective learning, technology integration, and responsibility (Xiaomin & Auld, 2020). These dimensions are considered relevant to strengthening civic disposition in elementary education while also providing a framework for teachers to design more engaging and future-oriented learning experiences.

The relationship between FLD and civic disposition can be observed through the contribution of each learning dimension to students' civic development. Student agency supports democratic participation and social responsibility, while collaboration encourages tolerance, communication, and respect for diversity. Reflective learning and critical thinking help students analyze social issues and develop responsible decision-making skills. Furthermore, technology integration supports the development of digital citizenship awareness and students' ability to engage critically with information in digital environments. Therefore, FLD is viewed not only as an instructional approach to strengthening civic disposition but also as a framework to support teacher professional development in implementing student-centered, participatory, and transformative Citizenship Education.

Previous studies have discussed character education, innovative learning, and technology integration in various educational contexts. However, limited research has examined how Future Learning Design (FLD) can support the strengthening of civic disposition in elementary Citizenship Education. Therefore, this study aims to analyze the need for FLD-based civic learning to strengthen students' civic disposition at the elementary level. The study addresses the following questions: (1) How is civic disposition currently implemented in elementary Citizenship Education? (2) To what extent are FLD dimensions integrated into PKn learning? (3) What challenges do teachers face in strengthening civic disposition? and (4) What are teachers' needs regarding FLD-based civic learning? The findings are expected to contribute to the development of future-oriented civic learning practices.

METHOD

Research Design

This study employed a descriptive survey research design to analyze the need for strengthening civic disposition through Future Learning Design (FLD) in elementary Citizenship Education. Descriptive survey research is appropriate for examining participants' perceptions, practices, and needs within a specific context (Creswell & Creswell, 2018). Quantitative data were collected through Likert-scale questionnaires, while qualitative insights were obtained from open-ended responses regarding teachers' perceptions, challenges, and expectations related to FLD implementation in PKn learning. The study was guided by the OECD Learning Framework 2030, which emphasizes student agency, collaboration, critical thinking, reflective learning, technology integration, and responsibility as core dimensions of future-oriented learning. These dimensions served as the basis for instrument development and data analysis. The flowchart of the research process can be seen in Figure 1.

Figure 1. Research Process Flowchart

Participants

The participants of this study were 46 Grade V elementary school teachers and homeroom teachers from several elementary schools in Sawan District, Bali, Indonesia. Participants were selected using purposive sampling because they were directly involved in Citizenship Education (PKn) and character education practices in elementary classrooms. Grade V teachers were specifically chosen because students at this level are considered to have begun developing more complex social interaction, responsibility, and civic awareness within school environments. Sawan District was selected as the research setting because it represents a diverse elementary education context in Bali, consisting of schools with varying learning facilities, student characteristics, and instructional practices. Prior to data collection, participants were informed about the objectives of the study, the voluntary nature of participation, the confidentiality of their responses, and their right to withdraw at any time. Written informed consent was obtained from all participants before questionnaire administration. This study received ethical approval from Universitas Pendidikan Ganesha under Ethical Clearance Number 2808/UN48.14.1/PT.02.05/2025.

Research Instrument

Data were collected using questionnaires consisting of closed-ended and open-ended items. The instruments were developed based on indicators of civic disposition, Future Learning Design (FLD), and civic character derived from the OECD Learning Framework 2030 and related literature. The first questionnaire consisted of 20 Likert-scale statements measured using a five-point scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), to 5 (Strongly Agree). The questionnaire aimed to identify teachers' perceptions regarding the implementation of civic disposition and FLD dimensions in PKn learning. The indicators included student agency, collaboration and democratic interaction, critical thinking and problem-solving, reflective learning, technology integration, and civic values such as responsibility, discipline, tolerance, and respect for diversity.

The second questionnaire consisted of multiple-choice and open-ended questions to explore teachers' perceptions, challenges, and needs related to strengthening civic disposition through FLD. The indicators included teachers' understanding of FLD and civic disposition, implementation of student-centered learning, students' civic character conditions, challenges in civic learning, and teachers' needs for FLD-based learning support and instructional resources.

