International Journal of
Students Education

IMPLEMENTATION OF CITIZENSHIP EDUCATION AS A COMPLETEPHILOSOPHICAL

Artika Sari[1]
[1]Universitas Muhammadiyah Sumatera Utara
Email: [1]artika1002@gmail.com

Abstract
This research examines the implementation of citizenship education philosophically. The aim of this research is to gain experience on how to implement idealistic philosophy education in elementary schools, so that this research is expected to contribute to overcoming the problems that exist in the world of education. This research is qualitative research with the character of a library research using and exploiting books and other literature as the main object (Hadi, 1995: 3). This type of qualitative research is research that produces information in the form of notes, descriptive data contained in the text being studied. In this research, the literature study method was used. The data collection technique used is by reviewing literature, books, notes and various reports related to the elements and philosophy of education. The results of the research show that students have the status of learning subjects, the person who guides (educator) is the person who is responsible for the implementation of education targeting students, the interaction between students and educators (educative interaction), the direction in which guidance is aimed (educational goals) tools and methods are everything that is done, carried out deliberately to achieve educational goals.

Keywords : Implementation, citizenship, philosophical

Introduction

In 1790, the American Veterans Legion introduced civics education in the United States to help people become good citizens. The goal is to give Americans the opportunity to get to know their country of diverse cultural backgrounds, races, and national origins (Wahab and Sapriya, 2011). Soekarno's government in 1957 began the history of citizenship education in Indonesia by using the term civics. The public content discusses a lot of the history of the Indonesian nation, especially the 1945 Constitution, which is a state political speech with the main aim of "building the nation and character". Citizenship education was included in the Indonesian school curriculum in 1961. In 1968, the term was changed to Citizenship Education. Education has the ability to improve the quality of a country's human resources because education has the ability to improve human abilities so that they can adapt and adapt to changing conditions (Riyadi, 2021). Education can make a country quality, because education can improve the quality of human resources (Purwati & Fauziati, 2022). According to Mubin (2019), a philosophical approach is one approach that can be used to overcome various problems that arise in the world of education. Educational Philosophy is the result of a philosophical approach to educational theory. Philosophy is very important for education because the problems faced in this field are also metaphysical in nature and can only be solved using philosophical knowledge, namely by using the results of human thinking about reality, knowledge and values (Shafira, 2022). It is very important for teachers in the field of education to understand the philosophy of education as individuals and as educational practitioners. This is in line with Thabrani's belief (in Malik et al., 2022) that educational philosophy must have the ability to provide educators with guidelines. This will have an impact on how educational activities are carried out. Three branches of philosophy, ontology/metaphysics, epistemology, and axiology, shape educational practice.education. teacherThe philosophy of a philosopher includes a variety of values related to learning, teaching, and the education of students and citizens. In order for education to

achieve its goal of improving human health and welfare, there needs to be harmony between theory and philosophy, as well as its practical application in society. Education has many ideologies. The belief that ideas are the highest type of knowledge is one of the most common types of idealism. In this situation, idealism is one of the most disturbing spirits. In addition, the philosophy of idealism contributes to educational progress in the academic field. Therefore, to achieve the goal of improving human health and welfare through education, there needs to be harmony between theory and philosophy, as well as their application in society. Education has many ideologies. The belief that ideas are the highest type of knowledge is one of the most common types of idealism. Philosophers believe that philosophy serves as the basis for all other types of research. Funding is essential to the advancement of the field of study. Philosophy can help people achieve their goals. Thinking can be useful as a critical reflection on our world, such as learning about government governance and its existence. Brubacher (1950) argued that there is a relationship between philosophy and training philosophy in the educational context: if philosophy not only creates new knowledge or knowledge, but also creates an educational philosophy. According to the Big Indonesian Dictionary, implementation is defined as execution or application, which is usually associated with work carried out to achieve certain goals. According to KBBI, philosophy is knowledge and research with reason about the nature, causes, origins and laws. In a broader sense, philosophy is the work of people who try to understand their fundamental beliefs, their world, and their relationship to the rest of the world.

Research Methodology

This study is study qualitative with nature studies libraries (library research) use and utilize books as well other literature as the main object (Hadi, 1995: 3). Type study which used ie qualitative, that is study which produce information in the form of notes, descriptive data contained in the text researched (Mantra, 2008: 30). This research uses a literature study method. With technique data collection was carried out using a review method literature, books, notes and various reports relating to the elements elements and philosophy of education. From results screening, obtained 5 journal which is known in this study.

No	Writer And Year	Title
1.	Nofia Henita , Desyandri , Yeni Erita , Elfi Indriani (2022)	"Implementation of the philosophy of education on School Base"
2.	Amar Salasa, Bi Vivi Rahayu, Balinda Nariswati, Hanifah Nur Maulidiyah (2023)	"Philosophy Education Pancasila And Citizenship in School Base: Studies Study Literature"
3.	M. Mansur, Sudjarwo, Mohammed Nurwahidin (2022)	"Philosophy of Internal Science Pancasila Education In School "
4.	Sri Astuti Iriyani, S.Pd.I, M.Pd, Heri Sopian Hadi, S.Pd, M.Pd, Marlina, S.Pd, M.Pd (2023)	" Introduction Philosophy Education "
5.	Devi Ariani, Muhammad Nurwahidin, Sudjarwo (2022)	"The Role of The Philosophy of Science In Education Pancasila"

Result & Discussion

Referring to the results of the analysis from the references above, in the educational process no can be separated from educational elements namely:

