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PANCASILA EDUCATION AND CITIZENSHIP ROLE AND OBJECTIVES IN EDUCATION

Wulan Ramadani¹

¹Universitas Muhammadiyah Sumatera Utara

Email: wramadani804@gmail.com

Abstract

Pancasila education plays an important role in shaping national character, because quality character will provide a solid foundation for sustainable national development. By making the Pancasila education subject mandatory in schools, it also aims to instill Pancasila values as the basis of the state and philosophy of life for every student in school. The research method used in this journal is literature study. The data used is in the form of literature, books, articles and documents related to Pancasila education in forming character in schools. The results of this research show that Pancasila education has a significant role in shaping the character of students at school. Through Pancasila education, students can understand and form a sense of nationalism, appreciate cultural diversity, and realize their rights and obligations as Indonesian citizens. The implication of this research is the need for more attention to Pancasila education in both formal and formal education non-formal education. Pancasila education must also be carried out regularly and integrated into the curriculum, and supported by innovative and effective learning methods.

Keywords : Pancasila Education, National Character, Pancasila Values, Formal Education

Introduction

Ideal education is the most important and important thing in various countries in order to make a country progress and develop. Education is also one of the most important factors for human life. Education aims to foster character, morals and teaching in children that can develop thinking patterns in children. In education there is definitely learning. Learning is carried out and designed to teach students, meaning that students are placed as learning subjects. In order to achieve educational goals, learning activities are carried out. The role of Pancasila and citizenship education has an important role in forming good citizenship attitudes and a Pancasila perspective. This can be done through formal or informal education, such as education at school, education at home, or education through mass media. The aim of Pancasila and citizenship education is to form good citizenship attitudes with a Pancasila perspective. This can be obtained through education that pays attention to moral, ethical, social and political aspects. This education must also develop attitudes that pay attention to human rights, as well as guarantee justice, security and welfare for society. Citizenship education aims to shape students into 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 law. Pancasila citizenship education also helps build national identity by providing knowledge, understanding and appreciation of Pancasila, the constitution, and the rights and obligations as citizens. This education includes teaching ethics and morals that are in line with the spirit of the nation's noble values, such as tolerance, mutual cooperation, love of the country and nationalism. In citizenship education, students will understand and internalize Pancasila as the basis of the state and its ideology, which includes five principles: belief in one God, just and civilized humanity, Indonesian unity, democracy led by wisdom in deliberation/representation, social justice. for all Indonesian people. Pancasila citizenship education also helps improve passive skills which make Indonesian citizens more active, critical, intelligent and democratic, as well as fostering a civilized, democratic culture. With Pancasila and citizenship education, students can become

citizens who can be relied on by the nation and state, and have a constitutional commitment supported by a positive attitude and a complete understanding of the 1945 Constitution of the Republic of Indonesia. Pancasila and citizenship education can help build the nation by instilling the basic values and principles contained in Pancasila and the 1945 law.

Pancasila and citizenship education contains basic concepts, principles and educational procedures that include knowledge of citizenship, steadfast citizenship, commitment citizenship, and civic competence. Citizenship education also helps build community by developing positive characters, such as honesty, discipline, solidarity and responsibility as part of being a good citizen. This education teaches students about the rights and obligations as citizens, such as the right to freedom of opinion, the right to receive education, the obligation to maintain the integrity of the nation and state, and the obligation to pay taxes. Citizenship education also includes teaching ethics and morals that are in line with the spirit of the nation's noble values, such as tolerance, mutual cooperation, love of the country and nationalism. This education aims to instill the values of the Pancasila ideology conveyed in Pancasila citizenship education lessons, which will foster a spirit of nationalism in leaders in the global era. With Pancasila and citizenship education. Students can become citizens who are relied upon by the nation and state, and have a constitutional commitment that is supported by a positive attitude and a complete understanding of the 1945 Indonesian Refulic State Constitution. Pancasila citizenship education also helps build the nation by forming a critical, rational attitude. , and think responsibly. Citizenship education also has other goals, such as developing participatory skills that make Indonesian citizens more active, critical, intelligent and democratic, as well as fostering a civilized, democratic culture. Apart from that, the insertion of Pancasila citizenship also aims to educate the nation's life and shape the nation's personality, namely as a conscious effort in "nation and character building". Civic education is oriented towards instilling the concept of citizenship and is implementable in everyday life. Pancasila and Civics are subjects that contain the principles and values of national character which can be studied and applied as guidelines in everyday life to create a society with good character, upholding the values of unity and oneness, maintaining the integrity of the country, protecting the social and environmental environment. live so that the development of the times and the progress of science and technology are supported by the strengthening of national character which causes the progress of the nation and state to take place without any obstacles and problems.

