



ANALYSIS OF PANCASILA VALUES IN LEARNING METHODS FOR BASIC CITIZENSHIP CONCEPTS IN ELEMENTARY SCHOOLS

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Abstract

Analysis of Pancasila values in the learning process in elementary schools is the aim of this research. This research is a literature review research, a research process that involves reviewing and critically evaluating existing literature sources. This method is carried out so that the application of Pancasila values can be accepted effectively by students. Apart from that, teachers must also invite students to apply Pancasila values (learning to do) in their daily lives so that they will get used to behaving in accordance with Pancasila values. The research results involve an assessment of students' understanding, application and appreciation of Pancasila values. This can involve evaluating learning in class, student participation in school activities, as well as efforts to shape positive character and attitudes in accordance with the basic values of Pancasila such as mutual cooperation, democracy and justice. The conclusion aims to shape character and moral values in students. Students and to instill these values so that they become the basis of social life for Indonesian children. The material involves an introduction to precepts, norms and ethics in everyday life.

Keywords : Understanding, application, appreciation, participation, character, mutual cooperation, democracy, justice.

Introduction

Citizenship Education (PKn) in elementary schools has an important meaning for students in the formation of individual citizens who understand and are able to carry out the rights and obligations to become intelligent, skilled and characterized Indonesian citizens as mandated in Pancasila and the 1945 Constitution (UU Constitution 1945). Ministry of National Education, 2006:97-104). National education is education that is based on Pancasila and the 1945 Constitution which is rooted in religious, cultural, Pancasila values and responsive to the demands of changing times whose aim is to improve the quality of Indonesian people, whether social, spiritual, intellectual and professional. in his scientific field. Education is the basic knowledge that every citizen must have in accordance with the rules that apply. Every citizen has the right to receive teaching or compulsory education for 12 years in accordance with the rules set by the government. Thus, education is an important basis for the lives of Indonesian people so that they are not blind to the laws and science that develop according to the demands of the times. The life of the Indonesian nation requires the implementation of the noble values contained in Pancasila which reflect the original personality of the Indonesian people. The values, norms and ethics that have been contained in Pancasila have truly become a very complete and rounded part and can be integrated with the personality of every Indonesian citizen so that they can form attitudes, thought patterns and action patterns and provide direction to Indonesian society. Apart from that, Pancasila is a character value that can be implemented into the lives of Indonesian people. Pancasila is the basis for the Indonesian nation in organizing education as stated in Law No. 20 of 2003 concerning the National Education system, which reads: National Education is based on Pancasila and the 1945 Constitution of the State of Indonesia. The role of Pancasila in education is certainly very important in Indonesia, because Pancasila has an important role in character formation through the application of Pancasila

values. Pancasila as a state ideology is also a philosophy of life for all Indonesian citizens because the meaningful values contained in Pancasila are very useful and useful for everyday life. Pancasila education is a fundamental thing for every citizen's life to be used as a benchmark or guide in building life as a good citizen or in accordance with the values of Pancasila. The application of Pancasila values in an educational institution is a benchmark for the success of the implementation of Pancasila values which already exist and are trusted by all Indonesian society. In reality, the values of Pancasila live and develop in accordance with the diversity of Indonesian society.

The role of teachers in providing and developing Pancasila and moral values in students in elementary schools is certainly very necessary. However, developing Pancasila and moral values in students is impossible to achieve if students do not understand the concepts of values and morals themselves. The concept of Pancasila and moral values is actually included in the scope of Civics subjects which focus on the formation of citizens who understand and carry out their rights and obligations to become skilled, intelligent Indonesian citizens. As well as character in accordance mandate Pancasila and Constitution 1945. Citizenship education is education that reminds us of the importance of the values of the rights and obligations of a citizen so that everything we do is in accordance with the goals and ideals of the nation and does not deviate from what is expected. Because it is considered important, this education has been implemented from an early age at every level of education, from the earliest to tertiary level, in order to produce competent successors to the nation who are ready to live the life of the nation and state. According to Soemantri, (2001:154) it is an effort made to provide students with basic knowledge and abilities regarding the fundamental relationship between citizens and the state and also preliminary education to defend the country as forms of state defense efforts as mandated in the 1945 Constitution and also Pancasila. Citizenship Education is democratic education which aims to prepare citizens to think critically and act democratically, through activities to instill awareness in the new generation, regarding the awareness that democracy is the form of social life that best guarantees people's rights (Saidurrahman, 2018). 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 rooted in national culture which are expected to become an identity that is manifested in the form of behavior in daily life. Lessons in self-formation that are diverse in terms of religion, social, culture, language, age and ethnicity which focus on the formation of citizens who understand and are able to carry out their rights and obligations to become intelligent, skilled and characterful Indonesian citizens. as mandated by Pancasila and the 1945 Constitution for the Indonesian people, Pancasila has been recognized as the basis of the state. Pancasila contains five standards, standards or qualities, specifically purity, humanity, solidarity, a system based on voice, and equality. Regulations regarding these five characteristics are contained in the Indonesian constitution, especially the Preamble to the 1945 Constitution, article IV. Pancasila, regarding the communitarian citizenship hypothesis (Will Kymlicka, 2001) and primary functionalism (George Ritzer, 2004), can be said to contain great life possibilities, is a consequence of local regional planning, shared social qualities. that determines life, and can be a source for social interaction. Citizenship Education (PKn) is a subject that highlights the development of students who are different in terms of religion, socio-culture, language, age and identity to become intelligent, talented and characterful citizens in accordance with the mandate of Pancasila and the 1945 Constitution. Curriculum values training is coordinated in urban school subjects. The qualities contained in metro schooling are the qualities of legalism, trust, knowledge, strength, mindfulness, majority rule, patriot, consistency with social guidelines, diversity, monitoring freedom and commitment to oneself and others. These qualities must be mobilized by students to become acceptable and astute citizens. Experience shows that the implementation of Pancasila through schools is completed by including it as a component of informative material for Citizenship Education in Indonesia. Based on the experience above, Pancasila has consistently become a teaching material for Indonesian citizenship education. This implies that Pancasila is the material substance of Civics. Pancasila as an idea itself has different implications and clarifications according to how to respond to feelings that have been completed. Therefore, it is worth asking what the substance of Pancasila and Pancasila values should be used as material substance in Citizenship Education, which until now has not been specified clearly and effectively.

