



ROLE EDUCATION CITIZENSHIP IN IMPLEMENTATION PANCASILA VALUES OF ELEMENTARY SCHOOL STUDENTS

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Abstract

Pancasila, as the foundation of the state and the ideology of the Indonesian nation, plays a fundamental role in shaping the character of the younger generation. Instilling Pancasila values from an early age is crucial for creating citizens with noble character, integrity, and love for their country. Civics Education (PKn) at the elementary school level is a strategic tool for internalizing these values. This study aims to examine the role of education Citizenship in implementation values Pancasila in elementary school environment. This study uses a qualitative approach with a literature review study approach with technique collection data in the form of documentation from various source like journal scientific, relevant books, articles and official documents. Data analysis was conducted descriptively and qualitatively using content analysis techniques and source triangulation to ensure data validity. The results of the study indicate that Civic Education plays an important role in instilling values Pancasila through approach learning which contextual, participatory, and enjoyable. The role of teachers as role models and the integration of Pancasila values into school culture have proven effective in shaping Pancasila-based student character. However, challenges remain. matter limitations method teaching and support from environment outside school. In conclusion, the implementation values Pancasila through Education Citizenship need approach holistic and support from various parties, including schools, families and communities, in order to create a young generation with good morals noble, democratic, and responsible as Indonesian citizens.

Keywords : Pancasila, Civic Education, character, Elementary School, Literature Study, national values

Introduction

Pancasila as base country and national ideology Indonesia own central role in form character and teak self inhabitant country. The values contained in Pancasila, such as deity, humanity, unity, democracy and social justice, become the guidelines life which should implanted since age early. In context formal education, specifically in level school basic, planting values Pancasila become important part from process formation student character. At the school level of learning education base citizenship is runway or platform for children to train personality generation the nation that Good. Wrong one content material civic education is the implementation of education citizenship Which intensive in life. (Ulfatun Najicha, 2021). Civic Education (PKn) is wrong one eye lesson which in a way direct load material about national values, including Pancasila. Through civics learning, students are encouraged to understand, internalize, and implement these values. Pancasila in everyday life, both in the school environment, family, and society. Therefore that, the role of education citizenship very strategic in form student become inhabitant the country that characterful And personality in accordance with noble values nation. Educational goals national in opening the 1945 constitution aims to enlighten the life of the nation. intelligence which intended here no solely intelligence which only oriented on intelligence intellectual only, but rather a comprehensive intelligence that contains meaning more wide. like as stated in law no. 20 year 2003 regarding the national education system, article 3 states: : "aimed at for development potential participants educate so that become man the faithful and pious to lord the almighty one, morals glorious, healthy, knowledgeable and articulate, creative, independent, and become citizen which democratic as well as responsible." focus from

implementation Pancasila citizenship is for instill insight and awareness in state, attitude and behavior which love land water and jointed culture nation, outlook

Pancasila, as well as national resilience in the future successors of the nation who are currently studying And control knowledge knowledge and technology, culture and art. Civic Education has a role and function that very important in implant mark – the values of the Pancasila ideology, which include the basic values of humanity and personality, which are the basis for the concept of global citizenship, as stated in the objectives of Civic Education. Implementation or planting the values of each point of Pancasila that must be taught so that individual own attitude And behavior that aligns with the noble character of the nation and does not deviate from the values of Pancasila, which are in accordance with the principles contained in Pancasila. (Sianturi & Dewi, 2021), Pancasila is the foundation of the state and the ideology of the Indonesian nation, serving as the main foundation for national and state life. The values contained in in Pancasila namely belief in the almighty god, just and civilized humanity, Unity Indonesia, Democracy Guided by the wisdom of deliberation/representation, and social justice for all Indonesians are noble principles that guide the attitudes, behavior, and mindsets of citizens. Therefore, these values need to be instilled from an early age to shape a generation with strong character and identity, in line with the national ideals of the Indonesian nation.

Formal education, particularly at the elementary school level, is the primary means of instilling Pancasila values in students. One crucial instrument in this process is the subject of Civics Education (PKn). PKn serves not only as an introduction to the constitutional system, but also as a means of imparting knowledge about the rights and obligations of citizens and obligation inhabitant country, as well as law, but also as a vehicle for the formation of national character based on Pancasila. Through learning Civics, participant educate invited to understand, internalize, and apply the nation's noble values in daily life, both in the family, school, and community environments. Amidst the dynamics of globalization and the flow of information Which so fast, challenge. The challenges to the existence of Pancasila values are increasingly complex. Today's young generation is faced with various external influences that can erode national values. Therefore, strengthening the role of education, particularly Civics Education, is crucial. This education is expected to serve as an ideological and moral bulwark for the younger generation, ensuring they remain grounded in Pancasila values, while simultaneously becoming agents of change in building a just, prosperous, and civilized society. Based on background behind the, this research aim For examine in a way This study examines the role of Civics Education in implementing Pancasila values in elementary school students. This research is important as a basis for evaluating the effectiveness of Civics learning in shaping student character and for providing recommendations for improving the quality of Pancasila-based character education at the elementary school level.

