



CITIZENSHIP EDUCATION IN THE IMPLEMENTATION OF PANCASILA VALUES FOR ELEMENTARY SCHOOL STUDENTS

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Abstract

Civic education has a very important role and function in instilling the values of the Pancasila ideology. The problems faced lately are the fading practice and lack of knowledge about Pancasila among some Indonesian citizens. Indications of the fading knowledge and practice of Pancasila among citizens include the fact that citizens are still found not to have memorized the Pancasila principles, the fading sense of national unity and unity and the decreasing attitude of love for the homeland and the occurrence of moral degradation in society. The Pancasila ideology has core values of humanity and individuality which are certainly the basis of the concept of global citizens. This is certainly generally in line with the objectives of civic education. Theoretically, this study aims to analyze and clarify the extent of the role of civic education subjects in the practice of Pancasila values among elementary school students. The method used in this study is literature study. This study uses a qualitative approach with a literature study research method. Literature study is a method used to collect data or sources related to the topic raised in a study. It can be concluded that civic education has an important role for elementary school children in instilling Pancasila values to be applied in the learning process.

Keywords : Citizenship, Pancasila Values, Implementation, Elementary School

Introduction

Pancasila is the ideological pillar of the Indonesian state. This name consists of two words from Sanskrit: "pañca" means five and "śīla" means principle or foundation. Pancasila is a formulation and guideline for national and state life for all Indonesian people (Widiuseno, 2014). The following are the five main ideologies that make up Pancasila, namely the 5 principles of Pancasila, which are listed in the 4th paragraph of the Preamble to the 1945 Constitution: belief in one God, just and civilized humanity, unity of Indonesia, democracy led by the wisdom of deliberation and representation, social justice for all Indonesian people. In an effort to improve the motto, education is an important factor in strengthening the character of the Indonesian nation, especially in the younger generation (Adha & Susanto, 2020). Schools have an obligation to maintain and strengthen the nationalist values of their students in order to realize sustainable development in order to strengthen nationalism in schools (Nurharmi, nd). Sulianti (2018: 111) states that national education is education based on Pancasila and the 1945 Constitution which is rooted in religious values, culture, Pancasila values and responsive to the demands of changing times whose goal is to improve the quality of Indonesian people, both socially, spiritually, intellectually, and professionally in their scientific fields. In this case, Law Number 20 of 2003 concerning the National Education System in Article 3 states that National education functions to improve full capacity to develop and shape the character and civilization of a dignified nation within the framework of developing the nation's intellectual life, this aims to develop the potential of students to become people who believe and fear god almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To develop the potential of students and make them people who believe and fear god almighty, have noble morals, are

healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens, Indonesian education must not be separated from the teachings of Pancasila which is the foundation of education in Indonesia.

The problems faced lately are the fading practice and lack of knowledge about Pancasila among some Indonesian citizens. Indications of the fading knowledge and practice of Pancasila among citizens include the fact that citizens are still found not to have memorized the Pancasila principles, the fading sense of national unity and unity and the decreasing attitude of love for the homeland and the occurrence of moral degradation in society. The fading spirit of Pancasila in Indonesian citizens will threaten the integrity and survival of the nation, Indonesia could be divided and the situation could become chaotic. If this is not handled immediately, it will have a very serious impact on the Indonesian nation in the future. It is worth noting that currently there are also many students and young people who are morally damaged due to various factors that influence them, including the negative impacts of globalization, friends, increasingly sophisticated electronic media, drugs, alcohol, and other negative impacts. This situation is very concerning and requires special attention, because they are the next generation of the nation and they will continue the struggle of the older generation to uphold the Indonesian state. However, before they have the opportunity to participate in the development of this country, their morals and ethics are already damaged. Of course, if this country is built by an immoral generation, it will not develop. Therefore, improvements are needed so that the next generation has good morals and ethics. According to Efendi, Y., & Sa'diyah, H. (2020). In the life of the nation in Indonesia, Pancasila plays a role as a filter for technological developments. The development of science and technology in Indonesia must equip Pancasila with developments in the life of the Pancasila community, therefore in the implementation and development of ethics it is necessary to study various developments that occur in the life of the wider community. The way to overcome this problem is to instill and provide knowledge about Pancasila from an early age. Instilling Pancasila values from an early age will be more effective in shaping the character of the nation (Arriani, 2019). Based on Law Number 20 of 2003 concerning the National Education System, Article 2, namely National Education based on Pancasila and the 1945 Constitution of the Republic of Indonesia. This indicates the large role of educational institutions in instilling the noble values of Pancasila.

Based on the description of the problems above, the researcher argues that schools also have a very important role in shaping children's character. Activities carried out by children at school will also have an impact on the development of children's morals and personality. Education and practice of the nation's noble values contained in Pancasila are very important to be applied and accustomed to in children. The focus of the implementation of civic education is to instill insight and awareness in the state, attitudes and behaviors that love the homeland and are based on national culture, archipelago insight, and national resilience in the future successors of the nation who are studying and mastering science and technology, language and art. Pancasila values the application or instillation of the values of each Pancasila principle that must be taught so that individuals have attitudes and behaviors that are in accordance with the noble character of the nation and do not deviate from the Pancasila values that are in accordance with the principles in Pancasila. (Sianturi & Dewi, 2021). In theory, this study aims to analyze and find out the extent of the role of Civic Education subjects in implementing Pancasila values in elementary school children. In addition, this study also aims to provide information to the general public, especially elementary school teachers, so that they know that Civic Education is important and influential in shaping character in implementing Pancasila values in students. The implementation of Pancasila in elementary schools is a path of learning education (psychopedagogical development) because strengthening Pancasila values in schools is inseparable from learning activities that involve three aspects, namely cognitive, affective and psychomotor. (Triyanto, T., & Fadhillah, N. 2018). Pancasila is the ideological pillar of the Indonesian state. This name consists of two words from Sanskrit: "pañca" means five and "śīla" means principle or foundation. Pancasila is a formulation and guideline for national and state life for all Indonesian people (Widiuseno, 2014).

