



## DEVELOPMENT OF CITIZENSHIP EDUCATION IN ELEMENTARY SCHOOLS

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### Abstract

This research was conducted to discuss the learning of Citizenship Education in Elementary school. School is an institution that educates students through teacher supervision. With the presence of Citizenship Education in Elementary Schools, it is hoped that it will be able to shape the character of students and be able to help students understand and be able to carry out their rights and obligations to become good, intelligent, skilled, and responsible citizens. With the formation of character, students are expected to be able to overcome the problems they face. However, there are still many problems in learning Civics in Elementary Schools that must be addressed immediately. The role of the teacher is to equip and develop self-esteem and moral values elementary school students are certainly very necessary. However, the development of attitude and moral values in students is impossible to achieve if students do not understand the concept of values and morals itself. The concept of attitude and moral values has actually been included in the scope of Civics subjects focusing on the formation of citizens who understand and carry out their rights and obligations to become Indonesian citizens who are skilled, intelligent and have character according to the mandate of the Pancasila and the 1945 Constitution.

**Keywords :** Civics Development, Student Character, Learning Problems

### Introduction

Citizenship Education (PKn) in elementary schools has meaning it is important for students in the formation of private citizens who understand and are able to carry out the rights and obligations to become Indonesian citizens who are intelligent, skilled and have the character mandated in Pancasila and the 1945 Constitution (Depdiknas, 2006:97-104). The role of the teacher is to equip and develop self-esteem and moral values elementary school students are certainly very necessary. However, the development of attitude and moral values in students is impossible to achieve if students do not understand the concept of values and morals itself. The concept of attitude and moral values has actually been included in the scope of Civics subjects focusing on the formation of citizens who understand and carry out their rights and obligations to become Indonesian citizens who are skilled, intelligent and have character according to the mandate of the Pancasila and the 1945 Constitution. According to the law in accordance with the Nationality Education System National Education is a compulsory subject for all students in all channels and levels of formal education. Citizenship Education as Civis Education should also be given to every Indonesian citizen. Citizenship Education aims to shape students to become citizens, citizens of the nation, and citizens who can be relied upon by themselves, their families, their environment, their community, their nation, and their country in achieving common goals (Rahayu, 2007). To form democratic and responsible Indonesian citizens, Citizenship Education (PKn) lessons have a strategic and important role, namely in shaping students and attitudes in everyday behavior, so that they are expected to be able to become better individuals. Students' interest in learning in the field of Civics needs special attention because interest is one of the factors supporting the success of the learning process. In addition, interest arising from student needs is an important factor for students in carrying out activities or businesses (Susanto, 2013). Law Number 2 of 1989 concerning the National Education System Explains that "Citizenship Education is an attempt to equip students with basic knowledge and abilities regarding

the relationship between citizens and the state as well as Preliminary Defense Education (PPBN) so that they become reliable citizens. by the nation and the Unitary State of the Republic of Indonesia". Wherever humans are, he have rights and obligations, including at school (Dewi, 2020). The rights and obligations of every Indonesian citizen must be carried out and maintained properly in order to create an appropriate life according to the concept of harmony, harmony and balance (Abdulkarim, 2006). Through Education with this citizenship, students are able to know what their rights and obligations are citizen. Citizenship Education can be expected to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia (Madiong, 2018).

### *Definition Of Citizenship Education*

As we know, every nation has a history of struggle from its former people, in which there were many nationalist, patriotic and other values which at that time were firmly attached to every soul of its citizens. Along with the times and technological advances that are increasingly rapid, these values are increasingly disappearing from a person in a nation, therefore there is a need for learning to maintain these values so that they continue to unite in every citizen so that every citizen knows rights and obligations in run the life of the nation and state. Citizenship education is education that reminds us of the importance of the values, rights and obligations of a citizen so that everything that is done is in accordance with the goals and aspirations of the nation and does not deviate from what is expected. Because it has an important value, this education has been applied from an early age at every level of education starting from the earliest to tertiary institutions in order to produce successors to the nation who are competent and ready to live life nation and state. According to Soemantri, (2001: 154) is an effort made to provide students with basic knowledge and skills regarding the fundamental relationship between citizens and the state and also preliminary education for state defense as forms of state defense efforts as mandated in the 1945 Constitution and also Pancasila. Citizenship Education is democratic education that aims to preparing citizens to think critically and act democratically, through activities to instill awareness in the new generation about the awareness that democracy is a form of community life that best guarantees people's rights (Saidurrahman, 2018). Meanwhile, according to Aziz Wahab, Citizenship Education (PKn) is a teaching medium that Indonesianizes students consciously, intelligently and responsibly. That said, the Civics program contains general concepts of state administration, politics and state law, as well as other general theories that are suitable for this target. Citizenship Education is a subject which is a series of processes to direct students to be responsible can play a role active in society according to the provisions of Pancasila and the 1945 Constitution of the Republic of Indonesia (Madiong, 2018).