Research Methodology

This research uses a qualitative approach with the method literature review or library study. This method is carried out by collecting and analyzing information from various relevant written sources, like journal scientific, book, article, and official documents related to civic education and Pancasila values. Literature review aims to understand and examine theoretical concepts and previous research results in order to gain a deep understanding of the role of citizenship education in internalizing values. Pancasila on student school base. The data collection technique was carried out through documentation, namely collecting data from references that are strongly related to the research topic. The data obtained was analyzed using content analysis techniques, by reviewing and interpreting the contents of these sources. To ensure data validity, source triangulation techniques were used, namely comparing sources and confirm data from various references so that the analysis results are objective and accurate. With this approach, researchers seek to comprehensively understand how Civic Education plays a role in strengthening Pancasila values, both in terms of learning and character formation of students.

Result & Discussion

Role is a concept about what can be done done by individual in social life; Roles can also be said to be individual behavior that is important for the structure of social life; Role is a concept of a person's or group's behavior to organize the rules carried out in social life and state; This role is also inseparable from his position. (Abdulatif & Dewi, 2021). Citizenship Education is education that aims to help participants educate For become inhabitant Country who are politically mature and participate in building democratic politics. Education Citizenship is one of the educational concepts that functions to form generation young as citizens who have character. The relationship between civic education and character development has several dimensions. Which no bias released from the aspect of character formation and public morality of citizens. Civics Education in general aims to develop Indonesian people to be able to build in order to realize a Pancasila society which should be built and is often referred to as a socialist society religious (religious). Matter this in line with the aim of national education

according to article 3 Law No 20 year 2003 about National Education System which states: "The goal of National Education is to enlighten the life of the nation and develop the whole Indonesian human being, namely a human being who believes in and is devoted to god almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of social responsibility" (Orenstein et al., 1984). More specifically, it can also be explained that Civic Education plays a role as : a) Develop And Preserving the morals of Pancasila dynamically and openly means that the values and morals developed are able to answer the challenges of developments occurring in society, without losing their identity as an Indonesian nation; b) Developing and fostering a complete Indonesian human being who is aware of the politics and constitution of the Republic of Indonesia. based on Pancasila and 1945 Constitution; c) Fostering understanding and awareness and relationships between residents Country with same inhabitant country and preliminary education in national defense so that they know and are able to properly carry out the rights and obligations as citizens. In teaching civics education, there are certainly differences from teaching other education methods.

This is because the method of teaching civics education tends to be more difficult to achieve accuracy than the method of teaching other exact sciences such as science. (Humaeroh & Dewi, 2021). This research aims to this study examines the role of Civics Education (PKn) in shaping the character of elementary school students based on Pancasila values. The results indicate that PKn plays a crucial role in the internalization of these values from an early age. PKn not only conveys theoretical material about Pancasila but also serves as a tool to shape students' attitudes, behaviors, and ways of thinking to align with the noble values of the Indonesian nation. Citizenship itself is an education Political and education general which provides a way out for collaboration between schools and families, between teachers and parents, to create meaningful education and aim to advance and educate citizens to develop character in accordance with Pancasila values. The discussion explains that implementation values Pancasila such as mutual cooperation, honesty, justice, and tolerance is instilled through a learning approach. contextual And participatory. Teachers are not merely transmitters of material, but also role models for Pancasila-based behavior. School activities, such as community service, class discussions, and community life simulations, serve as practical means of implementing these values. This process creates an educational environment capable of shaping students' Pancasila-based personalities. namely responsible answer, discipline, mutual respect, and have a spirit of unity. This study concludes that the success of implementation values Pancasila is highly dependent on the effectiveness of civics teaching in elementary schools. Therefore, it is very important. for Teacher For Keep going develop learning methods and approaches that are capable implant values the consistently and enjoyable for students. Civics Education (PKn) plays a strategic role in shaping students' character to align with the values of Pancasila. Based on the results of a literature study, it was found that implementation values Pancasila Civics learning in elementary schools has been implemented through various approaches, both direct and indirect. The direct approach involves delivering learning materials about Pancasila, while the indirect approach is realized through teacher role models, school practices, and social activities nuanced by the nation's noble values. Pancasila values such as honesty, responsibility, mutual cooperation, discipline, tolerance, and Love land water become main components in formation character student.