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Research Methodology

This study uses a qualitative approach with a literature study research method. Literature study is a method used to collect data or sources related to the topic raised in a study.

Result & Discussion

Conclusion

The implementation of Pancasila values in learning activities in schools is very important to implement. This is also in accordance with Law Number 20 of 2003, Article 2, namely National Education based on Pancasila and the Constitution. The strategy determined by teachers in implementing the values of the Pancasila principles in learning activities can be implemented by developing the learning methods used, activities during learning, and in the subject matter. The implementation of Pancasila values is also reflected in the daily relationships between school members, both between teachers and teachers, teachers and students, and students with other students. Implementing Pancasila values in schools does not seem difficult for teachers and students to do. This is in accordance with Kaelan (2010: 259) who stated that the subjective practice of Pancasila is the practice of Pancasila in each individual, especially in the moral aspect in relation to the life of the state and society. Civic Education in general aims to foster human Indonesia in order to be able to build in order to realize the Pancasila society that should be built is often referred to as a socialist-religious society. This is in line with the objectives of National Education according to Article 3 of Law No. 20 of 2003 concerning the National Education System which states: "The objectives of National Education are to educate the life of the nation and develop the whole Indonesian people, namely people who believe and are devoted to God Almighty and have noble character, have knowledge and skills, solid and independent physical and spiritual health and a sense of community responsibility" (Orenstein et al., 1984). Pancasila is the foundation of the Indonesian State, the guidelines of the Indonesian State consist of 5 principles which are essentially a philosophical system. Pancasila is the guideline of the Indonesian State which has very important values to be applied. The values contained in each principle of Pancasila are as follows.

1. Belief in the one and only god

The values contained in this first principle are that we as created humans are obliged to carry out its commands and stay away from its prohibitions.

2. Just and civilized humanity

This principle contains state values that must maintain the dignity and honor of humans as civilized beings (Handitya, B. 2019). The second principle of Pancasila contains the value of moral concepts and awareness of human behavior based on norms and culture towards oneself, towards fellow human beings, and towards the environment.

the unity of Indonesia

3. That the Unity of Indonesia

Is the Unity of the nation. The unity of the Indonesian nation is the symbol of the Indonesian State, namely "Bhinneka Tunggal Ika" which means different but still one. Unity is very important because without Unity Indonesia will not be well established. Therefore, Indonesia must remain united despite the differences in Religion, race, ethnicity, culture, etc. Basically, Indonesia cannot stand alone, so with unity with one another, there is togetherness to achieve goals. Unity is very important because if the Indonesian nation is divided, Indonesia will collapse because it loses the unity of other nations. So the Indonesian nation must maintain unity and unity to realize common goals.

4. Democracy led by wisdom in deliberation/representation

This principle explains about democracy, togetherness in decision making and handling, and mutual honesty.

5. Social Justice for All Indonesian People

The consequences of the values of justice that must be realized are: (1) distributive justice (the relationship of justice between the state and its citizens), (2) legal justice (justice between citizens and the state), and (3) commutative justice (a relationship of justice between one citizen and another).

The importance of Pancasila greatly influences the character of children, if children are taught how to group with peers it creates a sense of cooperation and unity. Each school has its own strategy in implementing and instilling the values of Pancasila in its school and to its students and also the strategy in implementing the values of Pancasila is used in addition to forming the character of the child is also done so that the child has a high sense of Nationalism for the Indonesian Nation (Yaumi, 2016). Influence on children's character, if children are taught how to group with peers it creates a sense of cooperation and unity. Each school has its own strategy in implementing and instilling Pancasila values in its school and to its students. and also the strategy in implementing Pancasila values in addition to being used to shape the character of the child is also done so that the child has a high sense of Nationalism for the Indonesian Nation (Yaumi, 2016). The obstacles experienced by schools in implementing Pancasila values are that if the child's environment at home or in the community is less supportive, it will be difficult to instill Pancasila values at school. Teachers have instilled Pancasila values at school, but if at home the child gets a bad example from the family environment or the child's residential environment, this will affect the success of instilling Pancasila values in children. This is in accordance with the opinion of Rita Eka et al. (2013: 16) who stated that one of the factors that can influence child development is parenting and affection from parents. How individuals are formed can be influenced by habits that occur in the home situation. Efforts made by schools to overcome these obstacles are through habituation at school, reminders at school, and coaching by the school.

Conclusion

It can be concluded that civic education has an important role for elementary school children in instilling Pancasila values to be applied in the learning process. Because in its learning, civic education teaches elementary school children to have moral and social values to always behave well, respect each other, be responsible, disciplined, independent, creative, polite, democratic and also have a high nationalist spirit. Through PKN education, elementary school students learn about the importance of Pancasila values to be applied.

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