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## PROBLEMATICS OF CITIZENSHIP EDUCATION AND CHALLENGES FOR TEACHER

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### Abstract

Objective study this for know problem in education citizenship at school base And What challenge the for a teacher and study this also aim for discuss in a way deep about constraint which faced teacher citizenship in participant educate in school. Approach which used in this research is a qualitative approach and changing the curriculum is a challenge very in worried on moment this wrong the only one student more tend own or get competence cognitive. In matter this challenge for teacher citizenship facing a curriculum whose direction is not only to provide knowledge but also to teach method think education Pancasila and citizenship own interest for translate think level tall in process his learning because, wrong one the aim of Pancasila and citizenship education is to form a personality think critical is element important in personality that and problematic which faced in implementing methods in providing easy project tasks to students so that, in implementation, students do not experience obstacles due to project assignments is task which futures. Problematic which faced teacher is time implementation in the assessment of PPKN subjects.

**Keywords :** Problematic, education citizenship, school base

### Introduction

Abduhzen (2013) which put forward that ability think And Indonesian students' reasoning skills are still low. The statement comes from the results International research positions Indonesia at the lowest level. according to him that anyway Which become base for government For change education curriculum. Abduhzen added that so far the education model in Indonesia it only fills the mind, but does not teach thinking. That's why person Indonesia very weak inside think and reason. In line with Abduhzen, Megawangi in the Mangunwijaya VII Forum (2013) Suggesting that challenge biggest education We is How translate concept of successful intelligence (SI) to in System operations education. According to him, education in Indonesia has not succeeded in forming SI, for example in higher order thinking abilities Skills/HOTS). This is based on data from TIMMS 2007 (Trends in International Math and Science Survey), which only one percent of Indonesian students have advanced thinking skills. Detailed comparison with other countries can be seen in the table showing between countries Asia (Taiwan, Korea South, Singapore, Hong Kong, Japan) Indonesia is at on position Lowest. Furthermore Al Muhtar, Abdul Kareem (2011) in Nusantarariya (2013) stated that the quality of education is still weak and is characterized by errors one characteristic that is process education which give as much possible material lesson for reach target curriculum, whereas capacity think no improved to optimal levels (higher order thinking skills). concern sort of that also appeared from sanusi (1998:222-227) in nusarastrिया (2013) in his discussion regarding the educational perspective of social sciences who stated that social studies teaching in schools tends to emphasize on mastering memorization and achieving cognitive goals that "peel the onion" and dominant level thinking practice low. Problematic education citizenship now looks lots found, problem which experienced every learning of course very complex. these problems can come from the curriculum, teachers, students, infrastructure, resources study, and other but sadly lots educator not enough sensitive to problem which faced. based on experience in field, in here try identified problems that have been faced, which led to learning civics tends to be less interesting, considered trivial,

boring, and has a negative impression other the problem is between other: First, the curriculum is too heavy. According to the author, curriculum content civics for level elementary school too tall compared to ability child age elementary school. for example, for material for class vi elementary school semester ii. take the example of competency standards (sk) 2 understand system government republic indonesia, competence base (KD) 2.1 Explain the election and local election process, 2.2 Describe the institutions country in accordance with the 1945 Constitution as a result of amendments, 2.3 Describe duties and functions government center and area.

