



IMPLEMENTATION OF CITIZENSHIP VALUES IN THE ELEMENTARY EDUCATION CURRICULUM

Anggun Paramitha¹

¹Prospective Professional Teachers of the Republic of Indonesia

Email: 1anggunparamitha111@gmail.com

Abstract

The purpose of this study is to analyze the implementation of citizenship values in the basic education curriculum in Indonesia. Citizenship values, such as tolerance, responsibility, cooperation, and love of the homeland, are very important in shaping the character of the young generation who have strong social awareness and national identity. This study uses the literature review method. Education learning is an important thing that must be started when children enter elementary school age. Because at elementary school age children really need new knowledge, this is very much needed or important and also right in an effort to instill basic concepts about national insight and democratic behavior in a good and directed manner. If the learning and knowledge that is instilled is wrong, this will have an impact on thought patterns and behavior that will influence and continue to the next level which may also affect community life. The data in this study were obtained through data collection techniques in the form of a framework, concept or orientation to conduct analysis or classification of facts collected in research conducted from reference sources (books, journals, papers, articles).

Keywords : Implementation of Citizenship Values in the Basic Education Curriculum

Introduction

The definition of Civic Education according to Zamroni in (Budiutomo, 2013) is democratic education that is intended to prepare society to have critical thinking and also act democratically. Meanwhile, according to Somantri in (Puji, 2013) Civic Education is an effort to prepare students with various kinds of knowledge and basic skills related to the relationship between society and the state and also basic education in defending the country with the hope of making citizens who are useful for their nation and state. The main objective of civic education is to mature Indonesian citizens or Indonesian society in living as a nation and state as part of a country that recognizes itself as a democratic country (Budiutomo, 2013). According to (Dewi, Riska, 2017) Civic Education learning is an important thing that must be started when children enter elementary school age. Because at elementary school age children really need new knowledge, this is very much needed or important and also right in an effort to instill basic concepts about national insight and democratic behavior in a good and directed manner. If the learning and knowledge that is instilled is wrong, this will have an impact on thought patterns and behavior that will influence and continue to the next level which may also affect community life. According to the Ministry of National Education in (Hardini, 2015) it is explained that the subject of Citizenship Education has the aim or is aimed at students who are expected to be able to have an intellectual soul that can think critically and rationally and also creatively in responding to a citizenship issue. In addition, students are also expected to participate actively and have a high sense of responsibility, as well as behave and act intelligently and appropriately in activities. society, nation and state, then students are also expected to have an anti-corruption spirit as early as possible which can then grow and develop positively and democratically to be able to form individuals with character and have a leadership

spirit so that they can build Indonesia by facing all challenges in the future era and being able to live side by side with other countries.

However, with its diversity, the Indonesian nation has positive and negative impacts if it is not utilized properly (Afista, Hawari, and Sumbulah 2021). Such as the occurrence of several conflicts, namely bullying, sexual harassment, murder, poverty, violence and loss of humanity. It is inevitable that in life there will be a problem that is intentional or unintentional (Cahyo 2017). Problems or phenomena like this can be said that a person or group of people who do not understand diversity or diversity, so that their thoughts and behavior do not reflect diversity behavior (Wahid, Sunardi, and Kurniawati 2019). In the current era, especially the younger generation, the national spirit is decreasing, starting from the way of thinking, mentality, attitudes, behavior, and clothing that no longer reflect the society or religion in Indonesia. Problems like this have a huge impact on the progress of human resources in Indonesia, besides that society also becomes someone who is ignorant and doesn't care. Based on the various problems, the context of education is what is able to change individualistic behavior into diversity behavior or tolerance which is expected to be able to formulate strategies in responding to differences in religion, culture, ethnicity, race and can overcome problems that arise in other community life (Putranto 2013). The success of education makes someone have better quality in order to be the successor to the next generation of the nation and state. Education is a very important role as part of the activity of educating the nation's children, able to form the character of the nation's children who are more moral and apply values that are in accordance with the culture of the Indonesian nation. Character is interpreted as behavior, manners and morality that exist in every individual that is deepest in the human conscience. Currently, various schools have been implemented to study character. The effectiveness of Character Education is very important for students to learn because of the many negative influences from various mass media and the surrounding environment (Pusparini, Feronika, and Bahriah 2018). Based on the description above and the study of several theories, the researcher was motivated to conduct a study entitled "Implementation of Citizenship Values in the Basic Education Curriculum".

