



DYNAMICS CITIZENSHIP EDUCATION LEARNING ABOUT CHALLENGES AND OBSTACLES IN THE PRESENT AND IN THE FUTURE

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¹Teacher is end spear generation of the nation's buds, teachers are the first carve will made what generation this young

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Abstract

This study aim browse as well as put forward opinion about history development education citizenship in century present and future, then compared so that produce analysis implementation education citizenship for determine challenges and obstacles that occur, then try develop for find the solution. Research methods in articles this written with use literature review method. The literature review is method research conducted with method identification, evaluation, and synthesis to works previous like in a way systematic and explicit. Result of study that is showing citizenship education in Indonesia is experiencing significant dynamics since beginning its formation until moment this, then required a number of recommendation the first improvement, provide role model for students good role modeling at school by teachers and parents in the environment family. second, improve inner teacher creativity learning start from innovation learning with apply various learning models, methods and media.

Keywords : Citizenship education, challenges and obstacles, progress system learning , morals and motivation

Introduction

Civic education become very important container in give understanding nationality for public in a country. This matter because in a way substantive, material citizenship related direct with life society and state. Therefore that 's education citizenship responsible answer in instill morals, values nationality, instill discipline social and growing commitment for development economy sustainable (Sari, 2018). Through education citizenship, society given understanding about rights and obligations, relationships with the country, as well draft nationality that originates is become citizens of character who understand will rights and obligations, okay to society, as well as the state. Citizenship education in Indonesia is experiencing significant dynamics since beginning its formation until this moment. Pancasila, as ideology the basis of the state, has role central in forming character and consciousness nationality for Indonesian citizen (Darmadi, 2019). This dynamics covers change in curriculum, understanding, challenges culture, as well adaptation to change social and technological (Arif, 2017). Civic education influenced by the setting behind something nation (Tarmizi bin Anwar, 2019). The dynamics that occur influential to internalized load in material curriculum in accordance with the circumstances and needs of the country. For overcome dynamics this is necessary collaboration between government, institutions education, society, and stakeholders interest others (Jailani & Saputra, 2022). Civic education is part or one 's business aims of science education social knowledge is material his education organized in a way integrated from various discipline sciences social, humanities (sciences perceived knowledge aim make man more humane, in the sense of making man more cultured), and activities base human beings are organized and presented in a way psychological and scientific for follow reach one aims of science education social knowledge (Somantri , 2001:159). Education is something very important thing for sustainability life somebody. without education somebody the not own knowledge, and knowledge that key from success somebody for live in this world and in the afterlife later. In Indonesia education

already existed ± 516 years ago or since colonial times until this now. Education in Indonesia is experiencing lots changes in each the period even in every replacement minister education. So from that education in Indonesia has each period 's challenges and obstacles minister education the. In Indonesia it has lots field education is one of them is citizenship education or often called with PPKn and now known with civics is lessons that have been taught since elementary school. Why does it exist in Indonesia? lesson civics ? Because of lessons civics can build the Indonesian nation became a nation that upholds democracy values Pancasila and appropriate with friendly Indonesian culture towards Indonesians in particular. In this era education elementary school civics is really needed for fortify student from influence western culture and student order since early for more know Indonesian nation. The history of education in Indonesia is shared three period, ie period before coming nation europe (below 1500) period after came europeans and Japanese (between 1500-1942), and the period Independent Indonesia (sukardjo , M komarudin.2012:117) According to Malik Fajar (2004), Civics own role very important as vehicle for develop ability, disposition, and character democratic and responsible citizens answer.

Research Methodology

Research on articles this is written with use literature review method. The literature review is method research conducted with method identification, evaluation, and synthesis to works previous like in a way systematic and explicit. Works previous data collected and analyzed form journals national and international. Analysis fill in the concept dynamics learning education citizenship about challenges and obstacles in century now and in the future. Collected data then selected and classified in accordance need for analyzed. Data obtained through form development education citizenship in century present and future, then compared so that produce analysis implementation education citizenship at a good level where can give information change valid and proven data the truth.