Research Methodology

Pancasila education is an important factor in forming the Bagsa character. In this context, this research aims to explore the role of Pancasila Education in shaping the character of students and its implications. The method used in this education is a literature review, which includes literature review and critical analysis of sources related to the research topic. This research uses the library study method. Library study is a research method that is carried out by collecting, analyzing and evaluating various library sources related to the research topic. In this case, researchers will search for and examine literature related to the role of Pancasila education in shaping the character of students at school. Sources used include books, articles, research reports and other related sources. The samples in this research are literature sources related to research, which include journal articles, books, research reports, and other sources relevant to research. Sample selection was carried out by searching for literature through electronic databases such as scientific journals, university libraries, and other sources that relate to the role of Pancasila education in shaping the character of students in schools. The selected samples will be evaluated and analyzed to obtain information relevant to the research objectives. Researchers will use keywords that are appropriate to the research topic to conduct a systematic and structured literature search. After the literature has been collected, the researcher will read, study and analyze the contents of each relevant source of literature. The data analysis method that will be used in this research is critical analysis of the literature collected. Researchers will read, research and analyze the contents of each literature source related to the research topic. The analysis will be carried out systematically by identifying the main themes, arguments and conclusions related to the Pancaila Education strategy in shaping the character of students at school. Next, the researcher will study and analyze the data to gain a comprehensive understanding of the research topic. By using the literature study method, this research is expected to provide a comprehensive understanding of the role of Pancasila education in shaping the character of students at school. The validity of the data and careful analysis will provide a solid foundation for the importance of this research for educational development and the formation of better student character. The online research method is by collecting data via the internet such as journals related to the discussion of existing material. This research is qualitative research by looking for relevant references.

Result & Discussion

The Nature of Citizenship Education

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 everyday life, lessons that are in the formation of diverse in terms of religion, social, culture, language, age and ethnicity which focuses on forming citizens who understand and are able to carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled and have character as mandated by Pancasila and the 1945 constitution. According to National Education System Law no. 20 of 2003 chapter 1 article 1 that education is a conscious, planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society nation and state. And according to Carter v. Good (1997) that education is the process of developing a person's skills in the form of attitudes and behavior that apply in society. Based on this opinion, it can be concluded that education contains goals to be achieved by forming the individual's ability to develop himself, and that self-ability develops so that it is useful for the interests of his life as an individual, as well as as a citizen and member of society.

The role and objectives of citizenship education

The role and aim of citizenship education is to form citizens who understand and are able to carry out their rights and obligations to become citizens who understand and are able to carry out their rights and obligations to become citizens who can be relied upon by the nation and state. Citizenship education has the aim of forming citizens who are intelligent, have character and participate in the life of the nation and state. Citizenship aims to shape students into citizens of the community, citizens of the nation and citizens who can be relied on by their individuals, families, environment, society, nation and country in achieving shared goals. The aim of citizenship education is to educate citizens to become citizens who are patriotic, tolerant, loyal to the nation and state, religious, democratic and truly devout. Citizenship education also aims to form citizens who have a democratic spirit, as well as form citizens who have intelligence in citizenship intellectually, socially and emotionally as well as spiritual citizenship intelligence. Citizenship education also has a strategic role in shaping students' attitudes and behavior in everyday behavior, so that they are expected to be able to become better individuals. Students' interest in learning in the field of civics needs special attention because interest is one of the factors that supports the success of the learning process. Citizenship education can help shape civics intelligence in various ways. For example, in research conducted in elementary schools, the data analyzed is information about civic intelligence development activities in extra-curricular activities, results of limited and extensive trials, evaluations, suitability test data, and effectiveness test data for civic intelligence development models based on extra-curricular activities. curricular in elementary school. Citizenship education also teaches basic values that are the foundation of social, national and state life, such as Pancasila, the 1945 Constitution, the Republic of Indonesia, Bhineka Tunggal Ika, democracy, human rights, law and national resilience.