In elementary school, these values are not only taught cognitively, but also internalized. through activity Contextual. For example, in communal activities cleaning the classroom or schoolyard, students learn the values of cooperation and responsibility. During Monday flag ceremonies, students are taught to respect national symbols and foster a sense of patriotism. Teachers have an important role in success implementation values Pancasila through PKn. Teachers are not only tasked with delivering material, but also play a role as role model or example in attitude and behavior. Teachers' exemplary behavior Honest, fair, and value differences will create a learning atmosphere that is conducive to the growth of Pancasilaist attitudes and behavior in students. Therefore, the pedagogical competence and personality of teachers must be Keep going improved so that can support the achievement of these goals. Furthermore, the study results show that effective civics learning is participatory, dialogical, and based on real-life experiences. Learning methods such as group discussions, role-playing simulations, case studies, and social projects have proven effective in instilling Pancasila values. Through these methods, students are not merely passive recipients of information but rather active subjects who internalize and apply these values in real life. However, challenges remain in implementing Pancasila values, particularly the limitations of learning approaches, which remain monotonous and theoretical. Furthermore, not all family and community environments are supportive. strengthening character students, so strong synergy is needed between schools, families, and communities in creating a holistic and meaningful educational ecosystem. Overall, civic Education has been proven to have a significant role in shaping students' character, on values Pancasila. Civics not only teaching civic knowledge, but also form Students' attitudes and behavior reflect the noble values of the Indonesian nation. Therefore, strengthening the curriculum, improving teacher quality, and collaboration between various parties are needed to achieve the goals of character education. in a way optimal in level school base.

Conclusion

Citizenship Education (PKn) at school level Proven basis of playing role which is crucial in the process of instilling and forming Pancasila values in students from an early age. In the context of character development and national identity, Civics is not merely positioned as an ordinary subject, but rather as a strategic medium capable of internalizing the basic principles of national and state life into the realm of affective, cognitive, and psychomotor through civics, students are introduced to the importance of having a religious attitude, being fair, respecting differences, loving their country, and upholding the values of values democracy. These values are not only learned in theory or by rote, but are also contextualized in real life through interactive, collaborative, and reflective learning practices. When these values embedded since early, so they will form a framework for students' thinking and actions in the long term, both in the family, school and community environments. The role of teachers in this case is very significant. Teachers not only act as facilitators in process learning, but Also as a model main in realize behavior which reflects the values of Pancasila. Teachers' personalities, interactions with students, and ways of addressing differences in the classroom are direct reflections for students of how Pancasila is implemented in everyday life. So from that, improvement capacity teachers through pedagogical training and strengthening of values nationality become part which inseparable in strengthening Pancasila-based character education. On the other hand, a supportive school environment, culture school which positive, as well as Collaboration between teachers, students, parents, and the community is a key factor in the successful implementation of Pancasila values. When all elements of education work synergistically, a learning environment conducive to the development of student personality based on the nation's ideology is created. However, there are still challenges that need to be addressed. Some of these include a one-way learning approach, a lack of value integration across all subjects, and weak support from the outside school environment . support practice mark Pancasila. Therefore, there needs to be continuous evaluation and development of civics learning methods, accompanied by educational policies that place greater emphasis on comprehensive character development. It can be emphasized that Civic Education is the spearhead in building the nation's character, and its existence cannot be separated from efforts to create a young generation that is not only intelligent in a way intellectual, but Also morally strong, have integrity, and have awareness and responsibility as citizens Indonesia which Pancasilaist. Instilling Pancasila values through Civics is an important foundation for the realization of a civilized, united, and dignified Indonesian society in the midst of this challenging era of globalization and modernization.

By paying attention to all the results of the study and discussion, it can be emphasized that the existence of Education Citizenship It should not be viewed as merely a formal, administrative curriculum, but rather as a primary instrument in building national character. The Pancasila values contained in PKn need to be made the soul of the entire educational process, not only in lesson certain, but also seep in in all aspect life at school. Moreover, the results of this study also confirm that character formation is not the sole responsibility of teachers or educational institutions alone character based Pancasila requires synergy between all components of education, from the family, social environment, to state policy. This means that effective character education will be achieved if happen continuity mark And norms between those taught at school and those applied at home and in society. Therefore, continuous efforts are needed to improve the Civics learning system, strengthen the role of teachers as agents of change, build a school culture that reflects the nation's noble values, and align support from the environment outside the school so that the entire educational process not only produces students who are intellectually intelligent, but also morally and spiritually strong. Thus, civics Education is crucial foundation in developing a young generation that not only understands Pancasila as a concept, but also internalizes it as a guideline for life, embodying its identity in social, national, and state life. This research is expected to contribute to the development of more contextual, enjoyable, and meaningful Civics learning strategies to realize the national ideal of developing a holistic Indonesian citizen.

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