Apart from being too advanced for students, these materials also lack urgency and urgency utility for life student. Even if material that studied student, finally the target is just that on aspect cognitive, no touch life real students. Second, lack of ability to capture keywords in SK and KD. In reviewing SK and KD so far, there are still many teachers mistake. As a result, what which delivered to be misdirected. For example, this error occurred in SK class VI semester I. SK 1 Respecting values mark fight in process formulation Pancasila as base country, K.D 1.1 Describe the fighting values in the process of formulating Pancasila as a basis country, 1.2 Briefly explain the value of togetherness in the formulation process Pancasila as the basis of the state, 1.3 emulate the fighting values of the figures which played a role in the process of formulating Pancasila as the state's basis for life daily. Because error catch essence sk and k.d., learning tend it only leads to achieving cognitive aspects. Like the SK and KD examples above, so far, teachers tend to only emphasize the formulation process Pancasila is (cognitive), so during the evaluation, questions that arise are about the process of formulating Pancasila. For example, who is the figure who formulated the date how many, How sound the formulation. Condition that cause competence which expected achieved student rather neglected. For example How student capable value spirit para warrior in formulate Pancasila, how value difference opinion in something discussion and how emulate the fighting values of the figures which students can apply in learning and it turns out this also happened to the district level exam question writing team. Whereas the keywords from SK and KD are respect and fighting values, so they should learning emphasize on affective aspects and behavior student. Third, teach based on textbooks (textbook center). Textbook during This is a mandatory guide. If we teach only relying on textbooks (without use lesson plan), direction and targets learning becomes not focus. Fourth, the practice of teaching Civics so far has taken place more frequently conventional approach. During teaching, teachers use more methods lecture and question and answer. Students just become listeners in class, then answer question. Learning taking place monotonous and teacher become the only one source information. Besides that, teach civics seldom use media which support. This kind of learning is clear very boring. Fifth, learning is not contextual. There are actually a lot of civics materials can be taught according to the reality of students' lives. But, in practice, because it has accustomed to teaching with lectures, finally all the material is presented in form lecture and ask answer. As a result, what which obtained student simply what which be delivered the teacher. That's if can absorb everything. Take for example the material for class I semester II. SK 4 implementing children's obligations at home and in school, K.D 4.1 follow system orderly in house and in school, 4.2 Implement the rules that apply in society. This material is actually very close with student life. If this material is presented in a lecture only, what happens then competence which there is in SK that no will achieved. Objective learning again, again only leads on achievement ability cognitive. Whereas, this material demands an application, doesn't it? just a theory or memorized. Sixth, evaluation tends to focus on cognitive aspects. As an impact from errors in capturing the essence of SK and KD as well as using the lecture method become a mainstay, learning outcomes ultimately only boil down to knowledge. Whereas, results study should covers all domain: cognitive, affective and psychomotor.

