



CIVIC EDUCATION AS A MEANS OF FORMING DEMOCRATIC VALUES IN ELEMENTARY SCHOOL CHILDREN

Salwa Amanda¹

¹Prospective Professional Teachers of the Republic of Indonesia

Email: [1amandasalwa369@gmail.com](mailto:amandasalwa369@gmail.com)

Abstract

The purpose of this article is to describe the importance of democratic values in elementary schools through Civic Education learning. The literature review method is used in writing this article in the form of a literature review by looking at the factors that support and hinder the instillation of democratic values in the classroom. What is expected after studying the material on democratic values in civic education learning is that students can become democratic individuals and can think critically in solving problems. Students are also brave in expressing their opinions and can accept differences without feeling offended. Students are also expected to be able to apply democratic values in their home environment well. This application of democracy in elementary school classes can be in the form of learning about democratic values such as tolerance, courage to express opinions in class, a sense of mutual respect if there are different opinions, these democratic values will grow in students if students have a positive attitude towards values and students will be accustomed to applying them in everyday life.

Keywords : Civic education, democratic value, elementary school

Introduction

Pancasila and Citizenship Education (PPKN) in Elementary Schools (SD) has an increasingly crucial role amidst the complexity of global challenges and the dynamics of rapid social change. Basic education is considered the main foundation in shaping the character and identity of young Indonesian citizens. However, there are obstacles in facing today's reality. Therefore, it is important to explore the urgency of PPKN in elementary schools as an integral element of basic education that can make a significant contribution to shaping a young generation who are committed to the values of citizenship, democracy, and unity (Marsudi, 2020). PPKN in elementary school, is seen as an important foundation, can instill knowledge, values, and citizenship skills at an early stage of student development. This theory emphasizes that early Civic Education can form a solid moral foundation and strengthen the identity of obligations in society. Through concepts such as Pancasila, rights and obligations in society. Through concepts such as Pancasila, rights and obligations as citizens, and democratic values, students can be equipped with a strong foundation to contribute to building a just and civilized society (Aulia et. al., 202). Based on research conducted by (Aulia et. al. 2021), highlighting the important role of PPKN in elementary schools in shaping students' character and providing a deep understanding of cultural and religious diversity in Indonesia (Aulia et. al. 2021) emphasizes that PPKN learning plays a key role in promoting tolerance and harmony between ethnicities, religions, and cultures. The focus on character building through learning ethics, morals, and social values makes a positive contribution to the development of honest, caring, and responsible individuals. However, there are gaps, especially in student discipline in real activities and handling cultural diversity. Challenges such as lack of student discipline and lack of resources for teachers are major obstacles in achieving

holistic Civic Education goals (Aulia et. al., 2021). Therefore, understanding these obstacles is an important first step in formulating more specific and effective improvement steps.

Research Methodology

Research methods used in this article This study uses the Literature Review method to examine the role of Citizenship Education (PKn) in forming democratic values such as tolerance, justice, and participation in elementary school children. Data sources come from relevant scientific journals, focusing on publications in the last 5–10 years. The steps include topic determination, literature search using related keywords, selection of articles based on relevance, and critical analysis of journal content. The analysis includes PKn learning methods, results achieved, and obstacles encountered. The results of various studies are then synthesized to conclude the effectiveness of PKn as a means of forming democratic values. Recommendations are made to improve PKn teaching in practices.

Result & Discussion

The background of learning Pancasila and Citizenship Education (PPKN) in elementary schools (SD) in Indonesia is closely related to the history, philosophy, and needs of forming good citizens. First, PPKN refers to Pancasila, which is the foundation of the Indonesian state. Pancasila is the main guide in creating the identity and character of the Indonesian nation. Therefore, introducing Pancasila to elementary school students is an effort to ensure that basic values such as justice, unity, democracy, and humanity become an integral part of students' understanding and attitudes from an early age (Lubis, 2020). Second, PPKN learning in elementary schools also emerged as a response to the need to create citizens who are aware of their rights and obligations in society and the state. Through understanding rights and obligations, students are taught to become responsible citizens, care about others, and know how to participate in national development (Dewi, 2020). Third, PPKN in elementary school is also related to the desire to shape students' character from an early age. This subject is not only about knowledge, but also about ethics, morals, and social values. Thus, PPKN plays a role in forming a young generation that is honest, tolerant and empathetic (Dewi, 2020). Finally, PPKN in elementary school signifies Indonesia's commitment to creating a democratic and just society. Through an understanding of the concepts of democracy, general elections, and joint decision-making, students are taught about the importance of participating in the democratic process. Overall, the background of PPKN learning in elementary school illustrates an effort to build the moral, ethical, knowledge, and skills foundations needed to become good citizens and contribute to building a democratic and just Indonesia (El Muhtaj et.al., 2020). The purpose of learning Pancasila and Citizenship Education (PPKN) in elementary schools is to provide students with an understanding of the values of Pancasila, citizenship norms, and the rights and obligations of citizens (Izma et. al., 2019). Through PPKN learning, students are expected to develop a sense of love for their country, respect cultural diversity, and become citizens who are aware of their roles and responsibilities in building a just and democratic society.

