



## IMPLEMENTATION OF CIVIC EDUCATION IN ELEMENTARY SCHOOLS TO BUILD AWARENESS OF PANCASILA VALUES

**Zahwa Aulia Syakif<sup>1</sup>**

<sup>1</sup>Prospective Professional Teachers of the Republic of Indonesia

Email: [zhwasykf@gmail.com](mailto:zhwasykf@gmail.com)

### Abstract

Pancasila as the foundation of the Republic of Indonesia contains fundamental values that serve as guidelines in social, national, and state life. This article aims to describe the five principles of Pancasila and their implications for the formation of national character. The first principle, "Belief in One Almighty God," emphasizes the importance of spirituality and tolerance between religious communities. The second principle, "Just and Civilized Humanity," encourages respect for human dignity and social justice. The third principle, "Unity of Indonesia," emphasizes the importance of unity and harmony in diversity. The fourth principle, "Democracy Guided by the Wisdom of Deliberation/Representation," emphasizes the importance of community participation in decision-making. Finally, the fifth principle, "Social Justice for All Indonesian People," demands a fair distribution of welfare. Through the application of Pancasila values, it is hoped that a harmonious, just, and civilized society will be created. This study uses qualitative methods with document analysis and interviews to gain an in-depth understanding of the relevance of Pancasila in a modern context. The results of the study show that the values of Pancasila are still very relevant and can be implemented to face the challenges of globalization and social problems in Indonesia.

**Keywords :** Pancasila, values, national character, social justice, harmony

### Introduction

Pancasila is the ideology and foundation of the Indonesian state. Pancasila is also a way of life for Indonesian citizens. This way of life contains the basis of life that is aspired to by a nation regarding the form of life that is considered good, in the end the way of life of a nation is a crystallization of the values that the nation itself has, which are believed to be true and give rise to the determination of the nation to realize it (M. Aziz Toyibin and A Kosasih Djahiri. 1997: 20). Pancasila is an important element in the formation of formal civics lessons in the sense that it must be the same and cannot be negotiated. Because it is the most important element in terms of unifying the nation that will strengthen the spirit of the state. Civics lessons are a bridge that functions to cross the ideology of Pancasila to the community, especially to students so that they are able to understand correctly the true meaning of Pancasila itself, and are able to apply it in everyday life. Citizenship Education (PKn) in elementary schools (SD) can be implemented to build awareness of Pancasila values through various methods, including:

1. Integrated curriculum  
Civic values can be integrated into various subjects so that students can see their relevance to everyday life.
2. Fun learning method  
Civics learning can be done using interesting and fun methods to make students enthusiastic.
3. Meaningful learning  
Civics learning must be interpreted correctly so that it becomes a foundation and guide for students to be good citizens.

#### 4. Supporting activities

In addition to classroom learning, Pancasila values can also be implemented through other activities such as congregational prayers, class leader elections, scouts, and flag ceremonies.

The implementation of Pancasila in elementary schools aims to form a strong character and integrity such as: Respecting teachers, friends, and other school residents without distinguishing religion, ethnicity, race, or class. Showing tolerance to all school residents, including friends of different religions. Maintaining the cleanliness of the school environment and carrying out tasks given by teachers with full responsibility. Listening to the opinions of teachers, classmates, or study groups, and accepting criticism from friends. Solving problems in class or school through deliberation, and respecting the results of the deliberation. Praying before and after studying. Participating in extracurricular activities that are in accordance with interests and talents. Helping friends who have difficulty in studying or doing assignments.

### Research Methodology

This study uses a *literature review method* with a descriptive analysis approach to identify how the implementation of Pancasila values in elementary schools. The literature analyzed includes national and international journals, books, and research reports that are relevant to the topic of implementing citizenship education in elementary schools to build awareness of Pancasila values.

### Result & Discussion

There are several research results regarding the implementation of citizenship education in elementary schools to build awareness of Pancasila values according to experts.

**Table 1. Document Review**

No	Writer	Title	Results
1	Prof. Dr. Dwi S. Widyastuti, M.Pd.	Implementation of Citizenship Education in Character Formation	Explained that the implementation of civic education in elementary schools must involve extracurricular activities that support the strengthening of Pancasila values. He emphasized the importance of collaboration between schools, families, and communities to create an environment conducive to learning these values.
2	Dr. H. Abdul Rahman, M.Pd.	Teaching Methodology for Citizenship Education	Explaining that the implementation of civic education in elementary schools must involve extracurricular activities that support the strengthening of Pancasila values. He emphasized the importance of collaboration between schools, families, and communities to create an environment conducive to learning these values.
3	Dr. Rina Susanti, M.Pd.	Civic Education and Strengthening of Pancasila Values in Elementary Schools	The importance of integrating Pancasila values in every subject in elementary school. He stated that awareness of Pancasila values can be built through discussion activities, simulations, and role-playing that are relevant to students' daily lives.