Result & Discussion

Understanding dynamics citizenship education learning

Citizenship education in already develop since the colonial era. During the reign dutch east Indies, education nationality is known with term Burgerkunde. Learning at that time done with the aim of society obedient to government Dutch East Indies and not consider the Netherlands as enemy with introduction will rights and obligations to Dutch East Indies (Kurniawan, 2018). With thus, the Indonesian people can support full policies issued by the government Indies Dutch. During the colonial period Japan, system education version Dutch East Indies abolished . System education without caste applied to all circles Can feel education. However not how long later, Japan direct education for embed teachings of Hakko Ichiu so that Nipponize's mission was successful (Ramadhani, 2021). System education implemented by Japan impressed for interesting sympathy society to want it defend Japan in world war. Cikal will education citizenship post independence can be seen in 1947 when in The People's School "Lesson Plan" curriculum has been completed there is objective for form and build intelligent, democratic, and religious citizens, however objective this not yet accommodated in eye lesson special with Name education citizenship and the like (Widiatmaka, 2021). This payload accommodated in Character (classes 1 to 4) and Religious Education (classes 4 to 6). According to Alhamuddin (2014), curriculum first after Indonesia's independence Still copy plan learning that existed in the colonial period. Civic education in a way nomenclature new appear ten year later (1957) with name citizenship. Subjects citizenship introduced simultaneously with eye constitutional and legal system lessons that discuss about the country. In the beginning emergence, citizenship only charged rights and obligations citizens as well method. Next development, in 1962 the Civics changed Name become Citizenship. Replacement nomeclature this is recommendation from Dr. Sahardjo, SH who at the time that took office as Minister of Justice with base desired goal realized, that is forming good citizens (Kurniawan, 2018). However change politics going on consequence incident PKI rebellion in 1965 and followed incident submission letter order 11 March 1966 by Soekarno to Suharto also has an impact on policy education including citizenship. In 1968 it was introduced curriculum new to know with name curriculum 1968. This curriculum emphasize on on effort for forming true Pancasila people, strong and healthy bodily, heightening intelligence and skills physical, moral, mind character, and beliefs religion (Alhamuddin, 2014).

Educational materials citizenship that existed during the old order is considered already not relevant by order new. As instead, in the 1968 curriculum, it was introduced eye citizenship education lessons that study regarding : 1) Pancasila, 2) UUD 1945, 3) MPRS Decrees 1966, 1967 and 1968, including GBHN, 4) human rights humans, and 5) some charged material history, geography and economics (Sunarso, 2012). Through 1994 Curriculum as one form repair system education and implementation of Law no. 2 of 1989 concerning the National Education System (NPC) introduced Pancasila and Citizenship Education (PPKn) as integration Pancasila education and education

emerging citizenship in the SPN Law. Based on function that, then functions carried out by PPKn not only limited moral education only (instilling values character), but also as education politics (building awareness citizens against each other and their country). In the current era of reform, education citizenship even own development paradigm very complex new one. Civic education must own structure strong knowledge to be able to become vehicle reach goals outlined by the government. In the 2013 curriculum, education citizenship experience strengthening in a way methodology, where the emphasis directed not only in aspect affective and cognitive, but also developing aspect psychomotor. This matter in line with objective the 2013 curriculum produces Indonesian people who are productive, creative, innovative, affective, through observation integrated attitudes, skills and knowledge. Nomenclature PPKn is back used in learning. Position PPKn increasingly perfected with exists Known 2020 curriculum with the name Merdeka Belajar. Curriculum initiated by the Minister of Education and Culture this own three idea main, namely : 1) technology for acceleration , 2) diversity as essence, and 3) profile Pancasila students (Raharjo, 2020). By substance, diversity and profile Pancasila students are clear related with PPKn. Internalisation values diversity and wisdom local internalized in learning for produce Pancasila students who have profile reason critical, independent, creative, mutual cooperation, global diversity and morals glorious main goal of Citizenship Education is for grow insight and awareness state, attitude as well as loving behavior homeland and joint culture nation, insight archipelago, as well resilience national in the candidates themselves successor moderate nation study and master knowledge knowledge and technology , language as well as art.

Challenges and obstacles today's learning is seen from the role of the teacher

Distribution of teachers who do not equally is problem in a way quantity nor quality encountered nation we this moment. Number of teachers at the time this indeed not enough adequate with many schools in Indonesia. In the area certain specifically area isolated still lots there is a shortage of teachers, so teachers must teach both eyes lesson at a time in different classes. Many teachers don't Want to teach in the regions isolated with various reason. Whereas for schools in urban areas lots teacher stacking, supposedly teacher deployment must be evenly so that learning occurs in the area rural with area urban equally. Until this moment advanced schools in urban areas can keep going endure with progress, temporary schools with a shortage of teachers in rural areas or area isolated the more down or decrease the quality. Many teachers refuse placed in the area isolated because it's what you imagine his life will difficult with limitations facilities and infrastructure. Should all teachers accept placed where because the goal for enlighten child nation not seen from place teach him. Problem quantity and quality of current teachers this, too, is a dilemma (Sam M. Chan & Tuti T. Sam, 2006: 57). A teacher has disciplined attitude in act, as well give role model or good example for his students. Started from that teacher you have to do it yourself give good example to students, for example in matter appropriate when the teacher gives an example with come more beginning at school. Then apply it to the students that come appropriate time it's very important, first so that it doesn't haste moment leave to school, though his house near from school should too leave just in time. In order not to happen things that don't expected, like happen accidents and other things. Second if late so will get punishment because already act no discipline, with he gave punishment so will educate students to consider for not do it again, but need is known that in give punishment must be considered impact to psychological student that yourself, because that should punishment is given not on punishment physique. Like ordered for do questions and so on. Motivation give good impact in development mental man especially development education children, parents are also teachers who should be cooperate for can motivating a children to develop with all potential possessed by the children the. With method motivating his students with good can push spirit student for diligent learn for the sake of learning his aspirations. A teacher should too capable give something meaningful information is linked with life real already experienced students so they can attached to oneself students (Robert E. Slavin, 2008:248). In the environment school student required can think critical in face his problem facing. With the teacher emphasizing attitude critical to students, students can distinguish between right and wrong and think in a way rational so that student previously not own believe self make a student have trust high self so that student can solve problem in do something halwith easy answer, you can too believe with appropriate answer with what students believe it without have a little doubt so that can reduce habit student cheating. Think critical is also capable educate students to be in do a presentation in the class. With thereby students who have different opinions degan what was conveyed friend in presentation, students can support or ask for those presenting to know. Think you can be critical too bring out the creative ideas they have. Have lots of creative ideas student can solve problem No only with one solution but many Solutions.