Validity and Reliability

The instruments were validated by two experts in elementary education and Citizenship Education to ensure content validity, clarity, and relevance to the research objectives. Revisions were conducted based on expert suggestions and feedback regarding the suitability of indicators, language clarity, and questionnaire structure. Reliability testing was conducted using Cronbach's Alpha, and the result showed $\alpha = 0.82$, indicating good internal consistency and acceptable reliability for data collection.

Data Collection Procedure

Data were collected through offline and online questionnaire distribution to Grade V elementary school teachers in Sawan District, Bali. Before data collection, participants were informed about the objectives of the study, the confidentiality of responses, and procedures for completing the questionnaires. Teachers voluntarily participated in the study and completed the questionnaires within the predetermined time frame. The data collection process focused on identifying the implementation of civic disposition, the integration of FLD dimensions in PKn learning, instructional challenges, and teachers' needs for future-oriented civic learning practices.

Data Analysis

Quantitative data obtained from the Likert-scale questionnaires were analyzed using descriptive statistics, including frequencies, percentages, and mean scores to describe the implementation of civic disposition and FLD dimensions in elementary Citizenship Education. The results were then categorized into low, moderate, and high levels to facilitate data interpretation. Qualitative data derived from open-ended responses were analyzed using interactive analysis techniques consisting of data reduction, data display, and conclusion drawing. This analysis aimed to provide a deeper understanding of teachers' perceptions, instructional challenges, and the need for FLD-based civic learning in strengthening students' civic disposition at the elementary level.

Mean scores were interpreted using equal interval classification based on the five-point Likert scale. The interval width was calculated by dividing the range of scores (5 − 1) by the number of categories (5), resulting in an interval of 0.80. Accordingly, mean scores were classified as follows: 1.00–1.80 = Very Low, 1.81–2.60 = Low, 2.61–3.40 = Moderate, 3.41–4.20 = High, and 4.21–5.00 = Very High (Sugiyono, 2020).

RESULT AND DISCUSSION

Implementation of Civic Disposition in Elementary Citizenship Education

The implementation of civic disposition in elementary Citizenship Education (PKn) is recognized as a fundamental component in developing students' citizenship character and preparing them to participate responsibly in democratic and multicultural societies. In this study, civic disposition refers to students' attitudes, values, and behavioral tendencies related to responsibility, democratic participation, tolerance, discipline, respect for diversity, and social awareness. These dimensions align with the

attitudes and values domain emphasized in the OECD Learning Framework 2030 and support the development of transformative competencies through participatory and value-oriented learning experiences. Teachers' perceptions regarding the implementation of civic disposition in PKn learning are presented in Table 1.

Table 1. Distribution of Responses on the Implementation of Civic Disposition in Elementary Citizenship Education

No.	Statement	STS (%)	TS (%)	RR (%)	S (%)	SS (%)	Mean	Category
1	I integrate civic values in daily learning	0	0	0	20	80	4.80	Very High
2	I guide students to show responsibility during learning	0	0	0	10	90	4.90	Very High
3	I give students opportunities to express opinions democratically	0	0	0	10	90	4.90	Very High
4	I habituate students to respect different opinions during discussions	0	0	0	10	90	4.90	Very High
5	I implement learning that encourages social care	0	0	0	13	87	4.87	Very High
6	I guide students to be disciplined and obey school rules	0	0	0	10	90	4.90	Very High
7	I instill tolerance and mutual respect through PKn learning	0	0	0	13	87	4.87	Very High
8	I believe strengthening civic disposition is important from elementary school	0	0	0	43	57	4.57	Very High

The findings indicate that the implementation of civic disposition in elementary PKn learning is categorized as very high across all indicators. The highest mean scores were identified in teachers' efforts to guide students' responsibility, democratic participation, discipline, and respect for differing opinions (M = 4.90). These findings suggest that teachers have attempted to integrate civic values into classroom interaction and daily learning practices. The high level of agreement regarding democratic participation and tolerance also reflects the implementation of student-centered learning environments that support collaboration and social interaction. Such practices are aligned with the principles of Future Learning Design (FLD), particularly student agency, collaboration, and social responsibility, which are important foundations for strengthening students' citizenship character (Sari, 2016; Zalmi & Montessori, 2022).

