

International Journal of Students Education



Page 70-74

ISSN 2988-1765

Vol 2 No 1 2024

Copyright © Author International Journal of Students Education

This work is licensed under a Creative Commons Attribution 4.0 International License



THE ROLE OF CITIZENSHIP EDUCATION IN THE IMPLEMENTATION OF PANCASILA VALUES PRIMARY SCHOOL STUDENTS

Adist Tia Syabrina¹

¹Universitas Muhammadiyah Sumatera Utara

Email: adistiasyabrina@gmail.com

Abstract

Citizenship Education has a very important role and function in instilling the values of the Pancasila ideology, which contains basic values of humanity and personality which of course form the basis of the concept of global citizenship, this is of course as stated in the objectives of Citizenship Education. In theory, this research aims to analyze and find out the extent of the role of Citizenship Education subjects in implementing Pancasila values in elementary school children. The aim of this research is to describe the function of Pancasila and citizenship education in developing student character. This research is based on qualitative methodology, such as literature study or literacy study of various books and articles related to the topic being discussed. The author gathered information from leading websites referenced papers and journals. The author conducted a literature study in this research by reading, concluding, then processing and making the collected data as material for the research carried out.

Keywords : The Role of Citizenship Education

Introduction

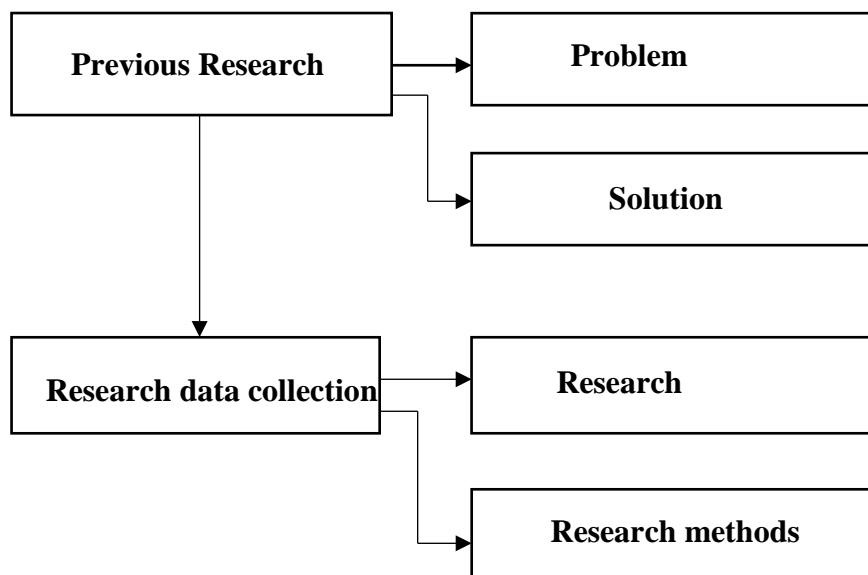
Education is a continuous and never ending process, so that it can produce sustainable quality, which is aimed at realizing the future human figure, and is rooted in the nation's cultural values and Pancasila. (Sujana, 2019). Education can be achieved by learning. Both at formal and non-formal levels. Formal education is carried out in a learning system which theoretically according to Gagne and Briggs, Instruction or learning is a system that aims to assist the learning process (students), which contains a series of events that are designed, arranged in such a way as to influence and support the learning process of participants internal learning. (Kosilah & Septian, 2020). The character of students is an important thing that needs to be paid attention to, in fact it is a serious concern in the interests of education, especially when morality is ignored in the system of behavior in schools and society. The negative influence of globalization has eroded the values of the Pancasila ideology as a character of national identity and is a serious problem in Indonesia. Indonesia is currently experiencing a multidimensional crisis, incidents such as murder, violence, rape, drug abuse, robbery and plagiarism often occur in Indonesia, both in society and within the state government (Fitriasari et al., 2019). Now a days, many researchers have discussed the term character education. Character education has become something that has attracted the attention of Indonesian people because people feel social imbalance in the results of education. Character education is a medium that has an important role in producing quality and potential humans. Therefore, it is necessary to be active in carrying out character education from an early age or from childhood. Article 1 of the 2003 National Education System Law states that one of the goals of national education is to develop the potential of students so that they have intelligence, personality and noble morals. The problem of harassment in the world of education has given rise to the same commitment from all groups that the actualization of character education must be organized on a massive scale as an effort to instill character values in students by actively proclaiming Pancasila values within the school, family and community (Dewi et al., 2021). Pancasila as the ideology of the Indonesian nation is a set of values

based on the socio-cultural values of the Indonesian state, so that Pancasila must be an open and dynamic ideological system that has the principle of conformity with current developments.