Implementation of pancasila values in the school environment

Faith in The Almighty God

1. Respect teachers and friends without distinction of religion, ethnicity, race or class
2. Maintaining the cleanliness of the school environment is a form of shared responsibility
3. Participate in extracurricular activities that match your interests and talents.

Just, Civilized Humanity

1. Become a student who is civilized and has good morals

2. Be responsible as a student, such as not cheating and obeying school rules and regulations
3. Help friends or school residents who are in trouble
4. Carry out your obligations and get your rights as a student
5. Likes doing humanitarian activities

Indonesia Unity

1. Maintaining harmony with friends at school Showing love for the country by always participating in the flag ceremony in an orderly and solemn manner
2. Appreciate and respect differences
3. Don't do things that trigger arguments
4. Maintain a clean environment with the school community

People Led By Wisdom In Representative Development

1. Prioritize resolving issues that concern many people by holding deliberations to reach consensus
2. Don't force your friend's will in making decisions
3. Take responsibility for decisions taken
4. Respect the results of joint decisions
5. common interests above personal interests

Social Justice for All Indonesian People

1. Get used to working together with friends and school residents in community service
2. Work hard in completing the assignments given by the teacher
3. To help each other with friends and the school community
4. Be fair in all activities carried out with other people
5. Make friends with anyone because everyone has the same status as Indonesian people

It should not be debated but guarded and studied well, because Pancasila was born to be our guide to life. So that in implementing Pancasila values, we as individuals can maintain harmony in social life, especially in the work environment.

Research Methodology

This research is a literature review research, a research process that involves reviewing and critically evaluating existing literature sources. The main purpose of a literature review is to understand and describe the current state of research in a field related to the topic under study. By conducting a literature review, researchers can find the latest knowledge, identify existing research gaps, and develop a strong theoretical basis for the research to be conducted. The methods used in a literature review can vary depending on the research objectives and the discipline involved. Some commonly used methods include identifying relevant literature sources, collecting data from these sources, analyzing and synthesizing data, and writing a comprehensive literature review report.

Result & Discussion

The following is a statement from the teacher at Miss Muhajirin school regarding PKN learning. Civics has been included in thematic learning. Thematic learning is integrated learning that links several subjects, the advantage of thematic learning is that it is more student-centered so students can be more active and gain meaningful experiences, and also thematic learning uses the principle of learning and playing so that the learning atmosphere is more enjoyable. From this thematic learning, teachers can find out the learning outcomes according to students' interests and talents, but the disadvantage of this thematic learning is that the separation of subjects is not clear. The function of Civics learning is that it can help students understand their rights and obligations as citizens, can form better and more responsible characters, and can foster students' sense of nationalism towards the Republic of Indonesia. The aim of Civics learning is that it can be a learning tool for students to get to know the Unitary State of the Republic of Indonesia better, to shape students' personalities in accordance with the culture of the Unitary State of the Republic of Indonesia, and aims to form a generation that loves the country and participates in fulfilling the independence of the Republic of Indonesia. The obstacles faced during the Civics learning process include 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, creatively,

intelligently and responsibly, so that citizenship education not only prioritizes intellectual abilities but also prioritizes student morality. This is different from citizenship education which developed in the old paradigm, that moral education in citizenship education learning is an indoctrination of moral values. Pancasila and citizenship education is education that plays an important role in shaping the personality of elementary/MI students. This is because PPKN studies how elementary/MI students can become good and true citizens. PPKN is a subject that is very mandatory to study from elementary to tertiary level, because it is so important to study for the nation's future generations. PKN teaches how to create harmony in the 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 state philosophy and the 1945 Constitution and thus citizenship education is one of the educational efforts that concerns the formation and development of individuals and students, or in other words, is one way 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 principles of Pancasila and the 1945 Constitution. PKN as democratic education is a multidimensional subject. It is normal values education, social education and political education. However, the most prominent ones are values education and moral education.

