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## PROOF OF THE STRENGTH OF THE RELATIONSHIP BETWEEN PANCASILA VALUES AND CITIZENSHIP

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### Abstract

The aim of this research is to prove the relationship that exists between Pancasila values in forming a sense of citizenship in teenagers. Teenagers are the future residents of a nation who are expected to embody the values of Pancasila in social life. These values are instilled through education at school and can lead to the creation of a sense of citizenship in teenagers. This research uses a literature review method. The data in this research was obtained through data collection techniques in the form of a framework, concept or orientation for analyzing or classifying facts collected in research conducted from reference sources (books, journals, papers). This research shows that there is a positive and significant correlation with all Pancasila values and a sense of citizenship, namely the first principle, second, third, fourth and fifth principles. Thus, the higher an individual's Pancasila value, the higher their sense of citizenship. It is hoped that the results of this research will provide a deeper understanding of the importance of Pancasila values in forming a strong and sustainable citizenship in Indonesia. In particular, the strongest relationships emerge from social justice and citizenship values.

**Keywords :** Relationship between Pancasila Values and Citizenship

### Introduction

In this 21st century which is full of challenges, Indonesia as a sovereign country faces an urgent need to form a young generation who is not only knowledgeable but also has a strong sense of citizenship. In this context, Pancasila values emerge as the philosophical and moral foundation needed to form empowered and responsible citizens. This research aims to reveal and prove the close relationship between Pancasila values and citizenship, especially through the perspective of scientific writing. The selection of certain subjects in the educational curriculum is the first step to explore how these values are integrated in the learning process, impacting students' understanding and attitudes towards civic identity. The hope is that this scientific paper will not only provide a deeper understanding of the relationship between Pancasila values and citizenship. Pancasila and citizenship courses have a strategic role in preparing intelligent, responsible and civilized citizens. It is agreed that democratic education is important for the growth and maintenance of democratic governance. Based on Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, concerning Implementation Signs of the Personality Development course group in Higher Education consisting of Religious Education, Citizenship Education, Pancasila and Indonesian Language courses. With the improvement of the curriculum for personality development courses, Pancasila and citizenship education has a new paradigm, namely Pancasila-based Pancasila and Citizenship Education. Building a sense of citizenship or group requires shared values. The basic values that bind a nation, in the Indonesian context, are Pancasila, whose values have been agreed upon. As a value, the basic philosophy of this country is a characteristic that is considered important for Indonesian society to internalize. By instilling Pancasila values in the school curriculum, it is hoped that a sense of citizenship will be fostered in teenagers, so that in the future an ideal society can be formed. This is important considering that citizenship is a status attached to a complete member of a community which is formulated in the form of the rights and duties of a

citizen so that it is hoped that with good citizenship, someone can fulfill their obligations well. The creation of the five points of Pancasila as the foundation of the state is not without reason, one of the reasons is 1) Pancasila can be accepted by all ideologies, classes and groups of society in Indonesia. 2) Because Pancasila is in accordance with the soul of the Indonesian nation. 3) Pancasila comes from the noble values of the nation. Pancasila as the basis of the state not only reflects personality, but also provides direction for the future. While citizenship education has an important role in national and state life, citizenship education is one of the supporting pillars in building the character of national identity, meaning that citizenship education educates citizens to become good citizens, smart citizens. in facing world developments in the competitive era.

### Research Methodology

This research uses a literature review method. The data in this research was obtained through data collection techniques in the form of a framework, concept or orientation for carrying out analysis or classification of facts collected in research conducted from reference sources (books, journals, papers).

### Result & Discussion

Based on the results of the search which began by conducting a Literature Review, conclusions can be drawn in the table as follows.

**Table 1. Review Document**

| Writer   | Title   | Method Study      | Findings   |
|--|---|-------------------|--|
| Denny Soetrisnaadisendja ja (2019)                           | Relationship to Pancasila Education And Citizenship (PPKN) as Democratic Education for Student Participation in Schools | Literature Review | With the help of the program, the significance value was 0.05 and with the help of the Microsoft Excel program, a person correlation value of 0.536 was obtained. This shows that the variables of Pancasila and citizenship education as democratic education on student participation in school have a correlation with a moderate level of relationship. The results of the research show that there is a relationship between the independent variable and the dependent variable, namely on the basis of product moment correlation testing, it is known that the level of relationship is moderate to answer the problem formulation of this research. |
| Tukiran Taniredja, Dhimas Wahyu Pradana, Eko Priyanto (2021) | The relationship between learning Pancasila education and citizenship and students' attitudes of tolerance              | Literature Review | With the results of the correlation test obtained, it can be said that the relationship between learning Pancasila and Citizenship Education for these two variables is positive and significant. This is demonstrated practically by students in daily learning activities by respecting and accepting each other's differences and not discriminating against the environment. friendship.   |
| Eko A Meinarno Sri Fatmawati Mashoedi (2013)                 | Proving the Strength of the Relationship Between Pancasila Values and Citizenship                                       | Literature Review | Pancasila values play a significant role in shaping the civic attitudes and behavior of teenagers in Indonesia. Therefore, strong and comprehensive Pancasila and Citizenship education is very important to be implemented in the educational environment in order to strengthen teenagers' civic awareness and build a solid foundation for a democratic and just country.   |