With this learning, students can understand and forming thoughts with a state perspective, as well as building a sense of nationality and security towards the Indonesian homeland. In citizenship research, the skills and abilities needed to behave as good citizens are also focused on, such as civic knowledge (knowledge about citizenship), civic disposition (attitudes and behavior appropriate to citizenship), civic skills (skills needed to behave as citizens). country), civic condivence (self-confidence as a citizen), civic commitment (leadership and leadership in developing the progress of the nation), civic competence (intelligence in carrying out actions in accordance with citizenship), and civic culture (culture and behavior in accordance with citizenship. With good citizenship education, students can form thoughts with a national perspective, build a sense of nationality, and develop the abilities needed to behave as good citizens. This will help increase intelligence in citizenship intellectually, socially and emotionally, as well as spiritual citizenship intelligence. Pancasila and citizenship education is one of the education programs needed to develop good and responsible attitudes and behavior and strengthen national unity and unity. This is necessary because of the increasing challenges of globalization, and requires a young generation that has strong morals and citizenship. Pancasila and citizenship education covers various aspects, starting from understanding Pancasila, citizenship to understanding good and responsible behavior. This is expected to help the younger generation in facing the increasing challenges of globalization, such as economic, political and social globalization. With Pancasila education and strong citizenship, the younger generation is expected to have good attitudes and behavior, and understand the importance of strong citizenship in developing unity and national unity. This will help the younger generation in facing the increasing challenges of globalization, and help strengthen national unity and integrity. Apart from that, Pancasila and citizenship education will also help the younger

generation in facing increasing challenges, such as bad behavior, corruption and social violence. This will help the younger generation to form good and responsible attitudes, and help strengthen national unity and unity. In Pancasila and citizenship education, strong moral education is also paid attention to, which will help the younger generation to form good and responsible attitudes. This will help the younger generation in facing the increasing challenges of globalization, as well as help strengthen national unity and unity. The application of Pancasila values in the lives of the younger generation is important to strengthen love for the country and ensure national unity. Pancasila is an ideological system that regulates the main values that Indonesian society must pay attention to.

Applying Pancasila in the lives of the younger generation, there are several steps that can be taken.

Increasing the sense of nationalism and love for the homeland: the younger generation must increase the sense of nationalism and love for the homeland, because this is the basis for maintaining Indonesia's original cultural values. Pancasila will sort out which values should be absorbed to adapt to Pancasila values. Adapting to a rapidly changing world: the younger generation must be able to adapt to world changes and be able to take advantage of opportunities that arise. History shows that civilizations that are unable to adapt to world changes will disappear. Integration of diverse elements: the younger generation must be able to organize and maintain the relationships between the parts that are components in growing the value of Pancasila awareness. The continuous integration function of diverse elements will become a centripetal force. Have a common goal from time to time: the younger generation needs to have a common goal from time to time for transportation because it continues to be improved by the dynamics of society and by its leaders. Applying Pancasila as a way of life: the younger generation must apply Pancasila as a way of life in everyday life. Pancasila values are the key in regulating the attitudes and behavior of society, and must be practiced to ensure unity of the people. Maintaining the unity and integrity of the country: the younger generation must maintain the unity and unity of the Indonesian state, which is very beautiful with the slogan of *Bhinneka Tunggal Ika*. The future of this nation is in the hands of all of us, especially the younger generation. Optimizing Pancasila values: the younger generation must maintain Pancasila values, which are reflected in the life of Indonesian society and have become an inseparable part of the life of the Indonesian nation. Efforts to maintain Pancasila values can be carried out with practical ideology. By taking these steps, the younger generation can strengthen love for the country and defend the values of Pancasila, which are the basis for national unity and the safety of the Indonesian state.

The importance of integrating Pancasila values in education to shape the character of the younger generation.