In addition, the findings demonstrate that PKn learning has increasingly emphasized participatory civic experiences through discussion activities, collaborative learning, and social interaction within classroom contexts. Teachers reported that students are frequently encouraged to express opinions, participate in group discussions, and respect diverse perspectives during learning activities. These practices support the development of civic competencies, especially democratic attitudes and interpersonal responsibility, which are essential dimensions of 21st-century citizenship education (Jónsson & Rodriguez, 2021). The integration of civic values into daily classroom routines reflects an effort to strengthen students' moral awareness and social behavior through continuous habituation processes.

Despite these highly positive findings, qualitative responses from teachers reveal that the implementation of civic disposition is more dominant at the behavioral and instructional levels than at the reflective and transformative levels. Several teachers reported that students still demonstrate inconsistent discipline, fluctuating responsibility, and limited social awareness outside formal classroom activities. These findings indicate that civic values are often introduced through classroom habituation and teacher guidance but have not yet been fully internalized through authentic civic experiences and reflective learning processes. Similar findings were reported by Hidayah & Sujastika (2024), who argued that reflective civic learning is essential for encouraging students to connect civic values with real-life

social situations and responsible decision-making.

The findings further suggest that strengthening civic disposition cannot rely solely on classroom instruction but requires broader ecological support from schools, families, communities, and students' digital environments. Teachers identified peer influence, social media exposure, and inconsistent parental support as external factors affecting students' civic behavior and social responsibility. This condition reinforces the importance of implementing Future Learning Design more comprehensively through contextual problem-solving, reflective learning, authentic social participation, and collaborative learning experiences that encourage deeper internalization of civic values. Therefore, civic disposition strengthening should not only focus on behavioral compliance but also on developing reflective, participatory, and socially responsible citizens capable of responding to future democratic and digital challenges.

Learning Approaches Used in Citizenship Education (PKn) Instruction

Learning approaches used in PKn instruction reflect the extent to which classroom practices have adopted the principles of Future Learning Design (FLD), particularly student agency, collaboration, contextual learning, critical thinking, and reflective engagement. In the context of the OECD Learning Framework 2030, these dimensions are closely associated with the development of transformative competencies and future-oriented citizenship skills that encourage students to participate actively and responsibly in democratic and multicultural societies. Therefore, the analysis of learning approaches becomes important to examine whether PKn instruction has shifted from teacher-centered and compliance-oriented practices toward more participatory, contextual, and student-centered civic learning environments. The distribution of responses in Table 2 illustrates teachers' perceptions regarding the implementation of future-oriented learning practices in PKn instruction.

Table 2. Distribution of Responses on Learning Approaches Used in PKn Instruction

No.	Statement	STS (%)	TS (%)	RR (%)	S (%)	SS (%)	Mean	Category
1	I apply learning activities that train cooperation and teamwork	0	0	3	17	80	4.77	Very High
2	I relate PKn material to real-life problems faced by students	0	0	0	23	77	4.74	Very High
3	I use learning activities that encourage critical thinking on civic issues	0	0	0	57	43	4.43	High
4	I use student-centered learning activities	0	0	0	33	67	4.67	Very High
5	I provide learning activities that train communication and collaboration skills	0	0	0	37	63	4.63	Very High
6	I use learning models that encourage students to solve social problems actively	0	0	0	50	50	4.50	High
7	I provide reflection activities after learning	0	0	0	43	57	4.57	Very High

The findings indicate that PKn instruction has gradually adopted more participatory and contextual learning approaches aligned with the principles of Future Learning Design. The highest mean scores are identified in collaborative learning activities and the integration of real-life social problems into classroom instruction, indicating that teachers have attempted to create authentic learning experiences connected to students' social environments. These practices support the development of student agency, communication skills, and collaborative competencies, which are considered essential dimensions of 21st-century citizenship learning (OECD, 2020). The high implementation of student-centered learning activities further demonstrates that teachers increasingly position students as active participants rather than passive recipients of information.