Source: Document Literature Review by the Author

### *Pancasila Values*

In the Big Indonesian Online Dictionary, values are defined as traits or things that are considered important or useful for society. Values are goals to be achieved (end state of existence) and also a way of behaving. Bertens (2007) states that values are things that are desired and always have a good connotation. It can be said that values are guidelines for behavior whose existence is expected to emerge among members of a group. Pancasila is a collection of five unidimensional values that are used as a reference for the behavior of the Indonesian people. The five values contained in Pancasila are divinity (principle 1), humanity (principle 2), patriotism (principle 3), democracy (principle 4), and social justice (principle 5). Referring to history long before Soekarno explored the values of Pancasila that are known today, the concept of Pancasila was already documented in Mpu Tantular's Sutasomo book. The book formulates karma, namely not to commit violence, not to lie, and not to get drunk (Daroeso, 1989). Making the five points of Pancasila the basis of the state is not without reason. These five values are considered to have been values that have developed in society for a long time. Why can Pancasila be used as the foundation of a state? 1) Pancasila is used as the basis of the state because it is in accordance with the soul of the Indonesian nation, 2) Pancasila is the source of all applicable legal sources, 3) Pancasila is used as the basis of the Indonesian state because it is in accordance with the soul of the Indonesian nation itself. The figures who formulated Pancasila were not creators, but they were explorers of the existing values of the Indonesian nation and summarized them into Pancasila. Suharto, as the leader of the new order, who often emphasized that Pancasila was a unified whole, seemed to be faltering academically. Research conducted by Juneman Meinarno (2013) also shows that there is a special pattern of Pancasila regarding the issue of religious identity.

**Table 2. The values contained in the Pancasila principles**

| Please 1<br>Deity   | Please 2<br>Humanity  | Please 3<br>Patriotism  | Please 4<br>Democracy  | Please 5<br>Social justice  |
|---|---|---|--|---|
| Sub-value: Mutual respect for religious differences, recognizing the existence of God Almighty as all life. | Subvalues: Justice, equality, civilized attitudes towards fellow humans | Subvalues: Love and loyalty to the homeland, maintaining the integrity and sovereignty of citizens, respecting diversity, building national unity and integrity | Wise leadership, people's participation in decision making, freedom of opinion | Subvalues: Solidarity, well-being, empathy, social responsibility |

Divine values refer to belief in God and living by carrying out His commands without interfering with the affairs of other religions. This divine point indicates that tolerance between religious communities must be upheld. It is not impossible that the existence of various adherents of different religions in Indonesia can lead to conflict. Therefore, divine values are considered important to become the basis of state life, namely as one of the points listed in Pancasila. This human value places more emphasis on an individual's treatment of other individuals or society. Based on this principle, everyone must respect and respect other people as fellow human beings. Therefore, it is also required to have a fair attitude in treating other people, without looking at ethnicity, race, or other differences that other people have (Meinarno, Widiyanto, and Halida, 2011; 2015). Unity as a value is sought to be achieved by making Indonesian the official national language. Use of Indonesian in various places, for example in academic activities. By speaking good Indonesian, a sense of unity will be fostered in Indonesian society because there are standards that are mutually understood (Meinarno, 2013). In the fourth principle, listed as people's leadership in decision making, is a concept that emphasizes wisdom, intelligence and justice in leadership, while involving active participation from the community in the decision making process. According to experts, this creates an environment where decisions taken reflect the needs, values and interests of society as a whole, thereby strengthening the legitimacy and sustainability of policies. This also increases community involvement in the government process and allows them to feel like they are stakeholders in the outcomes of decisions taken. The final principle of Pancasila concerns social justice which must be realized in Indonesia. This research suggests that social justice is something that is expected to help realize social justice in society. Other research shows that this fifth value is correlated with the primacy of justice and transcendence (Meinarno 2010).