Research Methodology

The application of citizenship values in the elementary education curriculum is the purpose of this study. This study uses a literature review method. The data in this study were obtained through data collection techniques in the form of a framework, concept or orientation to conduct analysis or clarification of facts collected in research conducted from reference sources (books, journals, papers).

Result & Discussion

Stated that in reality the PKn learning process in elementary schools has not been able to implement value education learning correctly (Syam, 2011). This results in the failure to form students' personalities in accordance with the moral values of Pancasila. We can say that this is only verbalism in other words, students are only given knowledge but not applied in their daily lives. Meanwhile, according to the results of observations that have been carried out in several Elementary Schools in Semarang City, (Seno, 2016) stated that several Elementary Schools have made efforts to implement the values of character education and are said to be in the successful category, starting from small things to the stage of implementing in Civic Education subjects where basically the teachers have truly understood character education. The Elementary Schools have made efforts starting from small things such as putting up motivational writings containing moral values in the school area which are intended to shape students' character, then several of these schools have implemented lining up activities before entering the classroom, and several of these schools have even implemented a culture of taking off shoes and tidying them up before students enter the classroom. These things reflect the opinion (Ramdhani, 2017) who said that it is believed that in implementing character education learning, the educational environment has a greater impact. In addition, there are still various other efforts made by teachers and schools in implementing character education values to students including in Civic Education subjects of course with PKn material that forms the character of students. Therefore, the implementation of character education in several Elementary Schools is said to be in the category of successfully implementing the values of Character Education. Citizenship Education (PKn) is one of the subjects or fields of study listed in the school curriculum. Based on Law No. 20 of 2003, National Education has the following objectives: developing the potential of students to become individuals who are obedient to God Almighty and fostering a sense of patriotism in students. As according to (Daryono, 1997) in (Syam, 2011) it is said that Citizenship Education has the aim of guiding the moral development of students in line with the values of Pancasila so that it can produce optimal development and is expected to be realized in their daily lives. Syam, 2011) also said that Pancasila and Citizenship Education or PKn in elementary schools is intended to foster a sense of love for the

homeland, then also emphasizes a sense of national spirit, and forms a national character that is in accordance with our outlook on life, ideology, and the foundation of our country, namely Pancasila.

Therefore, the compulsory education curriculum includes Citizenship Education (PKn) which is included in it. Several experts have expressed their opinions regarding the 2013 curriculum which has a competency-based concept that emphasizes the aspect of character development. Character education in the 2013 Curriculum aims to develop the quality of the process and results of education that refer to the formation of attitudes and morals of students optimally and also in line with the graduate competency standards in each educational unit (Mulyasa, 2006). Of course, to achieve these goals, teachers must implement the values of the Civics education subject in the learning process properly. To be able to implement Civics learning in elementary schools properly, it certainly cannot be separated from Character Education. According to (Juliardi, nd) stated that basically the target of character education is all levels of society or citizens and especially students at every level of education. In addition, society wants its young generation to be prepared to be able to participate in running the life of the nation and state, have a sense of responsibility, politeness, manners, and can respect others and have other characters. To implement all of that, the most appropriate media to use is through Civic Education learning, in PKn learning this will be felt to be able to revive these characters. Multicultural approaches generally teach about tolerance or mutual respect for differences because there are not only 1 or 2 religions and ethnicities in the school. By first introducing several examples of religions and ethnicities in Indonesia, then teaching attitudes of mutual respect for opinions and respect for differences. For example, every time there is an Islamic religious lesson, non-Muslims will be free to choose to be in class or outside the class. However, for non-Islamic subjects, they are still held together with the school in front of them every time there is a subject schedule. And also during the Prophet Muhammad's Birthday event. non-Muslims still participate but do not follow in detail and still respect each other. The religions there are Islam, Christianity and Catholicism. Most of the tribes there are Betawi, Batak, Sundanese and Javanese. However, when in class it is not seen or all the children are friends with non-Muslims. discriminate.

