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ROLE EDUCATION CITIZENSHIP IN IMPLANTING MARK-MARK PANCASILA AND NORM SOCIAL IN SCHOOL BASE

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Abstract

Education Citizenship (Civics) play role crucial in to plant values Pancasila and norm social in circles student school base. This study aiming for explore how civics can contribute in formation character and behavior positive student. Method which used in study this is study literature or study literature by means of reviewing by collecting library data, or research through various means source information literature, like book, journal scientific, newspaper, magazine. Results study show that implementation education citizenship in school base not only teach knowledge about Pancasila, but also facilitate students in understanding and apply these values in everyday life. Values such as mutual cooperation work together, tolerance, and justice become an integral part of students' social interactions, which has a positive impact to environment school and public. Pancasila as the basis of the state is not just a symbol, but also reflects the character and identity of the Indonesian nation which is rich in diversity. Therefore That, planting values Pancasila since early through education citizenship very much important for to form generation which own awareness will right and obligations as inhabitant country. This study conclude that education effective citizenship can form a young generation that is aware of their rights and obligations as inhabitant country, at a time strengthen cohesion social in public. By because that, required ongoing efforts to improve the quality of the PKn curriculum and the competence of educators in convey this material.

Keywords : Education citizenship, mark Pancasila, norm social, school base, formation character

Introduction

Education Citizenship (Civics) is wrong one eye lesson which very important in education system in Indonesia. In the context of basic education, PKn functions as a foundation for students to understand and internalize Pancasila values and social norms that applies in society. Pancasila as the basis of the state is not just a symbol, but also reflects the character and identity of the Indonesian nation which is rich in diversity. Therefore that, planting values Pancasila since early through education citizenship very much important for to form generation which own awareness will right and obligations as inhabitant country. In elementary school, children are at a critical phase of development, where they begin to form understanding about self they and environment social in around they. Civics provide opportunities for students to learn about the basic concepts of citizenship, such as democracy, human rights, and social responsibility. In addition, this education also teaches moral and ethical values that every individual must have in interacting with others. Thus, citizenship education is expected to encourage student For become inhabitant country the active one, responsible answer, and sensitive to issues social. However, there are still many challenges in implementing PKn in elementary schools. Lack of understanding Teacher about method teaching Which effective, as well as limitations source Power And material relevant teaching, often hinders this educational goal. Therefore, it is important to conduct further research on the role of PKn in instilling Pancasila values and norm social in circles student. This study aiming for explore How education citizenship can optimized for to form character student and increase awareness they as a citizen country the good one. Through this research, it is hoped that effective strategies can be found in teaching civics. which not only emphasizes the cognitive aspects, but

also the affective and psychomotor aspects of students. Thus, the results of this study can contribute to curriculum development. Civics which is better and more relevant to the needs of the community at the moment.

Research Methodology

This type of research is a literature review or library research. Library research or Literature review is a research conducted by reviewing and collecting data. data library, or his research through various source information literature, like book, journalscientific, newspapers, magazines (Wulandari, 2020).

Result & Discussion

Role Education Citizenship

Role can be defined as the dynamic aspect of a position. When a person carries out his duties, rights and obligations in accordance with his position, then he has carried out a role. (Orenstein et et al., 1984), Role that is covering norm which connected with position or place; role is a draft regarding what which can done by individual in life in society; roles can also be said to be individual behavior that is important for the structure of society. social life; role is a behavioral concept somebody or a group to arranging the regulations implemented in social and state life; role it is also not separated from existence his position. (Abdulatif & Dewi, 2021). The new paradigm of citizenship education is oriented towards the formation of a civil society (civil society), by empowering citizens through the education process, so that they are able to play a role as well as in a way active in system government country which democratic (Setiawan, 2014). Citizenship in Latin is *civis*, then from the word *civis* in English arises say *civic*. It means about inhabitant country or citizenship. From say *civic*, born say *civics*, *civics* and *civic education* or citizenship education. (Izma & Kesuma, 2019). Civic Education as an education that aims to help students to become a politically mature citizen and participate in building a political system democratic. Civic Education is one of the educational concepts that functions for to form generation young as inhabitant country which have character. relatedness civic education towards character development has dimensions that are not bias released from aspect character building and morality public inhabitant country. Education citizenship in a way general aim for to build man indonesia so that capable build for the sake of realize society the pancasila should built often called as society socialist – religious (religious).