## *Citizenship*

Meer (2010) defines citizenship as a concept used to represent two understanding functions, namely as a legal function (relating to the right to contribute to democratic activities) and a social (reciprocal balance between rights and obligations obtained as a result of having residency status). In particular, young citizens who are in the process of becoming citizens are important subjects of citizenship issues (Suryadi, 2011). The strategy for this issue can be seen in research conducted by Puragabaya (2012) that citizenship is positively related to other social variables, namely patriotism (love of one's country) and nationalism (pride of one's own nation). Several research results were conducted respectively by Abu El-Haj (2007), Bogard and Sherrod (2008), Robles-Fernandez (2011), and show important points in evaluating the role of social interaction in forming a person's sense of citizenship. 1) Abu El-Haj (2007) states that school is the main context for youth identity and affiliation. 2) Bogard and Sherrod (2008) stated that gender, ethnicity and immigrant status variables influence the development of citizenship attitudes in youth. 3) Robles-Fernandez (2011) stated that through social participation young people can be helped to become active members of the population. Youth form their understanding of citizenship through the interplay of forming a sense of belonging, involvement (bonding), and success in their community. In Indonesia, citizenship is in the 1945 Constitution in general (Dewi et al, 2013; Kaelan, 2012). In particular, it can be seen in the articles therein. Article 28D which has four paragraphs explains in general about citizenship. Paragraph (1) emphasizes rights in law and paragraph (4) concerns citizenship.

## *The Relationship Between Pancasila Values and Citizenship*

The existence of Pancasila as the foundation of national life certainly has goals that are considered beneficial for Indonesia. It is hoped that the values contained in Pancasila can become an important aspect for every citizen in behaving as an Indonesian citizen. Carrying out these obligations and rights is carried out as an implementation of the citizenship status possessed by every Indonesian citizen. Therefore, Pancasila can be a means of improving the citizenship of society in Indonesia. The empirical findings of a positive and significant relationship between all Pancasila values and citizenship strengthen the argument of the function of education which theoretically states that citizenship can develop and preserve the moral values of Pancasila. The results of this research are also broadly the same as the findings of (Mashoedi, Mahardi, & Carolina, 2012). The slight difference is that the first value also has a positive and significant relationship with citizenship. Strong connection between first principles and citizenship Divine values refer to belief in God and living by carrying out His commands without interfering with the affairs of other religions. The existence of a relationship between the second principle and citizenship seems to be in line with the basic human desire to do good deeds and not harm others (Suneki, 2011). Being a good citizen only happens if every citizen is able to do good and not harm others. This can be seen in non-smoking behavior. He behaves well (does not smoke), if he smokes well he will not harm other people (the smoke that comes from smoking). That's roughly the picture of a person who adheres to the second principle well. The person also has a good sense of citizenship. On the other hand, someone will love various objects that are typical of Indonesia. This behavior is a reflection of the implementation of the third principle of Pancasila. The use of Indonesian is a form of patriotism (Meinarno, 2013; Yanovsky, 2003 in Sarbaini, 2011).

A fairly strong relationship between patriotism-nationalism and citizenship will also have an impact on a sense of bonding to the community, readiness and commitment to serve others, the formation of a sense of belonging, involvement (bonding), and success in their community (Josic, 2011). Similar findings were also shown by Puragabaya (2012) that citizenship is positively related to other social variables, namely patriotism (love for one's country) and nationalism (pride in one's own nation). The experience of the fourth principle of Pancasila can be realized in the form of a person's active participation in community activities. Participation without harmony is also impossible, research revealed by Juneman, Meinarno and Rahardjo (2012) emphasizes that harmony means individual freedom is limited by the presence of other people. Likewise, as a citizen, it is impossible to do something as you please without considering the interests of other people. By participating, someone means they have carried out their duties as a citizen. Participation is one of the points contained in the definition of citizenship, namely civil, social, cultural and political rights that enable people to participate effectively in society. Finally, from the fifth precept it can be seen how the experience of this precept is related to a person's citizenship. Providing social assistance to areas affected by natural disasters in Indonesia is one example of applying the fifth principle of Pancasila. Citizenship is achieved for people who practice the fifth principle, namely in the form of activities to help others for the sake of realizing social justice. This is in accordance with what Quijada (2008) stated that citizenship is a social position to form intercultural alliances that promote social justice.

## Conclusion

This research highlights the importance of the relationship between Pancasila values and citizenship in forming an empowered and responsible young generation in Indonesia. By using a literature review method, this research reveals that Pancasila and citizenship education has a strategic role in preparing intelligent and responsible citizens. The research results show that there is a close relationship between Pancasila values and citizenship. Through Pancasila education, values such as divinity, humanity, patriotism, democracy and social justice can be instilled in the younger generation, thereby strengthening their civic consciousness. Apart from that, research also highlights that learning Pancasila and Citizenship Education based on Pancasila can influence students' attitudes and behavior towards civic identity. This is important to build a solid foundation for a democratic and just country. Furthermore, this research also shows that there is a positive and significant relationship between Pancasila values and citizenship. Pancasila values, such as divinity, humanity, patriotism, democracy, and social justice, can collectively shape good citizenship attitudes and behavior in individuals. Overall, this research provides an in-depth understanding of the complex relationship between these values. Pancasila and citizenship, as well as emphasizing the importance of Pancasila and citizenship education in forming a civilized young generation.

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