1. Learners: Learners are considered as learning subjects. Educators must understand the characteristics of students. Students have unique physical and mental potential, which makes them unique, developing, requiring guidance and humane treatment, and capable of living on their own.
2. Educators are people who are responsible for implementing education with student goals. Parents, teachers, learning program leaders, training, and communities are responsible for their children's education in three places: family, school, and community
3. Interaction between students and teachers: The term "educational interaction" refers to mutual communication between students and teachers with a focus on educational goals. The process of intensive communication with the manipulation of educational content, methods and tools enables optimal achievement of educational goals

4. In what direction is guidance (educational goals) aimed? Tools and methods are all things that are done deliberately to achieve educational goals. Tools identify the type, while methods identify efficiency and effectiveness. Educational tools are divided into curative and preventive. Guidance events take place in the following locations (educational environments). Families, schools, and communities form the educational environment.

Educational philosophy is the result of deep and profound thinking about education. Education uses a philosophical foundation as a starting point. A system of ideas about education and dedication, or an elaboration of a general philosophical system advocated by a particular philosophical school, is known as the philosophical foundation of education. Concepts related to education are currently not included in the philosophical foundations of education; instead, it focuses on ideas about how education should be done. Education has philosophy as a basis. This arises as a consequence of existing theories in philosophy. Therefore, it is known that there is a philosophical foundation for education: Idealism, Realism and Pragmatism. Idealism is a philosophical school which argues that the real object of knowledge is ideas. According to Idealism, reality is a reflection of the ideas that exist in the human soul and is not the real truth. According to idealism, reality consists of ideas, thoughts, reason and soul. The general concept of idealist philosophy can be divided into four categories: (1) Metaphysics-Idealism: idealist philosophers argue that reality is essentially spiritual in nature, (2) Humans: are spiritual creatures who think, have a purpose in life, and live in a world with rules. and clear morals, (3) Epestimology-Idealism: knowledge obtained through intuition or recall, and (4) Axiology-Idealism: moral values that must control humans. Aristotle, Plato's student, was the basis of the philosophy of realism. The philosophical system known as realism holds that a material world beyond consciousness exists and is important to know using human intellectual abilities. According to realism, truth does not lie in concepts or the soul, but in natural reality. In the philosophy of realism, there are two general concepts known as "metaphysics-realism", which argues that actual reality is only physical reality (materialism), and "humanity", which argues that human essence lies in what one does. According to Epistemology-Realism, humans gain knowledge through self-experience and using reason (3). Sensing is a way to gain knowledge. According to Axiology-Realism, human behavior is regulated by natural laws studied through science. According to pragmatic philosophy, practical utility is a measure of whether something is true. According to this school, anything, including personal experiences and mysterious truths, can be accepted as truth and a basis for action as long as it produces favorable results. Therefore, pragmatic principles have benefits in real life. The General Concept of the Philosophy of Pragmatism consists of (1) Metaphysics of Pragmatism, which argues that a general theory of reality is impossible and is not necessary for it to actually occur. This school argues that everything humans experience is natural and constantly changing, and that humans are the product of biological, psychological and social evolution. Personal life and society will definitely experience many problems as a result of ongoing changes. Therefore, the ideal individual has the ability to solve new problems.

Conclusion

Educational philosophies, such as idealism, realism, and pragmatism, It discusses general ideas about all educational philosophies, including their influence on educational goals, curriculum, teaching methods, the role of teachers, and students. Idealism holds that reality lies in the human mind rather than in the real world. According to the theory of realism, truth can be found in nature, which can be accessed through human intelligence and senses. Practicalism sees truth as what can be used in real life. In addition, within the context, literature related to the application of philosophical foundations in primary school education was studied.

Refrences

Devi Ariani, Mohammed Nurwahidin, & Sudjarwo, S. (2022). Role Philosophy Knowledge In Education Pancasila . *Journal Education Basic Dan Social Humanities* , *2* (1), 49–60.

Hadi, Sutirno. 1995. *Methodology Research* . Yogyakarta: Andy Of

Mantra, Ida Bagoes. 2008. *Research Philosophy and Social Research Methods* . Yogyakarta: Student Library.

Miraa Cahyani Ni Made, & Eve Damayanti Ni Wayanti. (2022). *Element – Element And Educational Philosophy:* Language, Literature and Teaching Seminar (Pedalitra II). PBID.

Mubin, A. (2019). *Reflections on Idealist Philosophy Education* . Rausyan Fikr, 25-26.

Nofia Henita, Desyandri, Yeni Erita, & Elfi Indriani. (2022). Implementation Philosophy Of Education In Primary Schools. *Didactics: Journal Scientific PGSD STKIP Subang* , *8* (2), 2285 - 2295.

Purwati, I., & Fauziati, E. (2022). *Elementary School Religious Character Education from the Perspective of Idealist Philosophy* . Elementa: PGSD STKIP PGRI Banjarmasin Journal, 1-8

Riyadi, A. (2021). *Essentialism in the Perspective of Islamic Education Philosophy* . Journal of Tarbiyah & Teacher Training (JTIK) Borneo, 131-138.

Salasa, A., Rahayu, DV, Nariswati, B., & Maulidiyah, HN (2023). Philosophy Education Pancasila And Citizenship in School Base: Studies StudyLiterature. *SNHRP* , *5* , 1221–1224

Shafira, FA (2022). *Philosophy of Science in Education* . Student Course Assignments, 36-46.