In addition, the integration of contextual civic issues into learning activities suggests that PKn instruction has begun to move beyond textbook-oriented approaches toward more meaningful and socially relevant civic learning experiences. This finding aligns with previous studies emphasizing that contextual and collaborative learning environments can strengthen civic participation, social awareness, and democratic attitudes among students (Dumulescu et al., 2021; Gachago et al., 2024). Through collaborative discussion and problem-solving activities, students are encouraged to express opinions, negotiate ideas, and engage in democratic interaction within classroom settings. Such practices contribute to strengthening civic disposition, particularly regarding responsibility, tolerance, and participatory citizenship.

However, the findings also revealed that higher-order dimensions of FLD, particularly critical thinking and reflective learning, remain less dominant despite still being categorized at a high level. Teachers' open-ended responses indicate that reflective activities are often conducted briefly at the end of learning sessions and have not yet functioned as structured reflective inquiry processes. Similarly, critical thinking activities tend to focus on answering contextual questions rather than encouraging deeper analysis of social realities and civic dilemmas. This condition suggests that PKn instruction continues to emphasize participatory engagement and behavioral habituation more strongly than transformative civic learning experiences that foster reflective decision-making and critical civic awareness (Zulfikar et al., 2025).

The findings further indicated that the implementation of FLD in PKn instruction remains transitional rather than fully transformative. Although collaboration, communication, and contextual learning have been relatively well integrated, reflective inquiry and authentic civic problem-solving have not yet become central components of classroom practice. Several teachers also reported challenges related to limited instructional time, varying student participation, and insufficient pedagogical support for implementing reflective and inquiry-based learning strategies. These conditions demonstrate that strengthening civic disposition requires more comprehensive pedagogical support, including structured FLD-based instructional models, reflective learning strategies, and authentic social engagement activities that enable students to meaningfully internalize civic values in real-life social and digital contexts.

Integration of Technology and Future Learning Design in PKn Learning

The integration of technology and Future Learning Design (FLD) in PKn learning reflects the extent to which future-oriented learning principles have been implemented to strengthen students' civic disposition and citizenship character. In this study, FLD refers to a learning approach aligned with the OECD Learning Framework 2030, emphasizing student agency, collaboration, reflective learning, critical thinking, and technology integration to support meaningful citizenship learning. In the context of elementary Citizenship Education, technology integration is not limited to the use of digital media but also includes students' ability to participate critically, responsibly, and ethically within digital environments. Therefore, the analysis focuses on how teachers integrate digital learning media, reflective activities, and collaborative civic learning experiences into PKn instruction. The distribution of responses in Table 3 presents teachers' perceptions regarding the implementation of these dimensions in PKn learning.

Table 3. Distribution of Responses on the Integration of Technology and Future Learning Design in PKn Learning

No.	Statement	STS (%)	TS (%)	RR (%)	S (%)	SS (%)	Mean	Category
1	I use digital learning media in PKn instruction	0	0	6	50	44	4.16	High
2	I encourage students to participate responsibly in digital learning environments	0	2	8	48	42	4.02	High
3	I use technology to support collaboration and discussion	0	6	18	48	28	4.04	High
4	I provide reflective activities using digital platforms	0	8	20	46	26	3.90	Moderate
5	I guide students to demonstrate	0	2	12	54	32	4.16	High

	responsible digital behavior during learning

The findings indicate that technology integration in PKn learning has been implemented at a relatively high level, particularly in the use of digital learning media and the development of responsible digital behavior (Megasari et al., 2025). Teachers have increasingly utilized technology to support collaboration, classroom interaction, and access to civic learning resources. These practices reflect the principles of Future Learning Design, particularly collaboration, student participation, and the development of digital citizenship (Wen, 2025). However, reflective learning activities still show comparatively low implementation rates, suggesting that technology is often used primarily as instructional support rather than as a tool for deeper civic reflection and inquiry.