### *The Nature Of Citizenship Education*

The essence of Citizenship Education in elementary schools is as an educational program based on Pancasila values to develop and preserve noble and moral values that are rooted in national culture which are expected to become an identity that is manifested in the form of behavior in everyday life. Lessons in self-development that are diverse in terms of religion, social, culture, language, age, and ethnicity that focus on forming citizens who understand and are able to exercise their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character as mandated by Pancasila and the 1945 Constitution. According to National Education System Law No. 20 of 2003 Chapter 1 Article 1 that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves, society, nation and State. And according to Carter v. Good (1997) that education is the process of developing one's skills in the form of attitudes and behavior that prevail in society. Based on these opinions it can be concluded that education contains goals to be achieved by forming the ability of individuals to develop themselves, and those abilities develop so that they are useful for the benefit of his life as an individual, as well as citizens and citizens.

### *Purpose Of Citizenship Education*

According to the Ministry of National Education (2006:49) the purpose of learning Civics is to provide the following competencies: (1) Think critically, rationally and creatively in response to citizenship issues (2) Participate smartly and responsibility, as well as acting consciously in community, national and state activities (3) Develop positively and democratically to shape themselves based on the characteristics of society in Indonesia so that they can live together with other nations (4) Interact with other nations in world regulations directly by utilizing information and communication technology. As well as in general, according to Maftuh and Sapriya (2005:30) that, the aim of the state is to develop Citizenship Education so that every citizen becomes a citizen. country to be good citizens, namely citizens who have intellectual, emotional, social and spiritual

intelligence who have a sense of pride and responsibility and are able to participate in community life. After examining the understanding of the goals of Citizenship Education, it can be concluded that Citizenship Education is oriented towards instilling the concept of Statehood and is also implementable in everyday life. Meanwhile, according to Djahiri (1994/1995:10) The Purpose of Citizenship Education which are as follows: (1) In general. The objectives of Civics must be stable and support the success of achieving National Education, namely: "Educating the nation's life which develops the complete Indonesian human being. Namely human beings who believe and fear God Almighty and have noble character, have the ability of knowledge and skills, healthphysically and spiritually, stable and independent personality as well as a sense of social and national responsibility" (2) In particular. The aim of Civics is to foster morals that are expected to be realized in everyday life, namely behavior that radiates faith and piety towards GodThe Almighty in a society consisting of various religious groups, behavior that is just and civilized humanity, behavior that supports the people that prioritizes common interests over individual and group interests so that differences in opinion or interests are resolved through consensus deliberation, as well as behavior that supports efforts to realize social justice for all Indonesian people. Meanwhile, according to Sapriya (2001), the purpose of Citizenship education is with reasoned and responsible participation in the political life of citizens who adhere to the values and basic principles of Indonesia's constitutional democracy. Effective and responsible citizen participation requires mastery of a set of knowledge and intellectual skills as well as skills to participate. This effective and responsible participation is further enhanced through the development of certain dispositions or traits that increase the ability of individuals to participate in the political process and support the functioning of a sound political system and the improvement of society.