The integration of Pancasila values in education is very important to shape the character of the young generation who are good, intelligent and love their country. Education plays an important role in children's education, because it can be helpful and beneficial if accepted and understood. The values of Pancasila, namely divinity, humanity, unity, democracy and justice, can be implemented in character education which aims to improve the quality of the nation and state. The implementation of Pancasila values in education aims to foster awareness of a sense of national unity and unity, as well as improving the values that have been given. Pancasila-based character education can help develop the younger generation as people who are good, intelligent and love their country. Education must be based on Pancasila values so that it is organized and designed, so that the process of realizing the goals of education in Indonesia is of high quality, so it is very beneficial for human resources. In everyday life, Pancasila values can be applied in every environmental management activity, which can help the Indonesian people live in harmony, peace and prosperity. The integration of Pancasila values in education is important to shape the character of the younger generation. The objectives and explanations are as follows:

1. Increase students' understanding of Pancasila values:
The integration of Pancasila values in education helps students to understand and assess Pancasila values as the basis of the state and ideology of the Indonesian nation.
2. Increasing students' ability to apply Pancasila values in everyday life: integration of Pancasila values in daily life, such as accepting and maintaining humanity, as well as accepting and maintaining democracy and social justice.
3. Helping students to become good citizens: integration of Pancasila values in education helps students to become good citizens, who believe in and are devoted to the almighty god, uphold human values, be united, democratic and socially just

The strategy for integrating Pancasila values in education can use strategies such as contextual strategies, strategies such as contextual strategies, dialogical strategies, and project strategies. For example, teachers can integrate Pancasila values by connecting mathematics learning with issues related to justice, such as the fair

distribution of wealth. Teachers can also invite students to discuss the meaning of Pancasila in social life. Schools can also invite students to make posters about Pancasila values.

The integration of Pancasila values in education must be carried out with the aim of building a nation that is strong, competitive, moral, virtuous, has good noble morals, tolerance, cooperation, patriotic spirit, dynamic development, science and technology oriented with faith and devotion to God. the Almighty based on Pancasila .

Implementation of Pancasila Education in schools

School is a very tragic place for character formation because the majority of children from all levels of society are educated in school, strengthening character in accordance with Pancasila values in schools is an effort to foster high morality for students as the nation's successors so that they remain true to the morals established by them. teach in accordance with Pancasila values, in accordance with the mandate of presidential decree number 87 of 2017 concerning strengthening character education. Education is responsible for strengthening the character of students. It is very important to instill and apply Pancasila education to students in their daily lives. The instillation of Pancasila values that are applied in elementary schools is included in the learning process (psychopedagogical development) because the learning process carried out in each elementary school does not contain three shutters, including: cognitive, effective and physicomotor shutters (Freddy K Kalidjernih, Civics Journal: civic studies media towards the revitalization of Pancasila', 16.1 (2019), 103-10). Implementing Pancasila education through Pancasila values can be done in religious studies, civics subjects, and other subjects, namely by teaching and embedding the five principles of Pancasila and their implementation in school activities.

The impact of Pancasila education on the character of students

Pancasila education has a positive impact on the character of students. In learning Pancasila, students are taught the noble values of Pancasila and how to become good citizens. By instilling Pancasila values in students, it is hoped that students will have good character and develop into individuals who have good morals and ethics. Character education through learning Pancasila can be one of the efforts and solutions to the nation's problems and a series of problems of morality and the low character of citizens which are increasingly uncontrolled and outside the normal values of Pancasila. Pancasila as an ideology plays an important role in building the character of Indonesian society. In learning Pancasila, students are taught to have an attitude of tolerance, both in terms of religion, ethnicity and culture. Apart from that, students are also taught to love each other and be kind to each other. However, 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. Apart from that, the role of educators is also very important in shaping the character of students through learning Pancasila.