The findings further revealed that the implementation of FLD in PKn learning remains partially developed. Teachers reported challenges related to limited digital literacy, access to technology-based learning resources, and difficulties in designing reflective civic learning activities. Consequently, PKn learning still tends to focus on value transmission and classroom habituation rather than transformative civic learning experiences. Therefore, stronger pedagogical support and more contextual FLD-based learning designs are needed to integrate reflection, collaboration, and critical digital participation in strengthening students' civic disposition and citizenship character (Ghanizadeh, 2026).

Teachers' Perceptions of Students' Civic Character

Teachers' perceptions of students' civic character provide important insights into the current condition of civic disposition development at the elementary level. In this study, civic character refers to students' responsibility, discipline, tolerance, cooperation, social awareness, and democratic attitudes in daily school activities. These dimensions are closely associated with the attitudes and values domain emphasized in the OECD Learning Framework 2030 and represent important outcomes of the strengthening of civic disposition through Citizenship Education (PKn). Teachers' responses indicate that although civic values have been introduced consistently in classroom learning, students' internalization and application of these values in daily behavior remain varied. The distribution of responses is presented in Table 4.

Table 4. Distribution of Responses on Teachers' Perceptions of Students' Civic Character

No	Category	Percentage (%)
1	Very Good	15
2	Good	46
3	Fair	28
4	Poor	11

The findings demonstrate that students' civic character is generally perceived at a positive but still developing level, as reflected by the dominance of the "Good" category (46%), followed by "Fair" (28%). Only a limited proportion of students were categorized as "Very Good," indicating that the strengthening of civic disposition has not yet been fully internalized in students' daily social behavior. Teachers reported that students generally demonstrate positive attitudes such as cooperation, respect for peers, and participation in classroom activities. However, aspects related to discipline, responsibility, and consistency in practicing civic values outside classroom situations still require improvement. These findings suggest that PKn learning has succeeded in introducing the civic values conceptually and behaviorally, although the transformation of these values into sustainable civic behavior remains limited.

From the perspective of Future Learning Design (FLD), the findings indicated that PKn learning has gradually adopted participatory and student-centered approaches, particularly through collaboration and classroom interaction. Nevertheless, reflective learning and authentic civic engagement activities have not yet been implemented optimally. Students still have limited opportunities to critically analyze social issues, reflect on civic experiences, and participate in contextual problem-solving activities that strengthen civic awareness and democratic responsibility. Reflective learning is considered important because it helps students connect civic concepts with real-life social experiences and develop responsible decision-making skills (Wardani et al., 2025). Therefore, strengthening civic disposition requires more

meaningful, contextual civic learning experiences that encourage deeper internalization of values.

Teachers further explained that students' civic character is also influenced by external factors, including peer interactions, social media exposure, and variations in family support. Limited parental supervision and inconsistent role modeling outside school environments were reported to affect students' discipline, empathy, and social responsibility. These findings indicate that strengthening civic disposition cannot rely solely on classroom instruction but requires broader collaboration among schools, families, and communities (Hilton & Pellegrino, 2012). In this context, Future Learning Design becomes increasingly relevant because it supports the integration of collaboration, reflection, contextual learning, and technology-supported civic experiences to prepare students as responsible and participatory citizens in contemporary society.

Teachers' Needs for Future Learning Design-Based Civic Learning

Teachers' needs for Future Learning Design (FLD)-based civic learning were examined to identify the extent to which future-oriented, innovative, and transformative learning approaches are required to strengthen students' civic disposition in elementary Citizenship Education (PKn). In this study, FLD refers to a learning approach aligned with the OECD Learning Framework 2030, emphasizing student agency, collaboration, reflection, transformative competencies, and the integration of technology into meaningful learning experiences. The analysis focuses on teachers' perceptions regarding the urgency of innovative instructional strategies, the availability of FLD-based learning tools, and the importance of strengthening civic disposition at the elementary level. The distribution of responses is presented in Table 5.