In addition, PPKN also aims to teach students good ethics, morals, and communication ethics, so that they can actively participate in social and political life in the future (Zulfikar et.al., 2021). Civic education (PPKN) learning in elementary schools (SD) or Islamic elementary schools (MI) has a very important role in improving students' civic skills and character. Through PPKN learning that is very sustainable and holistic, students can achieve a number of essential goals. The role of students in politics in society cannot be separated from the realization of the importance of education for students themselves. Students are encouraged to carry out tasks that make them active in the political arena, such as implementing innovative teaching and learning based on current developments, research that leads to new knowledge in the field, and organizing community service activities in various fields of education and educational sciences to improve the quality of education itself. The implementation of these missions must continue to be accompanied by the policies and regulations of the school leadership. The balance of all parties and the fundamentals of students also need to be faced in the context of developing democratic values. This is usually due to the excessive egoistic attitude of students, where each feels that they are the best and right, do not want to cooperate and do not want to include other friends. In addition, it is also because students do not master the knowledge that has been given so that in doing assignments they are not optimal. As well as the inconsistency between the material delivered at school and the existing reality or it can be said that the environment does not provide a good example. For example, obeying the law, teachers tell students that they must obey the law, but in reality there is a social contradiction between what the teacher says and what happens in the surrounding environment.

This causes a crisis of student confidence, because there is no appropriate action between what the teacher explains in class and what happens in the environment, what the teacher explains in class and what students find in society is different from the theory that has been taught by the teacher. Another example is corruption, legal sanctions should be maximized, but in practice many corrupt officials are not punished according to applicable law. The solution to the various problems mentioned above includes developing an attitude of cooperation between all groups of students and student institutions in the school. Providing equal rights according to their parts. It is also necessary to continue to motivate students that if they take care of themselves and always believe in a bright future, because they are the ones who will build this nation. From the observations that have been made, students in the past and present are indeed different. Therefore, to establish good communication, it is necessary to foster awareness and interest in each student. Compassion is a sense of helping each other, not only in terms of material, but also in non-physical matters. Fostering an attitude of group freedom by providing a place or facility such as an organization for students who develop their right to organize. This freedom cannot be separated from the responsibility of each individual concerned, for example in exercising our own rights, we must respect the rights of others so that there are no deviations or inconsistencies. Providing freedom for students to participate in the learning process also aims to make the learning process run well. Thus, PPKN learning in elementary schools or Islamic elementary schools is not only about knowledge, but also forms students' character and provides them with the citizenship skills they need in their daily lives and as a foundation for becoming active citizens who contribute to advancing society and the country.

Conclusion

Pancasila and Citizenship Education (PPKN) in Elementary Schools (SD) plays a central role in shaping the character and readiness of young citizens as responsible members of society. Despite global challenges and social changes, PPKN in SD is considered the main foundation in shaping the identity of young Indonesian citizens. The importance of PPKN in elementary schools is manifested through its goal of equipping students with citizenship knowledge, values, and skills from an early age. This includes a deep understanding of Pancasila, rights and obligations as citizens, democratic values, and key aspects of character building. However, there are challenges such as lack of student engagement and limited resources for teachers. These obstacles are the focus of improvement that needs to be observed to improve the quality of Civic Education at the elementary level. The results of the research and analysis highlight that PPKN learning in elementary schools or Islamic elementary schools has a positive impact on students' character and increased understanding of cultural diversity. This learning is not only about knowledge, but also forms students' character, provides citizenship skills, and teaches about the rights and obligations of citizens. Thus, PPKN in elementary schools not only establishes the basis of citizenship, but also provides a real contribution in forming a quality and responsible young generation. Improvement measures, including increasing student involvement and increasing resources for teachers, are key to optimizing the important role of PPKN in elementary schools in shaping the future of a democratic, fair, and just country.

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