Pancasila education as character education

Pancasila education as character education is one part of naming character for students, because Pancasila education contains various kinds of character education, such as main character education and also main character education. The main character education consists of nationalist character education, obeying social rules, respecting diversity, being aware of rights and obligations, and being responsible. Meanwhile, basic character education contains values that are religious, honest, intelligent, tough, democratic and caring. Pancasila education itself is part of a group of subjects in the education unit or curriculum in Indonesia. All subjects in Indonesia are essentially integrated with what is called character education, because of that, Pancasila education is one of the subjects that when people hear about this subject, character education will come to mind. From the Pancasila education subject, it is also hoped that it will be able to produce a society with character. In essence, we as Indonesian people should have character that is characteristic of national identity. Pancasila as the basis of the state is certainly used as the basis and guideline in national and state life. Because in Pancasila there are goals, ideals and hopes that the Indonesian nation has which are written in every point of its precepts. In Pancasila Education, we can learn and find out what values are contained in Pancasila and how to apply these values in social life. Pancasila education is very important for every Indonesian citizen to obtain because it is the basic foundation in forming character, where schools are an appropriate environment as a means for carrying out activities where providing Pancasila education is given from an early age. In this case of course the school has a role and must provide encouragement to students to behave and have character in accordance with the values contained in Pancasila. Developing the moral and character of students in the school environment is something that must be done in order to form good moral and

character of students. well, and become a generation that is in accordance with the values and character of Pancasila (Hanum, 2019).

According to one of the educational figures in Indonesia, namely KI Hajar Dewantara, education is a conscious effort made to develop all aspects of each person, namely in the form of knowledge, attitudes, skills and character. Character can be said to be the character, behavioral traits and way of behaving of each person. Character consists of two traits, namely good traits and bad traits. We can see whether a person is good or bad from the way a person behaves. If someone is able to have good qualities and behave well then that person's character is also good and vice versa if someone has bad qualities and behaves badly then based on this it can be said that that person has bad character, this happens because A person's behavior can influence the good and bad of that person's character . . So it is natural that good character values are something that must be given and applied to participants as provisions, so that in the future they will be able to apply these values in living a good life within the family, community, school, as well as the nation and state, so that they can have a positive impact on their environment. Pancasila education also has the aim of providing and instilling positive values in every student to form noble morals. Character education has three main functions, including: First, the function is to shape and develop their potential. Character formation shapes and develops the potential of students so that they have a good mindset, have a noble heart, and behave in accordance with the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the relationships and roles of families, educational units, society and government to participate and be responsible in developing the potential of every citizen and building a nation that is more advanced, independent, fair and prosperous. Third, the filter function. Character education can be used to sort out one's own national culture and filter out the culture of other nations which is contradictory and not in accordance with the cultural values and character of a dignified nation (Sayektiningsih et al., 2017). sayektiningsih, Sumardjoko, B., & Muhibin, A. (2017). Instilling Character Values in Learning Pancasila and Citizenship Education at Madrasah Aliyahmadiyah Klaten.

The Role of Civics Learning in Elementary Schools in Relation to the Character and Morals of the Young Generation.

Civics focuses on cultivating an understanding of state concepts and contains things that are often applied in everyday life. Furthermore, it is hoped that this can form a generation that loves and preserves the integrity and unity of its nation. Understanding and improving attitudes and behavior that are based on Pancasila values and national culture is something that is prioritized in citizenship education (Rahmatiani, nd). Civics and character education subjects are closely related to each other. The values that exist in character education in Indonesia are expressed through four sources, namely Pancasila, national education goals, religion and culture (Nugroho et al., 2019). Programmatically, citizenship education learning focuses on providing political knowledge and the laws applied in Indonesian society. Teaching materials are clear, based on theory, conceptualized and normative, containing various moral values and guidelines as well as how to apply them. The Civics Program focuses on the formation of individuals who are democratic, skilled, religious, love their nation and country, and uphold the good name and dignity of the nation in the process of interaction between nations that is currently and will continue to occur in the world. Civics learning procedurally contains teaching materials that functionally shape, nurture and develop the potential of students in both physical and non-physical environments in a humanistic, democratic and functional manner. According to (Riadin & Salahudin Permadi, 2019) Civics at the elementary school level is interpreted as a series of teaching and learning activities which aim to help students so that these students are able to learn properly and give birth to people with a nationalist spirit in the creation of national character oriented towards the formation of a society that positions democracy in national life and a state based on Pancasila, the 1945 Constitution and norms and those applied in society.