This matter in line with objective education national according to chapter 3 act no 20 year 2003 about national education system which reads: "Objective education national that is to make smart life nation and develop man indonesia in its entirety, that is man which believe and pious to lord which god and well-mannered character sublime, own knowledge and skills, health physical and spiritual, personality which excellent and independent and taste not quite enough social responsibility" (Orenstein et et al., 1984). In general more specific can explained also that education citizenship play a role as :

- a) Develop and to preserve moral pancasila in a way dynamic and open, means that mark and the morals that are developed are able to answer the challenges of development that occur in public, without identity as the lost indonesian nation
- b) Developing and fostering a whole indonesian human being who is politically and constitutionally aware country republic indonesia is based on Pancasila and the law base 1945
- c) Building understanding and awareness and to connection between inhabitant country with same citizens and preliminary education to defend the country so that they know and are able to carry it out with both rights and obligations as citizens country.

In teaching citizenship education, there are certainly differences in the way of teaching. Other education, this is because the way of teaching citizenship education tends to be difficult to get the accuracy of other exact science teaching methods such as science. (Humaeroh & Goddess, 2021). Citizenship itself is political education and general education which provides a path out to work between school with family, between Teacher with people old to create meaningful education and have the aim of advancing and educating citizen so that have the appropriate character values Pancasila.

Instilling Pancasila Values and Social Norms in Civic Education

Education Citizenship (Civics) own role important in to form character And identity student as inhabitant country. In Indonesia, values Pancasila and norm social is two element fundamental which must implanted to generation young. pancasila as base country no only functioning as guidelines in nation and state, but also reflect norms social which applicable in public. By because that, education citizenship must capable integrate second aspect this for create individual which responsible answer, tolerant, and care about the environment social. Instilling Pancasila values and social norms aims to build national character strong, understanding the importance

of social norms in community life including attitudes respect each other, work together, and maintain harmony between citizens, foster a sense of love land water and awareness to contribute in national development. As for a number of strategy planting Pancasila values and norm social, that is :

1. Values Pancasila and norm social must integrated to in every eye lesson, no only in PKn. For example, in history lessons, students can learn about the struggle for heroes who practice the values of Pancasila
2. Using learning methods that involve active student participation, such as discussions, debates, and group projects. This can help students understand and apply values Pancasila and norms social in situation real
3. Holding practical activities such as social service, community service, or environmental activities can become means to plant Pancasila values and norms social.
4. Teachers must be role models in implementing Pancasila values and social norms. Attitudes and teacher behavior that reflects these values will have a positive impact on student.
5. Utilise media learning like film, book, and article which lift themePancasila and norms social.

In planting values Pancasila and norm social of course own a number of challengelike:

1. Environment social which negative can influence attitude and behavior student.
2. The disadvantages awareness student about importance values Pancasila and norm social inlife daily.
3. Limited educational resources, both in terms of teaching materials and teacher training.

Embedding values Pancasila and norm social in education citizenship is crucial step for to form generation the successor who quality. With the right strategy, like integration curriculum, method learning participatory, and example from teacher, expected studentcan understand and practice values the in life daily. Althoughthere is challenge which must faced, effort together from all party that is, school, person old,and public, very required for create inhabitant country which responsible answer andcare towards his social environment for the progress of the nation Indonesia.

Conclusion

Civic Education (PKn) plays a very important role in instilling Pancasila values and social norms in elementary schools. Through this education, students not only taught about right and obligation as inhabitant country, but also given understandingin depth regarding the noble values contained in pancasila as the basis of the state. The values these values, such as justice, unity, and tolerance, form the foundation for character formation. which good for children. Effective implementation of PKn in elementary schools can be done through various methods, such as learning active, integration with eye lesson other, as well as activity practical Which involving student in context social. Involvement person old and public also very required for create environment which support implementation values pancasila and norm social. Despite challenges, such as environmental impacts and lack of resources, efforts are being made. Consistency from educators, government, and society can produce a generation that is not only understand values Pancasila but also practice it in life daily. With thus, education citizenship play a role strategic in build character nation and create a harmonious, just and peaceful society civilized.

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