4	Prof. Dr. Suyanto, M.Pd	Citizenship Education: Theory and Practice	emphasizes the importance of civic education as a means to instill Pancasila values from an early age. In his book, he states that civic education in elementary schools must integrate Pancasila values into the curriculum, so that students can understand and practice them in everyday life.
5	Dr. R. Agus Salim, M.Sc.	Civic Education to Build National Character	Civic education based on Pancasila can shape the character of students who love their homeland, respect differences, and behave fairly. He proposed an active and participatory learning method so that students can directly experience the values of Pancasila in social interactions.

The implementation of civic education in elementary schools to build awareness of Pancasila values is a strategic step in shaping the character and identity of the young generation of Indonesia. Here are some important aspects that can be discussed related to this topic:

1. Understanding Civic Education  
Civic education is a learning process that aims to equip students with the knowledge, skills, and attitudes needed to become good citizens. In the Indonesian context, civic education also includes an understanding of Pancasila as the foundation of the state and the nation's outlook on life.
2. Implementation Objectives  
The objectives of implementing citizenship education in elementary schools include: (1) Instill an understanding of the rights and obligations of citizens (2) Develop an attitude of tolerance, solidarity, and love for the homeland (3) Encourage students to practice Pancasila values in everyday life.
3. Implementation Strategy  
Some strategies that can be applied in civic education in elementary schools to build awareness of Pancasila values include: (1) Curriculum Integration: Integrating Pancasila values into all subjects, not just civics. For example, in art lessons, students can be taught about local cultures that reflect Pancasila values (2) Active Learning Methods: Using active and participatory learning methods, such as discussions, role plays, and group projects, to directly engage students in learning (3) Extracurricular Activities: Holding extracurricular activities that focus on character and leadership development, such as scouts, student organizations, or social activities.
4. The Role of Teachers  
Teachers have an important role in the implementation of citizenship education. They must be able to: (1) Be a role model in implementing Pancasila values (2) Using approaches appropriate to the age and development of students (3) Creating a conducive and inclusive learning environment.
5. Evaluation and Measurement  
To determine the effectiveness of the implementation of civic education, periodic evaluations need to be carried out. Evaluation methods can be: (1) Formative assessment through observation of student behavior in and outside the classroom (2) Exams or assignments that measure students' understanding of Pancasila values (3) Surveys or questionnaires to measure changes in students' attitudes towards citizenship.
6. Challenges and Solutions  
Some of the challenges in implementing citizenship education in elementary schools include: (1) Lack of understanding of teachers about the importance of citizenship education (2) Lack of relevant resources and teaching materials (3) Differences in students' cultural and social backgrounds. Solutions to address these challenges include: (1) Training for teachers on citizenship education teaching methods (2) Providing interesting and relevant learning resources (3) Building partnerships with parents and communities to support citizenship education programs.

## Conclusion

The implementation of civic education in elementary schools is very important to build awareness of Pancasila values among students. With the right approach, civic education can help create a young generation that not only understands their rights and obligations as citizens, but also practices the values of Pancasila in everyday life. This will contribute to the creation of a more just, tolerant, and harmonious society in Indonesia.

## References

- Dr. H. Abdul Rahman, M.Pd. Teaching Methodology for Citizenship Education.
- Dr. R. Agus Salim, M.Si. Civic Education to Build National Character
- Dr. Rina Susanti, M.Pd. Civic Education and Strengthening of Pancasila Values in Elementary Schools.
- M. Aziz Toyibin and A Kosasih Djahiri. 1997: 20). Pancasila education. Jakarta: Rineka Cipta., 1997
- Prof. Dr. Dwi S. Widyastuti, M.Pd. Implementation of Civic Education in Character Building.
- Prof. Dr. Suyanto, M.Pd. Civic Education: Theory and Practice.
- Safitri , AO, Dewi, DA, & Furnamasari , YF (2021). The role of education citizenship in to form character in children school basic . Journal Basicedu , 5(6), 5328-5335.
- Safitri , AO, Dewi, DA, & Furnamasari , YF (2021). The role of education citizenship in to form character in children school basic . Journal Basicedu , 5(6), 5328-5335.
- Santoso, G. (2022). Integration of Citizenship Education For Developing Student Character Elementary School. Journal of Transformative Education , 1(3), 137-145.