Building a young generation with intelligence and character is not a problem easy, because it forms a creative and advanced mindset which is always accompanied by good characters are very difficult to implement. The biggest problem it is the teacher's role to be a role model in realizing values character specifically corresponds to the subject's character values and values general character at school. Efforts to build an intelligent and young generation character is carried out by: 1) forming students' critical thinking abilities through learning activities in class, 2) developing individual capacity become good citizens, namely individuals who are aware of their rights and its obligations; and 3) realizing characterful behavior in life school environment. To make learning more meaningful, teachers always do improvements to the learning process. This aims to provide process variations to maintain student interest and motivation in learning well in class or outside the classroom. The tip that can be done is to use strategy varied learning. The learning process is a learning process teaching (PBM) or the process of communication and collaboration between teachers and students in achieve the goals and objectives of education

and teaching. Learning too is a process of developing students' attitudes and personalities through various means stage and experience. This learning process takes place through various means methods and multi-media as ways and tools of explaining, analyzing, conclude, develop, assess and master (use, practice/application) of the subject matter (theme) as a manifestation of achievement target (goal). Therefore, in building an intelligent and intelligent generation character really requires the participation of teachers who are always active in it instill good values in every learning process takes place, both through choosing the right strategy, and becoming an educator and teachers who can teach students in the school environment. Every business undertaken will always have obstacles that accompany it. In this research, it was found that there were several obstacles faced by teachers and schools in building an intelligent generation with character.

The Important Role of Pancasila and Citizenship Education as Education for National Character. Character is a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community and nation and state. Meanwhile, character education is character education, which involves aspects of knowledge, feelings and actions. Character education is actually not something new for education in Indonesia. If we look back, the character education process was actually carried out by teachers at that time. However, with the development of increasingly modern life and teachers who at that time have been replaced with teachers in the modern era, it seems that the tendency of the educational process to prioritize education for the achievement of intellectual abilities alone. The character education process seems to be forgotten. In accordance with the definition, character as a pattern of behavior is individual and a person's moral state (Daryanto and Suyatri, 2013). There are several important roles of Pancasila and Citizenship education as education National Character, namely:

1. Religious: An attitude that is obedient to the teachings of the religion it adheres to, but does not underestimate religion other. With a religious character, it is hoped that it can become the basis for internal values, morals and ethics act.
2. Honesty: Behavior that is based on efforts to establish oneself as a trustworthy person in words, actions and work. By being an honest person it will be small there may be misunderstandings and mutual accusations, hatred because they feel they have been lied to.
3. Responsibility: By having responsibility for every action taken, this will shows that the individual is worthy of the mandate and can bear the consequences from his actions.
4. Tolerance: Attitudes and actions that respect every difference. By being tolerant makes it easier for each individual to mingle with each other without discrimination.
5. Discipline: Obeying all applicable rules or regulations. This shows that individuals. They really appreciate and uphold every agreed rule.
6. Hard work: By trying hard in every action, being independent, optimistic and determined shows that the person is a person of character and is worthy of being invited to work The same
7. Creative: Thinking creatively and critically will show you as an intelligent person. Will avoid acts of plagiarism and come up with something more innovative
8. Democratic: A way of thinking, behaving and acting that values equal rights and obligations himself and others. Knowing what is more important and what to do
9. National spirit and love of the country: This is necessary because without awareness, the spirit of nationalism and love for the homeland of the citizens of the country, so forever the nation will be character will never be realized because the character of the nation itself emerges from the citizens his country.

Conclusion

Pancasila and citizenship education's role and objectives in education are that Pancasila and citizenship education is an important part in developing attitudes as citizens who are virtuous, responsible, and have an understanding of the relationship between citizens and the state. They are expected to be able to explore and uphold national unity and unity, have knowledge of citizens and the state, defend the country, national awareness, love for the homeland, democracy, and participate in building a nation based on Pancasila. Pancasila and citizenship education also aims to develop the spirit of patriotism and defending the country, as well as communicating thoughts and ideas verbally and in writing about Pancasila and citizenship.

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