



## STRENGTHENING THE PANCASILA STUDENT PROFILE: INCREASING CITIZENSHIP AWARENESS THROUGH EDUCATION

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### Abstract

Pancasila Student Profile is a program established by the Ministry of Education and Culture to strengthen people's education in Indonesia. In the context of civics education, a curriculum that comprehensively incorporates Pancasila values is an important step to strengthen the profile of Pancasila students. Education is the most important provision in dealing with a developing and ever changing life. The challenges of the times that are constantly changing and developing demand that education must always be in line with the needs and developments of the world. The curriculum must include a deep understanding of Pancasila values, from both a historical, philosophical and practical perspective. In this case, the high school which is the subject of the research has succeeded in implementing an appropriate curriculum. This program can be a means to achieve national education goals, namely the education of intellectual generations with character according to Pancasila. The purpose of this research is to investigate and analyze various efforts made to increase citizenship awareness through education through the profile of Pancasila students. Citizenship education is very important to form the identity of citizens and their commitment to the principles of Pancasila. However, building a strong civic awareness among students is still a big challenge. For this research, a case study was conducted at an elementary school in Medan, North Sumatra.

**Keywords :** Strengthening Pancasila student profiles, Citizenship awareness, Citizenship education

### Introduction

Education is the most important provision in dealing with a developing and ever changing life. The challenges of the times that are constantly changing and developing demand that education must always be in line with the needs and developments of the world (Purnama, 2020). According to Article 3 of Law Number 20 of 2003, the aim of national education is to educate the nation's life through the development of knowledge and character. According to (Pirol & Ag, 2008) our young generation is currently experiencing degradation, local wisdom values are easily forgotten because of the strong currents of globalization. As a result, there is a decline in the character of the nation's children and needs serious attention in order to be able to organize good character education. Today's young generation is involved in negative behavior that comes from the flow of globalization in the name of "trend". Promiscuity that is getting out of control causes various deviant behaviors such as: using drugs, free sex, fighting, and others. The application of Pancasila student profiles is also related to the learning of Pancasila and civic education, as is the opinion that the urgency of PKN learning in SD is in addition to fostering civic character in students, Civics learning in SD aims to foster critical, rationalist, and creative thinking in viewing state issues , have positive thoughts and actively participate in the life of the nation and state, be responsible and be able to think smartly, and participate with other countries to maintain harmony (Dewi et al., 2022). From the background of the problems that have been exposed above, we writers have taken the title "Strengthening Pancasila Student Profiles: Increasing Citizenship Awareness Through Education".

## Research Methodology

This study uses a qualitative approach with a case study design. A qualitative approach is used to gain an in-depth understanding of efforts to strengthen the profile of Pancasila students and increase citizenship awareness through education. Case studies are used to focus on one secondary school and look holistically at how civic education is implemented in that environment.

## Result & Discussion

### *Curriculum Influence*

The moral content and values of Pancasila will be internalized directly or indirectly through various learning activities. (Center for Curriculum and Learning Research and Development Agency, Ministry of Education and Culture, 2019) (Scientific, Umar, & Hum, 2013) (Lapsley & Yeager, 2006). Textbooks have an important role to play in promoting student learning in schools (Mumpuni, 2018) (Solehudin, 2019) (Ravyansah & Abdillah, 2021). In the context of Pancasila and Citizenship Education (PPKn), textbooks on various citizenship topics have been developed, to attract students to become good and intelligent citizenship. Civics textbooks are designed to develop scientific citizenship by encouraging students to collect data, ask questions, relate, pay attention, and exchange knowledge. Textbooks can increase students' awareness of the nation and state, helping them grow into good and intelligent citizens (Syabrina, 2017).