Therefore, in short, PKN is considered a subject that carries the mission of values and moral education. Character education is integrated into subjects to train, instill, familiarize and strengthen students' character in accordance with character values in accordance with PPKN Education. Regarding the learning outcomes of Citizenship Education, educators do not always have to focus on teaching knowledge to students, 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 quite a positive trend in several aspects of students' citizenship skills, especially in the aspects of answering, asking, discussing and actively participating skills, which are characterized by students appearing more critical, more enthusiastic, asking questions, more use thinking intelligence during the learning process. It can be interpreted that the life values contained in consumer education are a necessity to be given to students. According to the teachers, some of these life values have been integrated into the subjects. Every nation must have noble conceptions, ideas and ideals. Regarding the deepest essence of the state and the deepest essence of state law, the conception of statehood and law of each nation state has its own characteristics in accordance with the historical background, socio-cultural conditions and characteristics of the nation concerned. One of the characteristics of Indonesia as a nation is its greatness, breadth and diversity. The conception of the basis of the state is formulated with five main principles: meeting point (which unites the diversity of the nation), fulcrum (which underlies the ideology, norms and uniforms of the state), and turning point (which provides state and national orientation) of the Indonesian nation. The five main principles are known as Pancasila. The five basic values of Pancasila are: (1) Belief in the Almighty God (2) Just and civilized humanity (3) Indonesian Unity (4) Democracy led by wisdom wisdom in deliberations representative (5) Social justice for all people Indonesia. Learning objectives are basically the abilities that students expect after gaining learning experience. Goals range from broad or general to narrow or specific. All goals are related to one another. Learning objectives must be centered on the desired changes in student behavior, therefore they must be formulated operationally, can be measured, and their achievement can be observed (Nana Sudjana and Wari Suwariyah, 2010). The application of Pancasila values in the learning process through education is very important because national education basically functions to develop abilities and shape the nation's character and civilization which is useful in order to make the nation's life more intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty. Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen (Article 3 of Law No. 20 of 2003 concerning the National Education System). It is hoped that by implementing the values of Pancasila, then will form people who are educated, knowledgeable and have character. As for the context of global life, Pancasila and Citizenship Education, apart from having to strengthen the civility of Pancasila, must also equip students to live in the global arena as world citizens (global citizenship). This is because citizens not only live in a national environment but also live with other nations in international relations. Apart from that, we need to realize that in this world there are not only us, but there are other people who live in all parts of the world. So, we have a lot to learn about global citizen education (Hakop Walangadi, Elmia Umar, Kian Palilati, 2020). Therefore, the substance and learning of Pancasila need to be oriented to equip Indonesian citizens to be able to live and contribute optimally to the dynamics of 21st century life. The application of Pancasila values in elementary school learning apart from developing Pancasila values and morals, also develops all visions.

Conclusion

Participation as an elementary school member is very useful for the success of programs or activities carried out to realize Pancasila values in students' daily lives. Efforts to strengthen Pancasila values through the participation of the school community are closely related to social change in the school environment because the process in it is related to the emergence of social problems which result in the weakening of Pancasila values. Schools must strive to strengthen Pancasila values by changing their students to be better than before based on Pancasila. The application of Pancasila values to students at the elementary school level is a very important and fundamental thing, because at this level, students learn from teachers various basic things in education such as how to read and write well and correctly, as well as with an introduction to the values of Pancasila. Teachers have a big responsibility regarding the implementation of Pancasila values because this is done in a special way and adapted to the age level of the students. This method is carried out so that the application of Pancasila values can be accepted effectively by students. Apart from that, teachers must also invite students to apply Pancasila values (learning to do) in their daily lives so that they will get used to behaving in accordance with Pancasila values. Support from various related parties, namely the school, parents and other stakeholders, really determines the quality of success in implementing Pancasila values. The role of schools and parents is as important as the role of teachers, because outside school hours, parents play a very large role in guiding and supervising the application of Pancasila values in daily life. In the specific context of the learning process, the role of the school principal is no less important, because no matter how good the curriculum program is, the quality of the teachers, the completeness of the facilities and infrastructure (instrumental input), and the environment (environmental input) are conducive to implementing Pancasila values to students. Students will not be successful if they are not supported by the presence and support of the principal in the entire educational process in general at school. That's why the application of Pancasila values at the elementary school level is very fundamental because the process of forming values in each individual starts from the elementary education level, that's why there is an adage which says that "it is easier to form good habits than to change bad habits. Thus, in fact the most important thing that needs our collective attention is our involvement so that we can appear as role models for anyone; parents for their children and teachers for their students. A classic pedagogical doctrine says: "we cannot teach what we know, we cannot teach what we want, we can only teach what is within us." Therefore, let us "play" the values of Pancasila with our students. "Surgant Fueri et, Ludant Coramnubis" (tell the children to prepare themselves and play in front of us).

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