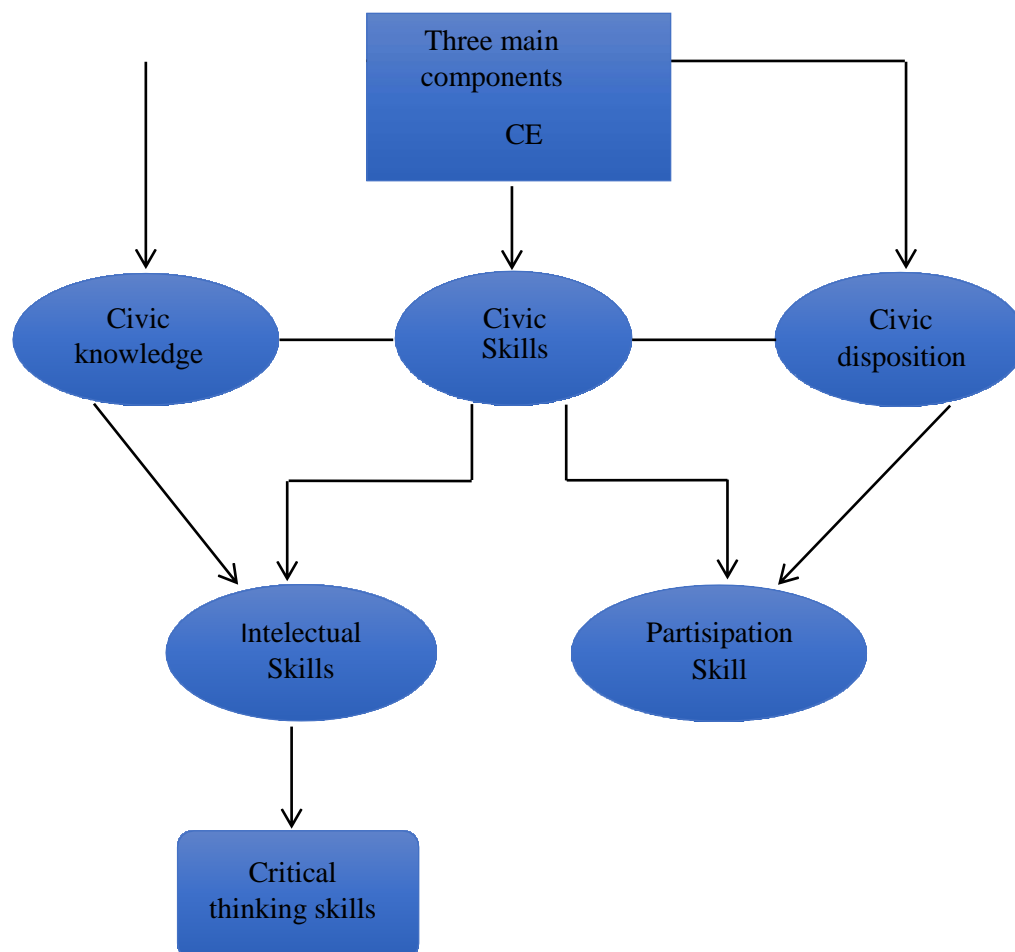
## Research Methodology

The method used in this research is systematic literature review (slr), is a method with a survey-based quantitative descriptive approach. survey done to data secondary, that is form results study primary regarding the implementation of ppkn learning on character education materials in schools base. research stages include, data collection, data analysis, and retrieval conclusion. The data collected is in the form of primary studies that have been carried out journal article national data collected from electronic databases registered and indexed by Google Scholar. Next, extraction was carried out on all of them articles found. Only articles that are relevant and meet the inclusion criteria will be involved in the analysis stage. To obtain data that corresponds to research objectives, it is necessary to establish inclusion criteria, namely articles based on results of educational research on PPKn learning on character education materials in schools base and article published on range 2019-2022. Method study is Literature review which is something study scientific which focused on one topic certain. Literature review will give an overview of the development of a particular topic (Agus Cahyono, et al: 2019). Temporary That (Hijran & Early, 2019) put forward that collection Literature review used a number of stages among them search article based on topics line big, grouping article based on relevance with topic. Before take conclusion, source which has

collected, analyzed, then write, then process the data into information which relevant to theme article which lifted on this article. Collection process data with approach study literature, ie from source data through journal, article which related with title which researchers raised (Nurohmah & Dewi, 2022). Literature review will possible a researcher for do identification on something theory or method, develop something theory or method, identify gap which happen between something theory with relevance in field / to something results research (Rowley& Slack, 2004; Bettany-Saltikov, 2012).

## Result & Discussion

Citizenship education means a vehicle for character education which was built to foster and develop intelligent citizens and both in formal, informal and non-formal education channels that have become established part objective from education national in Indonesia. Harmanto (2013, p. 231)) explained that "Citizenship Education has a very important role important in developing a harmonious, peaceful mindset, attitude and behavior and tolerant without abandoning the diversity that has become a given his nation Indonesia". Development pattern think, attitude and behavior harmonious, peace, as well as tolerance will becoming a citizen has the greatest moral burden because of education Citizenship is moral education nation. Education Citizenship in build inhabitant country which good develop three competence that is knowledge citizenship (civic Knowledge), Skills citizenship (civic skills) and character (civic disposition).



Condition main for become inhabitant country Which Good must own knowledge, skills and character based on Pancasila. When third competence is owned by every citizen, directly or indirectly direct inhabitant the is individual which competent, committed, and have self-confidence. Citizenship education can build character students well and maximally, if citizenship education is deep its implementation is based on the four pillars stated in the commission's report International for UNESCO (Komalasari, 2008, p. 744) concerning education for century XXI, that is :