### *The Effectiveness of Participatory Learning Methods*

A good learning process is a learning process that allows learning citizens to actively involve themselves in the whole process both mentally and physically. Therefore the learning design should provide opportunities for learning residents to seek, process, and find their own knowledge so that learning residents can develop the basic skills of the subject concerned. In the learning process, the tutor should involve the learning community both physically and mentally. (Sadiah & Tetep, 2020). The success of education is largely determined during the learning process, whether transformation occurs or not in students. When students do not experience a change, then the learning process is considered a failure. So that there are various criticisms of learning styles, including learning styles that only focus on educators. The learning style of banking (banking system) in which passive students only listen to the teacher's lectures and only obey what the teacher says. Paul Suparno, SJ, R. Rohandi, G. Sukardi, St. Kartono (2002:17). At certain moments various kinds of learning problems are often found, such as when the educator is delivering the material, but does not get a good response, students are noisy, do their own activities, they seem not interested in the material presented. Problems like this are certainly caused by educators who do not understand the characteristics of students and do not realize the mistakes that are in them. So that the role of educators is so great in seeking the development of students. The interest of students will create an urge to pay more attention, even bring up critical ideas to participate. (Ramdani & Marzuki, 2019). Participatory Learning Activities implies the participation of students in participatory learning activities. When there is interaction between educators and students, learning also occurs from both. Educators provide directions, and steps to obtain achievement in the participation process. Students are free to give and issue all their opinions. (Ramdani & Marzuki, 2019). Participatory learning in its application is an effort to improve the learning process carried out by tutors by involving, assisting and providing the widest possible opportunities for learning residents to: a) identify and find learning needs, b) formulate goals and materials that can meet learning needs, c) designing learning patterns in a number of learning experiences for learning citizens, d) carrying out learning activities using appropriate learning methods, techniques and tools, and e) assessing learning activities and diagnosing learning needs again. (Polapa, 2015). PPKn-based learning has effectiveness on student learning participation, where all students will participate in everything that becomes their duty in learning activities. Each student has their respective duties evenly, because if they are not carried out it will result in a loss of value which will affect student achievement. (Sadiah & Tetep, 2020)

### *The Role of Extracurricular Activities*

Extracurriculars are part of the development of school institutions. The development of extracurricular activities is in line with Wahjosumidjo's statement (2008: 256) which defines extracurricular activities as student activities outside of school hours, which are carried out at school, with the aim of broadening knowledge, understanding the interrelationships between various subject matter, channeling talents and interests, as well as in order to improve the quality of the students' faith and devotion to God Almighty, awareness of the nation and state, virtuous character and so on. (Dahliyana, 2017). Extracurricular activities are activities that are outside the compulsory school material to develop new interests and instill student responsibility as citizens through

experiences. As a result, every Indonesian citizen is expected to have a high attitude of national spirit so that they have a sense of pride and love for their own nation. If the problem of the waning national spirit of the younger generation is not addressed immediately, this country will be destroyed. Because the younger generation is the nation's next generation who will continue to lead better in the future.(Lestari, 2016). Extracurricular existence relies more on school initiatives. Every school has extracurriculars various groups, such as Marching Band, Scouts, PMR (Youth Red Cross), Paskibra, Theatre, and Nature Lovers. Arif (2012: 36) says that simply the term extracurricular activities implies all kinds of activities in schools or educational institutions that are carried out outside of class hours. While Paskibra stands for Flag Raising Troops. So, Paskibra extracurricular activities are activities or activities at schools or educational institutions that are carried out outside of class hours who serve as flag raisers.(Hasanah, 2019). Extracurricular activities can take the form of individuals and groups. Individual activities aim to develop the talents of students individually or individually in schools and communities. Meanwhile, group extracurricular activities accommodate shared or group needs. Extra-curricular activities are a sub-system of education. This extracurricular activity is felt to be the right place to develop the potential possessed by students in order to optimally develop the potential, talents, interests, abilities, personality, cooperation, and independence of students to support the achievement of educational goals.(Annisa et al., 2021).

## Conclusion

This study highlights the importance of strengthening the profile of Pancasila students and increasing citizenship awareness through education in secondary schools. The findings from this study indicate that there is a significant effort in achieving these goals. Some of the salient findings in this study include the strong curriculum focus on Pancasila values and democracy, the use of participatory teaching methods, and the involvement of students in extracurricular activities related to citizenship. In the context of civics education, a curriculum that comprehensively incorporates Pancasila values is an important step to strengthen the profile of Pancasila students. The curriculum must include a deep understanding of Pancasila values, from both a historical, philosophical and practical perspective. In this case, the high school which is the subject of the research has succeeded in implementing an appropriate curriculum. The use of participatory teaching methods has also proven effective in increasing civic awareness. Involving students actively in the learning process, such as through group discussions, simulations, role playing, and community-based projects, provides opportunities for them to interact directly with learning materials and develop critical thinking skills. In addition, student involvement in extracurricular activities related to citizenship also plays an important role in strengthening the student profile of Pancasila. Community service programs, debates and speeches on citizenship issues, as well as participation in youth organizations that focus on developing active citizenship, all of which help students apply Pancasila values in their daily lives and develop an attitude of active and responsible citizenship. The conclusions of this study indicate that efforts to strengthen the profile of Pancasila students and increase citizenship awareness through education can be successfully achieved by involving a comprehensive curriculum, participatory teaching methods, and student involvement in extracurricular activities. These findings provide important guidance for education practitioners, teachers and researchers in developing effective strategies and approaches in civics education.

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