Table 5. Distribution of Responses on Teachers' Needs for Future Learning Design-Based Civic Learning

No.	Statement	STS (%)	TS (%)	RR (%)	S (%)	SS (%)	Mean	Category
1	I need innovative learning strategies	0	0	4	46	50	4.46	Very High
2	I need FLD-based learning tools	0	2	6	48	44	4.34	High
3	Civic disposition is important in elementary school	0	0	2	43	55	4.53	Very High

The findings demonstrate a very high level of agreement regarding the necessity of Future Learning Design-based civic learning in elementary education. Teachers strongly recognize that strengthening civic disposition should become a central component of PKn learning, not merely as moral habituation but as a transformative process that prepares students to participate responsibly in democratic and digital societies. The high level of agreement on innovative learning strategies, critical thinking activities, and technology integration indicates growing awareness that conventional, cognitively oriented instruction is no longer sufficient to address the social and technological challenges faced by students in the twenty-first century. These findings also align with the OECD Learning Framework 2030, particularly regarding student agency, transformative competencies, collaboration, and reflective learning.

Despite this strong recognition, the findings revealed a significant gap between teachers' expectations and their practical readiness to implement FLD-based civic learning (White et al., 2023). Although teachers acknowledge the importance of reflective, student-centered, and technology-supported learning, many still experience limitations in pedagogical competence, digital literacy, and access to practical instructional models (Rajaram, 2023). The relatively low proportion of strong-agreement responses regarding professional training and reflective learning activities suggests that the implementation of FLD remains partially conceptual rather than fully operational in classroom practice. This condition indicates that civic learning continues to rely predominantly on value transmission and classroom habituation, while reflective inquiry, authentic civic engagement, and transformative learning experiences have yet to be systematically integrated into PKn instruction.

These findings highlight the urgent need for systematic and sustainable support systems to facilitate the implementation of Future Learning Design in elementary citizenship education. Professional development programs, practical FLD-based instructional tools, and institutional support are required to strengthen teachers' pedagogical readiness and capacity to design meaningful civic learning experiences. More importantly, the integration of FLD should not be understood merely as technological innovation, but

as a transformative pedagogical approach that combines reflection, collaboration, contextual problem-solving, and student agency to strengthen students' civic disposition and citizenship character in increasingly complex social and digital environments.

Constraints in Strengthening Civic Disposition

Constraints in strengthening civic disposition were examined to identify the dominant factors influencing the effectiveness of Citizenship Education (PKn) in developing students' citizenship character at the elementary level. In this study, the constraints include behavioral, environmental, pedagogical, and institutional aspects that potentially hinder the implementation of Future Learning Design (FLD) in PKn learning. These challenges are closely related to the development of student agency, reflective learning, collaboration, and digital citizenship competencies emphasized in the OECD Learning Framework 2030. Table 6 presents the distribution of teachers' responses regarding the major constraints encountered in strengthening civic disposition in elementary classrooms.

Table 6. Distribution of Responses on Constraints in Strengthening Civic Disposition

No	Constraint	Percentage (%)
1	Low student discipline	30
2	Environmental influence	25
3	Lack of parental support	18
4	Limited teaching methods	15
5	Limited facilities	12

The findings indicate that low student discipline and environmental influence represent the most dominant constraints in strengthening civic disposition. Teachers reported that many students still exhibit inconsistent responsibility, limited compliance with rules, and fluctuating social awareness despite the integration of civic values into PKn learning (Patras et al., 2025). In addition, social media exposure, peer interaction, and limited parental supervision were perceived as external factors affecting students' civic behavior and digital citizenship awareness. These findings suggest that the development of civic disposition cannot rely solely on classroom instruction but requires broader reinforcement from schools, families, and communities to support the internalization of civic values.