#### *Function Of Citizenship Education*

Citizenship Education (PKn) subjects have a function as a means to form students into citizens who understand and are able to exercise their rights and obligations, are committed to being loyal to the nation and state of Indonesia by reflecting on themselves as citizens who are smart, skilled and have character in accordance with the mandate of Pancasila and the 1945 Constitution. Supplement to the development of Civics in Elementary School This is intended to complement existing printed teaching materials. In this supplement, models, strategies, methods and approaches are developed in the framework of learning Civics in Elementary School which will assist the teacher in expressing his creativity in front of the class as a facilitator. The development of Civics in Elementary School is based on the principles of Active, Innovative, Creative, Effective and Fun Learning (PAIKEM). These principles are expected to facilitate the absorption of Civics subject matter, especially in the simultaneous assessment of the affective, cognitive and psychomotor domains, especially students in lower grades who are just learning to read and write. In high class creativity in learning is even more enhanced. But the consequence is that the teacher as a motivator and facilitator must be creative, initiative, and concerned with students. Without this, the Civics learning we want will not be achieved optimally. Meanwhile, according to Mubarakah (2012) The learning function of EducationCitizenship is: (1) Helping young people gain an understanding of national ideals or goalscountry (2) Can take responsible decisions in solving personal, community and state problems (3) Can appreciate national ideals and can createsmart decision (4) A vehicle for forming intelligent, skilled and characterized citizens who are loyal to the nation and state of Indonesia by reflecting on themselves in the habit of thinking and acting in accordance with the mandate of Pancasila and the 1945 Constitution of the Republic of Indonesia The main objective of civics education is to foster insight and awareness of the state, attitudes and behavior that love the motherland and are based on national culture, insight into the archipelago, and national security in prospective successors to the nation who are currently studying and will master science and technology and art. In addition, it also aims to improve the quality of Indonesian people who are virtuous, have personality, are independent, advanced, tough, professional, responsible, and productive as well as physically and mentally healthy.

#### *Citizenship Education Problems & Solutions In Elementary Schools*

The problem Why have so far Civic Education tended to be less attractive to students? Why does Civics receive less attention, such as mathematics, science, and Indonesian? This question arises when looking at the fact that some people underestimate Civics lessons, which is sure to have an impact on the achievement of Civics lessons that is less than optimal. Should we blame the students? We as educators should do self-introspection. Have we taught well so far and been able to interest students in Civics lessons? Problem after problem that is experienced is so complex. Like the curriculum too heavy, lack of ability to catch key words in teaching SK and KD based on textbooks (textbook centre) Civics teaching practice so far has taken place more with conventional approaches to non-contextual learning evaluations tend to lead to cognitive aspects the curriculum is adjusted to the level of ability of elementary students to capture the essence or keywords in SK and KD correctly teaching must have

preparation of lesson plans. RPP plays an important role for teachers in teaching teaching with a constructivism approach. Implementing a constructivist approach will provide many opportunities for students to explore their potential for learning based on reality. Learning will be meaningful for students if what is learned is beneficial to their lives. Evaluation is total (cognitive, affective, psychomotor). Learning outcomes are not only measured by cognitive abilities.

#### *Implementation of Thematic Learning.*

In implementing thematic learning, there are several things that need to be done including: (1) The planning stage which includes competency mapping activitiesbasis, determining the theme, making the theme nets, developing the syllabus and preparing the implementation of learning (2) The thematic learning implementation stage includes the use of various modelsand learning techniques, determination and use of media (3) The assessment stage, in thematic learning the assessment is carried out by reviewingachievement of basic competencies and indicatorsin each subject contained in the theme, so it is no longer integrated through the theme, but has been separated according to basic competencies and indicators on subjects (BPSDMPK, 2012). The flow or steps in developing a learning implementation planThe thematic includes six stages according to Rusman (2015), namely: (1) Determine the subjects to be combined (2) Learnbasic competencies and indicators of the content of the subjects to be integrated (3) memchoose Andmsettema/topicunifier (4) Create a matrix or relationship chart of basic competencies and unifying themes( 5). Develop a thematic learning syllabus (6) Preparation of thematic learning implementation plans. Piaget (in BPSDMPK, 2012: (7) suggests that children's intellectual development includes a) sensory-motor, b) pre-operational, c) concrete operational, and (8) formal. So if we refer to this practical theory the teacher should be able to see the characteristics of this development in children are at a holistic stage, where this aspect of development is very closely related and still influences other aspects of development.