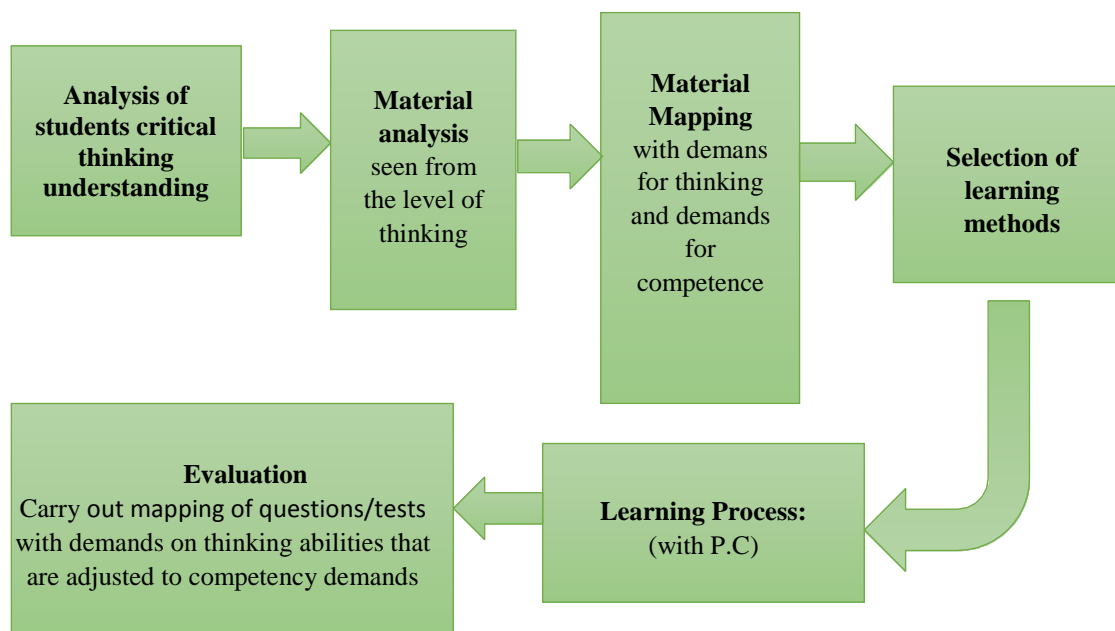
1. Learning to know (learning to know), namely obtaining instruments instrument understanding
2. Learning to do (study for do), that is capable act creatively in their environment

3. Learning to live together (learning to life together), that is role as well as and work the same with others in all human activities
4. Learning to be (learning to become a person), namely capable develop his personality more good and act with autonomy, decision and not quite enough answer personal which more big. Education Citizenship is basically able to implement four the pillars.

Well, but so far there have been several obstacles so that the goal learning civic education not yet can achieved with maximum. Citizenship education has a very big role in dealing with problems in indonesia, especially in the world of education. budimansyah (2010, p. 143) reveals the role of citizenship education in dealing with problem education in indonesia are as follows :

1. Education citizenship as program curricular in institution education formal (school/college tall) as well as non-formal (outside school), which acts as a vehicle for breeding and empowering children and youth according to their potential to become citizens country which smart and good (smart and good citizens)
2. Education citizenship movement socio-cultural citizenship which role as vehicle self-actualization of citizens both individually and in groups accordingly with rights, obligations and socio-cultural context, through active participation firm and responsible answer
3. Education citizenship national political education program for state administrators and members and leader organization social and organization political which packed in various forms of fostering civic knowledge (civic knowledge), civic skills and civic virtue disposition) which refers on principle conceptual-pedagogical for developing reasoning power (state of mind), not a vehicle for political indoctrination, as an intelligence process.

On basically problem which during this covering education citizenship is role teacher in learning in class, so that the goals of citizenship education in formal education have not been achieved maximum. Teacher which at will by teacher (answered without base which clear), even if the answer is wrong. This can happen because teachers are afraid of being seen embarrassed in front of the students, because they could not answer questions from the participants educate. Attitude which should taken by a teacher if no know answer to a student's question, offer it to the student other for discussed, so that happen interaction between teacher with participant educate and interaction between participant educate with participant educate.