Multicultural Approaches to Citizenship Education

Etymologically, the term multicultural is formed from the words multi (many) and kultur (culture). From this understanding, it can be interpreted that multicultural is a culture or variety of cultures (Ningsih and Firmansyah 2020) that must be appreciated and respected and upheld (Alam and Daflizar 2018). Indonesia is the largest multicultural country that adheres to the ideology of Bhineka Tunggal Ika (Prasojo and Pabbajah 2020). Therefore, an attitude of tolerance or an attitude of mutual respect for various differences is needed. Indonesia itself has regions that each have unique and distinctive characteristics that make all Indonesian people proud to preserve them and show an open attitude, mutual recognition and respect and create harmony. Multicultural education in Indonesia is more appropriately viewed as an approach, namely an educational approach that seeks to ensure that cultural, ethnic, and religious values in Indonesia can be understood, appreciated, and utilized based on the motto "bhinneka tunggal ika" and the philosophy of Pancasila, by prioritizing tolerance and harmony between cultures and religious adherents. Approach is the same as strategy. Implementing an approach is one effort that can improve the quality of education, especially balancing curriculum development in the learning process carried out in each school. By using the approach, all students become more active and participate directly in the learning process (Parhan and Sutedja 2019). The multicultural approach is an educational approach that seeks to ensure that cultural and religious values in Indonesia can be understood, appreciated, and utilized for educational purposes based on the motto "Bhinneka Tunggal Ika" and the philosophy of Pancasila, by prioritizing tolerance and harmony between cultures and religious adherents. So, when peace has been established, it will be easy for students to work together to achieve their educational goals.

The Multicultural Approach to Civic Education really needs to be taught to students so that they can be applied in everyday life and to become good, intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution (Putera and Qalbi 2020). The relationship between the multicultural approach to civic education and character development has dimensions that cannot be separated from the public morality of citizens (Izma and Vira Yolanda Kesuma 2019). Civic Education (PKn) subjects are part of the Social Studies Education Program (PIPS) (Jamil, Ronald Fransyaigu, and Bunga Mulyahati 2017). Civic Education subjects really need to be taught to students so that they can be applied in everyday life and to become good, intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution (Putera & Qalbi, 2020). The relationship between civic education and character development has dimensions that cannot be separated from the public morality of citizens (Izma and Vira Yolanda Kesuma 2019). Future generations

will determine the direction of a nation's future. If the younger generation does not show any change, it is certain that the changes in a nation will be chaotic (Febri, Banowati, and Suhandini 2015). Civic education, usually abbreviated as PKN, is a subject taught in elementary schools, which teaches students with basic knowledge and skills related to character building by developing spiritual, social, knowledge, and skills competencies and forming students to become citizens who are devoted to God Almighty, who uphold the unity of Indonesia according to the mandate of Pancasila (Dwintari, 2017). In the subject of Civic Education, it does not only focus on most theories but also focuses on improving the morals of students in order to form students into good citizens (Nurgiansah 2021). Students' awareness of changes first emerges not through theory or concepts, but through concrete experiences that are directly felt (Angraini 2017).

There is a mandate from Law Number 20 of 2003 concerning the National Education System. Article 37 Paragraph (1) states that the elementary and secondary education curriculum must include: Religious Education, Civic Education, Language, Mathematics, Natural Sciences, Social Sciences, Arts and Culture, Physical Education and Sports, Skills/Vocational, and Local Content (Indratmoko, Ahmadi, and Yunianto 2019). Civic Education teaching materials also provide knowledge of politics and laws that apply in society, nation, and state (Akbal 2016). With a multicultural approach to citizenship education, every student in school is prepared to face various problems and conflicts in cultural, ethnic, religious, and tribal diversity in everyday life by solving problems, developing active-positive thinking and adequate skills through efforts to make them grow and develop into more humane individuals. In line with the ideas of a multicultural approach that views humans as free subjects to determine the direction of their lives and are fully responsible for their own lives and not harm others (U. Abdullah Mumin, 2018). The multicultural approach must be based on the reality in Indonesia and local wisdom in a broad sense by considering the characteristics of the Indonesian nation and culture itself. In the implementation of character education in civic education learning, it can be seen from the beginning of learning to the closing activities, (Mamelio, nd). (Siska et al., 2018) stated that in the process of implementing character education values in civic education learning, it can be done in the following stages:

a) Planning

The process of implementing character education values is carried out in accordance with the design made by the Ministry of Education and Culture. Implementation of character education values during the learning process in the classroom is based on basic competencies and indicators. In making the syllabus and lesson plans, the character education values will be included in the learning indicators. So, later the character education values contained in the indicators will be carried out during the learning process. In other words, in the process of making lesson plans, educators must also be able to pay attention to the indicators of learning achievement. So, from these indicators, educators can find out what character values need to be held in the learning process in the classroom.

b) Implementation

In the process of implementing the value of character education for students, it can be done in various ways. According to (Karimah, 2015) it states that in implementing the value of character education in the learning process, it can be done through the following learning strategies, including (a) lectures, (b) demonstrations, (c) discussions, (d) simulations, and (e) field learning experience practices. In addition to implementing strategies as stated above, the selection of learning media can also affect the learning process. Therefore, it is necessary to select learning media that are appropriate and right for the needs of students in order to achieve effective learning goals. The implementation of learning carried out in the classroom without the help of learning media, it is likely that students will find it difficult to understand the material. However, using learning media can make students more active and are expected to be able to understand the learning material easily.