The findings further revealed that pedagogical and institutional limitations continue to affect the implementation of Future Learning Design in PKn instruction. Limited teaching methods, insufficient reflective learning activities, and restricted access to technology-supported learning resources indicate that innovative civic learning practices have not yet been fully optimized. From the perspective of the OECD Learning Framework 2030, these conditions may hinder the development of transformative competencies, particularly critical thinking, reflective decision-making, and student agency (Marifatun et al., 2025). Therefore, strengthening civic disposition requires professional development programs, FLD-based instructional models, and stronger school–family collaboration to support meaningful and future-oriented citizenship learning experiences.

Learning Approaches Used in PKn Instruction

Learning approaches used in PKn instruction reflect the extent to which classroom practices have implemented the principles of Future Learning Design (FLD), particularly student agency, collaboration, critical thinking, reflection, and contextual problem-solving. In the context of the OECD Learning Framework 2030, these approaches are closely associated with the development of transformative competencies and active citizenship skills required in 21st century learning environments. The distribution of responses in Table 7 presents the frequency of teachers' implementation of innovative learning practices in PKn instruction.

The findings indicated that PKn instruction has gradually shifted toward more participatory and contextual learning practices. The highest mean scores are observed in cooperation and teamwork activities (M = 4.77) and in contextual learning connected to real-life social issues (M = 4.74), demonstrating that teachers increasingly seek to create authentic and collaborative civic learning environments. These findings support the argument that student-centered and socially contextualized instruction contributes positively to the development of civic participation, communication skills, and

collaborative citizenship competencies (Suyato et al., 2024).

Table 7. Distribution of Responses on the Frequency of Innovative Learning in PKn Instruction

No	Category	Percentage (%)
1	Always	17
2	Often	61
3	Rarely	20
4	Never	2

Although most indicators fall within the "Very High" category, the dimension related to critical thinking on civic issues showed a comparatively lower mean score (M = 4.43). This finding suggests that PKn learning still tends to prioritize participation and behavioral engagement rather than deeper analytical inquiry and reflective civic reasoning. Reflective and critical learning processes are important components of transformative citizenship education because they encourage students to evaluate social realities, analyze information critically, and develop responsible decision-making skills within democratic contexts (Alam, 2022).

Based on the findings, schools and educational stakeholders are encouraged to provide professional development programs that support teachers in implementing Future Learning Design-based civic learning. The development of practical instructional tools, reflective learning activities, and technology-supported learning resources is also recommended to strengthen the implementation of FLD in Citizenship Education. Furthermore, stronger collaboration among schools, families, and communities is needed to support the development of students' civic disposition both inside and outside the classroom. Future research is recommended to involve larger, more diverse samples, employ mixed-methods or experimental designs, and investigate the effectiveness of specific FLD-based interventions in enhancing students' civic disposition and citizenship character across different educational settings.

CONCLUSION

This study aimed to analyze the need for strengthening civic disposition through Future Learning Design (FLD) in elementary Citizenship Education. The findings show that civic disposition has generally been implemented well in PKn (Citizen Education) learning, particularly through the integration of responsibility, tolerance, democratic participation, and respect for diversity into classroom practices. Furthermore, FLD dimensions such as student-centered learning, collaboration, and contextual problem-solving have been integrated to a relatively great extent. However, the implementation of reflective learning, critical thinking activities, and technology-supported civic learning remains limited and requires further development. The study also identified several challenges in strengthening civic disposition, including low student discipline, environmental influences, limited parental support, restricted instructional methods, and inadequate learning facilities. In response to these challenges, teachers expressed a strong need for innovative instructional strategies, FLD-based learning tools, and professional development opportunities to support future-oriented civic learning.

The findings suggest that Future Learning Design provides a relevant framework for strengthening civic disposition through contextual, participatory, reflective, and technology-supported learning experiences. Nevertheless, this study is limited by its descriptive design, localized sample, and reliance on self-reported data, which may restrict the generalizability of the findings. Future studies are recommended to involve broader educational contexts, employ mixed-method approaches, and examine the effectiveness of specific FLD-based interventions in enhancing students' civic character and civic disposition.

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