### *Challenge Teacher Civics in Era Global*

In era global task teacher education citizenship the more heavy, because directly or indirectly globalization will affect education in general and has an impact on student behavior in particular. globalization has positive and negative impacts. Students basically don't it is easy to absorb the positive impacts of globalization and students if not having good morals and ethics may make students more easily influenced impact negative of globalization, so student behavior become not enough good. Of course, with globalization, the civics teacher's task is to shape good student behavior is not easy. indeed, in the global era, education must be able provide source power man which have competitiveness in the global era. For reach objective education national not easy, need role as well as good

cooperation from teachers among civics teachers. In accordance with the article 3 law no. 20 of 2003 emphasized: national education is functioning develop ability and form character as well as civilization nation which with dignity in order to make the nation's life more intelligent, aiming to developing the potential of students to become human beings who believe and god-fearing to lord which maha one, moral glorious, healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens answer. Formulation chapter 3 in on, be clear that education national own a very noble long-term goal, namely making students believers and being devoted to god almighty and having noble character, in addition having competence, other characteristics are also very important in the framework achievement quality man which in accordance with character identity nation Indonesia. The important point to note from the article above is humans which believer, devout, and moral or character glorious. third competence these are interrelated and cannot be separated from each other. Faith is the foundation underlies a person's devotion and character. Taqwa becomes a form of practice (application) from one's beliefs to lord (faith). Whereas character (morals) actually is results or consequence from implementation of piety. So, it can be said that a person with character should already have strong faith and already have true devotion. Leave from matter the on, in a way formal teacher eye lesson education citizenship has a big duty to carry out process activities effective and efficient learning that leads to character formation and the character of the nation's young generation has a strong juridical foundation. However, this signal was only realized when a moral crisis occurred which hit all levels public. There is no exception for elementary school students. To prevent what's worse is the moral crisis, now these efforts are starting to be initiated through education values character. In giving education mark character in school base, ministry education national make policy about maintenance education character in school, antara other; first, that education character the nation was given its standing itself as a subjects. second, education national character is given in an integrated manner in civics and education subjects religion, and other relevant subjects. third, national character education integrated into all subjects.

This policy has basically been implemented by the school but the results obtained for each student are still less than optimal. This is possible judging from the existing conditions in society, deviant things often occur from values which there is in society, among them often there is brawl student, mass cheating, and students lack manners. The above conditions exist the task of a citizenship education teacher is increasingly challenging, considering the material must be delivered not only in citizenship education subjects will but also must be able to teach character education in student. There is addition material naturally will add material nor o'clock learning but there is no increase in the allocation of learning hours in class. Teacher civics is a teacher who is predominantly responsible for instilling values character values in students at school. Civics teachers are required not only to be givers material, but also responsible for moral and behavioral development student which in accordance with mark, moral, and norm which applies in society so that they will be formed into good Indonesian citizens. basically eye lesson education citizenship is eye lesson which nature dynamic. In its history education citizenship we has experience lots very replacement and change. on year 1957 appear with name citizenship. in 1961 the name changed to civics lessons 1968 changed to National Citizenship. In 1975 it changed to moral education Pancasila (PMP) until on curriculum 1984. Curriculum year 1994 changed back to Pancasila and Citizenship Education (PPKn). 2004 changed with a new label. Based on our research which we conducted by interviewing teachers and observing students, the challenge faced by teachers is that teachers need to do more creative So that students are able to receive learning from the teacher. Teachers are also required more creative to maximize learning design to make it more interesting. Where SMPN 27 Medan's curriculum already uses the independent curriculum, teachers are being asked to do more open will technology Information. Because, curriculum independent this developed with more flexibility and focus on material and character development as well student competency. Teachers must also master electronics and media. media-based learning media, this curriculum is given freedom to educator nor participant educate in process learning. Curriculum independent emphasize how participant educate think critical and emphasize Participant educate.

Understanding technology is a soft skill that is really needed period method learning, curriculum, including IT utilization. On moment learning ongoing, teacher use model learning problem based learning, student which formed group for present material learning. according to arend (2013) model problem based learning is model learning which confront student on a problems that lead them to new knowledge and concepts not yet they know previously. Learning based problem is learning where students are faced with meaningful problem situations can facilitate students to construct their own knowledge, develop inquiry, ability think level tall, develop independence and self-confident. Before share group, teacher give material lighter about the problems that will be discussed so that students' minds are open, the teacher also encourages them students to gather the required information, the teacher also helps and direct students to prepare learning media such as power point, poster or ms word. after prepare media learning, student present the results, then the other groups ask questions about that material. this