Challenges and obstacles learning Elementary Civics in the future

- a. Progress technology and information for elementary school students

With progress technology and information are very fast, making all circles can access the internet with easy. Wherever and whenever can use the internet for look for their information search. With progress very fast technology make orangt many people abuse it, so make the future they become no regular. Should with progress technology and information make people with easy look for their information search, esp for elementary School kids. Now elementary school children can look for various information available on the internet. But mostly child elementary schools use computer or internet with play no look for information about school or about their lessons learn. Progress this also became obstacles and challenges for the future, because with progress this elementary school students don't Want to read existing books, but look for work school on the internet. Become impact bad for progress Indonesian nation. For that should progress technology is also balanced with pattern think more students mature. For overcome it should the role of parents and teachers is very important for balance appearance such technology fast among elementary school students. There is a lot of Civics in elementary school explain about struggles in the past, if no read book no will know struggle hero yeah has independence Indonesian nation. They with easy access the internet for look for information the will but with read book can add knowledge them and can add outlook for they especially for elementary school students (Gordon Dryden & Dr. Jeannette Vos, 2001: 85).

b. Educational output for sustainability Elementary Civics

As our teacher has equipped knowledge for become a professional teacher, as a teacher is also required for teach or introduce our Indonesian culture to students, for example like introduce clothes custom, home customs , and so on. A teacher can increase his creativity for make a learning medium in explained material to students, for example in explained custom culture in Indonesia. Student trained for more know culture that exists throughout archipelago as well as can interested for study know culture. The goal is student expected when graduating from school student the can develop knowledge gained beforehand so that he can help himself alone in study or in presentation or explained up front class with trust self because he has get knowledge from previous school, as well student the can use it in century upcoming. Learning civics in elementary school is very important important and necessary taught to students to order them know why there is mandatory rights and obligations they do, how regulation live in this country, and so on. for example a teacher can know is his students already understand with what 's been taught, with the way the teacher gives question to student. If at home there is rules, regulations what just students can do then compare with existing regulations at school. Be a student can interesting conclusion alone that will there is impact or consequence if violate existing regulations set at school nor at home. The goal is for students can follow existing regulations determined, right just in the environment school and home but wherever students are the is at so he must obey orders that have been set. In study even a civics teacher must be a civics teacher capable give good example to students , like each other helpful, kinship, and so on many others. A capable teacher invite, preserve or introduce custom culture that exists in Indonesia, so that student can know if there is lots very culture owned by his people alone. So that student can remember what just culture in Indonesia, they Can proud be a person from Indonesia.

c. Activity School

In the future, school own very important role for sustainability learning and power pull for go to school there, school must own Complete facilities, right ? only computer lab, science lab, lab Language english, but also have place special for practice civics as eye lesson society. Be a student can apply learning delivered by the teacher direct put into practice. What again elementary school students are students who are very active and have a high sense of curiosity. With thereby school will be one things that students miss, because at school they experience exciting experience in accordance with existing reality. Schools now has designed thereby good with exists activities outside learning. School Now Lots apply school full day off day saturday and sunday. Vacationed with 2 days Because learning taught to student specifically elementary school students already fulfil criteria taught. Besides that schools now also designed for the future his students. This effort is also for building for students can become successor nation.

Conclusion

Civic education something very important container in give understanding nationality for public in a country because is important foundation for continuity Indonesian nation. Civic education must teach and spread Pancasila values to generation young, for overcome challenge from change social and technological accommodating diversity culture, and ensure participation active from all holder interest. Challenges faced covers adjustment with globalization, increase teacher quality, integrity curriculum, use technology, and roles in forming character a just, civilized and sustainable nation. So from that a teacher must can increase his creativity for make a learning

medium in explained material to students, for example in explained custom culture in Indonesia. Student trained for more know culture that exists throughout archipelago as well as can interested for study know culture.

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