However, in the implementation of Character Education values in Schools, of course there are several supporting factors and several inhibiting factors in determining the success or failure of the implementation carried out. Supporting factors for the implementation of character education include those who are involved in the process, the first is the quality of the teachers, this includes the teachers' understanding of Character Education, then also a good planning strategy in the implementation of character education, both in subjects and other activities carried out at school. Then the second supporting factor is students who understand and comply with the learning material including explanations regarding the implementation that have been delivered by the teacher, so that each student is able to understand the values of character education which can then be implemented in everyday life. In addition to supporting factors, there are also inhibiting factors. Inhibiting factors are also certainly inseparable from educators and students if there is no willingness to try to implement efforts in the implementation

of character education. In addition, inadequate learning media and facilities can be a factor that hinders the implementation of character education.

Conclusion

Based on the discussion above, it can be concluded that Citizenship Education (PKn) has an important role in shaping the character of students and supporting the creation of a generation of the nation with a nationalistic spirit and able to appreciate diversity. PKn does not only focus on teaching theory, but also on the application of the moral values of Pancasila, nationality, and ethics in everyday life. Character education taught through PKn aims to develop a democratic attitude, sense of responsibility, and leadership among students. The multicultural approach in PKn plays an important role in instilling the values of tolerance and appreciation for cultural, ethnic, and religious diversity, which are very much needed in a diverse country like Indonesia. The implementation of these character values does not only depend on the curriculum, but also on the quality and learning strategies carried out by teachers and the support of the educational environment. Although there are challenges in implementation, such as limited facilities and learning media, the success of character education depends on the seriousness of all parties in developing and implementing effective learning strategies. Thus, PKn can be an effective means of producing citizens who have critical thinking, act democratically, and are able to live side by side harmoniously amidst the nation's diversity.

References

- Amalia Dwi Pertiwi, Siti Aisyah Nurfatimah, Dinie Anggraeni Dewi, Yayang Furi Furnamasari (2021). Implementation of Character Education Values in Civics Subjects in Elementary Schools (Vol.5(5). <https://jbasic.org/index.php/basicedu>
- Budiutomo, T. (2013). Civic Education in Forming National Character. *Academy Of Education Journal*, 4(1), 32-38.
- Daryono, M. (1997). Introduction to Pancasila and Citizenship Education. Jakarta: Rineka Cipta.
- Dewi, Riska., M. (2017). The Influence of the Think Pair Share Type Cooperative Learning Model on Students' Civics Learning Outcomes in Class IV of the Integrated MI Muhammadiyah Sukarame Bandar Lampung. *Journal of Elementary Education and Learning.*, 4(3), 107-123.
- Dwintari, JW 2017. "Teacher Personality Competence in Civic Education Learning Based on Strengthening Character Education. *Journal of Civic Education* 7:51-57.
- Hardini, T.(2015). Increasing Student Activity and Learning Outcomes in Civics Learning Through the Sociodrama Method in Class 5 of Tlompakan 01-Tuntang Elementary School. *Journal of Education and Culture.*, 5(3), 120-135.
- Mulyasa, E. (2006). Competency Based Curriculum Concept Characteristics and Implementation. Bandung: Rosdakarya Youth.
- Ningsih, DN, and Firmansyah 2020. "Utilization of Virtual Reality in Learning to Write Response Texts," *Samasta Proceedings*.
- Putera, Rafhi Febryan, and Zahratul Qalbi. 2020. "Using the Gi (Group Investigation) Model in Civic Education Learning in Elementary Schools." *Journal of Education* 11 (1):20<https://doi.org/10.31258/jp.11.1.20-32>.
- Ramdhani, MA (2017). Educational circles in the implementation of character education. *UNIGA Education Journal*, 8(1), 28-37.
- Seno, D. (2016). Implementation of Character Education in Civics Learning for Class II of SD Gugus Larasati, Semarang City. Semarang: Semarang State University.
- Syam, N. (2011). Improving the Quality of Civics Learning in Elementary Schools Through Role Playing Teaching Models. *Journal of Educational Science Perspectives*, 24(3), 108-112.