model requires students to be active and think creatively. But, sometimes students get bored with this model so the teacher has to act and think be more creative in designing learning to make it more interesting and encouraging spirit student. Because on curriculum this teacher free for express how the process learning, so teacher must can make use of the media more effective learning and changing the learning model to a different model more effective and attract students so that give rise to spirit study for student. The independent curriculum encourages the development of cognitive skills includes critical and creative thinking. teacher creative ones can create a situation in where student invited for think more deep, submit question, seek creative solutions, and formulate new ideas. teacher at smpn 27 medan too required to be able to utilize various learning resources, including technology, teaching materials and interesting activities to support learning. so that teachers can create different and interesting learning experiences for student. Curriculum independent often time emphasize development mark and skills which holistic. Teacher which creative can integrate values pancasila and citizenship skills into various aspects of learning so that students not only master the lesson material but also internalize it the values taught. Teacher creativity can also be used to help student understand values, moral, and ethics in various situation life daily, which is aspect important from education character in independent curriculum. In the independent curriculum teachers need to approach learning in a more adaptive, innovative and creative way to maximize potential study student and reach objective education which more wide which covers character development, individual empowerment, and providing skills relevant. creativity teacher is key for reach objective the in curriculum independent.

Education Pancasila and citizenship is education which role important for form personality for student elementary/mi. Matter this caused ppkn learn about how student elementary/mi for become good and righteous citizens. ppkn is a very mandatory subject to be studied from elementary to tertiary level, because it is so important learned for the nation's future generations. pkn teaches how to create harmony in school environment. In line with the aim of citizenship education, namely to know and Understand the content and meaning contained in Pancasila and the 1945 Constitution or in other words to become a good citizen based on philosophy country and constitution base 1945 and with thereby education citizenship is wrong one effort education which concerning formation and development of individuals and students or in other words with is wrong one method for form character nation indonesia as well as shaping the personality of indonesian people who are completely in accordance with values contained in the principles of pancasila and the 1945 constitution. pkn as education democracy are eyes lesson which nature multidimensional. He is education mark normal, education social and education political. however, what stands out most is value education and education moral by because that in a way short PKN assessed as eye lesson which carries the mission of values and moral education. Integrated character education in subjects to train, instill, familiarize and strengthen character student in accordance with values character which in accordance with education PPKN is not related to the citizenship education learning outcomes of educators must always focus on teaching knowledge to students., however, educators must also develop moral values that are in accordance with pancasila. wrong one matter which can teacher develop is intelligence interpersonal. Application approach scientific on learning civics already shows an impact that shows quite a positive trend in some aspect skills citizenship student especially on aspect skills answering, asking, discussing and actively participating, which is characterized by students looks more critical, more enthusiastic, asks questions, uses more intelligence thinking during the learning process. It can be interpreted that the values mark life which contained in education consumer as something needs to be given to students. According to teachers, some of the values these life values have been integrated into subjects, in particular: Civics, Social Sciences fields economics, PKK.

## Conclusion

Based on the results of research and discussions that the author has conducted and has done the author explains, it is concluded that character education aims to return turn on character inhabitant country which in accordance with values pancasila, between other mark devotion, mark faith, mark honesty, mark caring, to ethical values or politeness. civics is one of the means the right way to implement the values in character education students, because the aim of civics is basically to create participants students to become democratic citizens with character in accordance with the values pancasila values. therefore, character education is appropriately implemented through civics in shaping generational morals young. as for suggestions who can be a writer these include: integrating the values of character education learning education citizenship that is withenter values character to in the syllabus and plan teaching. Citizenship education is not just an ordinary subject, because through citizenship education you can create the next generation who loves the homeland and forms human character in accordance with it identity nation. Suggestion his possible in the future eye lesson education citizenship can be paid more attention so that the learning process can continue effective and efficient, and can create inhabitant public which love land water and can play a role in building the unitary state of the republic of indonesia general

implementation of thematic learning activities according to the 2013 curriculum in elementary schools country bojong 03 betel nut taking place with good and fluent. although on initially teachers in there still not yet so understand with implementation learning thematic in the 2013 curriculum. however, this is not the case make they separated hope for still want to understand, learn, as well as try how thematic learning process.

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