Citizenship Education has a very important role and function in instilling the values of the Pancasila ideology, which contains basic values of humanity and personality which of course form the basis of the concept of global citizenship, this is of course as stated in the objectives of Citizenship Education. Pancasila Values The application or cultivation of the values of each point of Pancasila that must be taught so that individuals have attitudes and behavior that are in accordance with the noble character of the nation and do not deviate from Pancasila values that are in accordance with the principles in Pancasila. (Sianturi & Dewi, 2021). The study above has described what education is and what the aims of education are, the importance of citizenship education and Pancasila values. The focus of the problem this time is, what is the role of Citizenship Education in implementing Pancasila values at the elementary school level. In building strong and superior education, it is necessary to build a solid foundation as a basis for educational development. This basis refers to the values that apply in society, both religious, moral and cultural values as well as legal values and norms that bind all parties. so as to achieve conformity and similarity of views in achieving the goals of the nation and state through education. We often know that there are still many students who do not understand the values contained in Pancasila and how to apply them in everyday life. Students' lack of understanding of Pancasila values causes a lot of deviant behavior that is far from the moral norms that apply in society. In theory, this research aims to analyze and find out the extent of the role of Citizenship Education subjects in implementing Pancasila values in elementary school children. Apart from that, this research also aims to provide information to the general public, especially elementary school teachers, so that they know that citizenship education is important and influential in forming character in implementing Pancasila values in students.

Research Methodology

This research is qualitative research in order to find the essence of each phenomenon. One of the qualitative research strategies developed is case studies. In qualitative research, the main characteristics come from the background of reality in society, using qualitative methods with the steps of observation, interviews and document review. Theories are built based on data. Data collection techniques use documentation, articles, journals, books, news.



Based on the results of the literature search, document review with documents that have been published in journals, the conclusions drawn can be seen in table 1 as follows:

Table 1. Document Review

Writer	Title	Method Study	Findings
Abdulatif & Dewi, 2021	New Paradigm Citizenship Education	Descriptive Qualitative	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 put together the rules carried out in social and state life; This role is also inseparable from his position.
Fahlila Mutia, Yakobus Ndonga, Deny Setiawan (2022)	The Role of Citizenship Education in the Implementation of Pancasila Values for Elementary School Students	Descriptive Qualitative	One of the qualitative research strategies developed is case studies. In qualitative research, the main characteristics come from the natural background/reality in society, using qualitative methods with the steps of observation, interviews and document review. Theories are built based on data. Presentation and analysis of data in qualitative research is carried out narratively.
Tia Yolanda Lubis (2022)	The Role of Pancasila and Citizenship Education Learning in Efforts to Form Students' Character	Qualitative Method	The implementation of Pancasila values still does not receive much support from society and awareness of behavior that reflects Pancasila values as strengthening national character.

Result & Discussion

Citizenship education has an important role for elementary school children in instilling Pancasila values to be applied into the learning process. Because in its learning, Citizenship Education teaches elementary school children to have moral and social values to always behave well, respect each other, be responsible, disciplined, independent, creative, polite, democratic and also have a high nationalist spirit. The role of Citizenship Education is very important at every level of school, however, it is very influential if it is instilled from elementary school age because in an effort to form a person with good character it must be instilled from childhood, so that when children grow up they already understand how to implement the values that have been taught. can be applied in everyday life. Pancasila is the basis and ideology of the Indonesian nation. Upholding the principles of state life. Pancasila is contained in the Preamble to the 1945 Constitution and is explained in depth in its articles, which means that the values in Pancasila are the values that regulate national and state life in the fields of education, law, politics, economics, arts and culture and society (Hidayat, 2015). This nation needs a generation that truly practices Pancasila in everyday life because it can be seen from day to day that there are increasingly signs of the decline of Pancasila values in life. For example, there is a lot of violent behavior everywhere, in schools and in the general community, the influence of social relations which is increasingly rampant among teenagers in terms of violent behavior, many teenagers who consume illicit goods (alcoholic drinks, drugs, psychotropic substances, etc.), self-destructive behavior (tattoos, etc.), decreased manners among parents and teachers, reduced responsibility for every citizen, mutual suspicion among fellow citizens, easy feelings of envy and envy towards others so that the seeds of hatred are planted, dishonest behavior, increasingly blurred moral guidelines and work ethic. which is

decreasing. This era of digitalization has had a tremendous influence on individuals, families, groups and society in general.