#### *Reflectionand Follow Up.*

This activity is a continuation of the implementation of learning in class. Notes for improvement will be discussed together. Implementation time will be adjusted according to each school's activity schedule. Description of the solutions offered abovecan be described as the following table.

### **Research Methodology**

To find out the learning methods used by school teachersElementary, we compiled questions to ask Elementary teachers. This research is a qualitative research with observation and interview methods. An interview is a conversation between two or more people and takes place between the source and the interviewer to dig up the information the interviewer needs from the source to make news material (Malora, 2013). This method was chosen because the author wanted to obtain information directly from elementary school teachers regarding the teaching method used by the teacher.

### **Result & Discussion**

Civics has been included in thematic learning. Thematic learning is integrated learning that links several subjects, the advantages of thematic learning are that it is more student-centered so students can be more active and get meaningful experiences, and also thematic learning uses the principle of learning while playing so that the learning atmosphere is more enjoyable. From this thematic learning the teacher can find out the learning outcomes according to the interests and talents of students, but the drawback of this thematic learning is that the separation of subjects is not clear. The function of learningCivic Education is able to help students understand their rights and obligations as citizens, can form better and more responsible characters, and can foster a sense of nationalism in students towards the Unitary State of the Republic of Indonesia. The purpose of Civics learning is that it can be a learning tool for students to get to know moreThe Unitary State of the Republic of Indonesia, forms student personalities in accordance with the culture of the Unitary State of the Republic of Indonesia, and aims to form a generation that loves the motherland and participates in filling in the independence of the Republic of Indonesia. The obstacles faced during the Civics learning process are roughly the difficulty of the material for students to understand because the material is too heavy, sometimes students are less active during the teaching and learning process, and also inadequate equipment to assist the teaching and learning process. Citizenship education aims to enable students to think critically and creativelyintelligent and responsible, so that civics education does not only prioritize intellectual abilities but also prioritizes the morality of students. This is different from civics education which developed in the old paradigm, that moral education in civics education is an indoctrination of moral values. Pancasila and citizenship education is a role educationimportant to form the personality of SD/MI students. This is because PPKN learns about how SD/MI students can become good and right citizens. PPKN is a very compulsory

subject to learn from elementary to tertiary level, because it is so important to learn for the nation's future. PKN teaches how to create harmony in the school environment. In line with the objectives of civic education, namely to know and understand the content and meaning contained in Pancasila and the 1945 Constitution or in other words to become good citizens based on the state philosophy and the 1945 Constitution and thus citizenship education is one of the educational efforts that concerning the formation and personal development and development of students or in other words is one of the ways to shape the character of the Indonesian nation and shape the personality of Indonesian people who are completely in accordance with the values contained in the precepts of Pancasila and the 1945 Constitution. PKN as democracy education is a multidimensional subject.

It is a normal value education, social education and political education. However, the most prominent is value education and moral education. Therefore, in short, Internship is considered as a subject that carries the mission of value and moral education. Education character that is integrated into subjects to train, instill, familiarize, and strengthen student character in accordance with character values that are in accordance with PPKN Education related to learning outcomes Citizenship Education educators do not have to always focus on teaching about knowledge to students., will but educators must also develop moral values that are in accordance with Pancasila. One of the things that teachers can develop is interpersonal intelligence. The application of a scientific approach to Civics learning has shown a fairly positive trend in several aspects of students' citizenship skills, especially in the aspects of answering, asking, discussing, and actively participating skills, which are marked by students looking more critical, more enthusiastic, in asking questions, more use intelligence thinking during the learning process takes place. It can be interpreted that the values of life contained in consumer education as a need to be given to students. According to the teachers, some of these life values have been integrated into the subjects, in particular: Civics, social studies in economics, PKK.

## Conclusion

Citizenship Education is not merely an ordinary lesson, because through Citizenship Education it can create future generations who are love for the motherland and shape human character in accordance with national identity. His suggestion might be that in the future Citizenship Education subjects can be paid more attention to so that the learning process can run effectively and efficiently, and can create citizens who love the Motherland and can play a role in building the Unitary State of the Republic of Indonesia. Initially the teachers there still did not really understand the implementation of thematic learning in the 2013 curriculum. However, even so it did not make them desperate to continue to want to understand, learn, and try how the process thematic learning.

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