Role can be defined as a dynamic aspect of position. If someone carries out their duties, rights and obligations in accordance with their position, then they have carried out a role. Natalia, et al. (2021) concluded that the implementation of Pancasila in an effort to improve character education requires support from all elements including government, schools/institutions, educators, students and society. The government, for example, provides comprehensive policies to various parties to consistently and integratedly support the implementation of character education. School is a very strategic place for character formation because most children from all levels of society are educated at school. Apart from that, children/students spend most of their active time in the school environment, so what they get at school will greatly influence the formation of their character (Sugiati et al., 2021). The character education process is based on psychology which includes all human individual potential (cognitive, affective, psychomotor) and the totality of sociocultural functions in the context of interactions within the family and educational units. and society. Individual human potential consists of various aspects, namely cognitive, affective and psychomotor aspects which are divided into 4 psychological aspects, namely the thinking process which consists of intelligent, critical, creative, curious, thinking openly, productively, etc. (Natalia et al., 2021). According to Julkifly, et al. (2020) strengthening character education is oriented towards instilling character values based on Pancasila values in the educational process, both within the scope of formal, informal and non-formal education. The basic values of Pancasila are operationalized into character values which are stated explicitly in the character values of religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, national spirit, love of the homeland, respect for achievement, communicative, peace loving, fond of reading, cares about the environment, cares socially, and is responsible. These character values are the embodiment of 5 (five) main interrelated values, namely religiosity, nationalism, independence, mutual cooperation and integrity which are integrated into the curriculum.

Conclusion

Through this literature review, it can be concluded that Citizenship Education has an important role for elementary school children in instilling Pancasila values to be applied into the learning process. Because in its learning, Citizenship Education teaches elementary school children to have moral and social values to always behave well, respect each other, be responsible, disciplined, independent, creative, polite, democratic and also have a high spirit of nationalism. The role of Citizenship Education is very important at every level of school, however, it is very influential if it is instilled from elementary school age because in an effort to form a person with good character it must be instilled from childhood, so that when children grow up they already understand how to implement the values that have been taught. can be applied in everyday life. In line with what is taught in Citizenship Education which teaches moral values in social life which will encourage elementary school students to behave in accordance with surrounding environmental factors. Therefore, a person with Pancasila character is very important because he will need it in the future as capital to build the nation and state in a better direction.

References

- Abdulatif, S., & Dewi, DA (2021). The Role of Citizenship Education in Fostering an Attitude of Tolerance among Students. *Journal of Elementary School Teacher Education and Teaching*, 4 (2), 103–109.
- Dewi, DA, Hidayat, NASN, Septian, RN, Apriliani, SL, & Purnamasari, YF (2021). Role Elementary School Civics Learning in Forming Students' Moral Character to Prepare for the Future Front of the Nation. *Basicedu Journal*, 5(6), 5258-5265.
- Fitriasari, S., & Masyitoh, IS (2020, March). The Role of Pancasila Education Teachers and Citizenship in Strengthening Character Education Based on Pancasila Values. In *2nd Annual Civic Education Conference (ACEC 2019)* (pp. 534-540). Atlantis Press.
- Hidayat, N. (2015). The Role and Challenges of Islamic Religious Education in the Global Era. *El-Tarbawi*, 8 (2), 131–145. <https://doi.org/10.20885/tarbawi.vol8.iss2.art2>
- Humaeroh, S., & Dewi, DA (2021). The Role of Citizenship Education in the Era of Globalization in Forming Student Character. *Journal on Education*, 3 (3), 216–222. <https://doi.org/10.31004/joe.v3i3.381>
- Julkifli, J., Masrukhi, M., & Susilaningsih, E. (2020). Learning Strategy of Pancasila and Citizenship Education on Students' Character Development. *Journal of Primary Education*, 9 (1), 14-21.
- Kosilah, & Septian. (2020). Application of the assure type cooperative learning model in improving student learning outcomes. *Journal of Educational Innovation*, 1 (6), 1139–1148. file:///D:/BACKUP DATA C/Downloads/214-Article Text-587-1-10-20201024.pdf

- Natalia, VED, Pratama, AO, & Astuti, MD (2021). Implementation of Pancasila Values in Character Education: A Literature Review. *International Journal of Social Pedagogy Studies*, 6(1), 35-42.
- Sianturi, YRU, & Dewi, DA (2021). Application of Pancasila Values in Daily Life and as character education. *Journal of Citizenship*, 5 (1), 222-231. <https://doi.org/10.31316/jk.v5i1.1452>
- Sugiati, A., Nur, J., & Anwar, N. (2021). Implementation of Character Education through Learning Pancasila and Citizenship Education in Sungguminasa 1 State Junior High School, Gowa Regency. *Journal of Democratic Ethics*, 6 (1), 138-148.
- Sujana, IWC (2019). Functions and Goals of Indonesian Education . *Adi Widya: Journal of Elementary Education*, 4 (1), 29. <https://doi.org/10.25078/aw.v4i1.927>
- Wahidwarni (2017) Presentation of qualitative research methods. Presented in the Research Methodology course, Department of Social Sciences Education, Faculty of Tarbiyah and Teacher Training, Odd Semester 2017/2018. UIN Maulana Malik Ibrahim, Malang, July 969